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**Leer para Triunfar: An Action Research Evaluating the Effects of Parent Involvement in
Reading Proficiency of Third-grade ELLs**

Susana Díaz Hernández and Dominique Roche Rendón

A Dissertation Submitted in Partial Fulfillment of the Requirements for
the Degree of Doctor of Education

Ross College of Education

Lynn University

April 10, 2023

Dissertation Committee:

Jennifer Lesh, Chair

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ABSTRACT

Numerous studies have shown that, on average, English Language Learners underperform academically compared to non-ELLs, and that the achievement gap tends to increase as students move on to upper-grade levels; only 29.5% of all third-grade ELLs in Alpha County were reading at grade level in the fiscal year 2021-2022. This pre-experimental action research aimed to examine whether the parent involvement program “Leer para Triunfar” had any significant differences in third-grade ELLs’ Winter Progress Monitoring Assessment reading test scores, and in parents’ perceptions about parent involvement, before and after the intervention. This study utilized descriptive and inferential statistical protocols to address the above outcomes. Participants filled out a survey before and after completing the workshops. The sample for this investigation consisted of 36 Hispanic parents with limited or non-English language skills of third-grade ELLs attending a public elementary school in Southeast Florida. Throughout three workshops of one hour each and additional information provided through social media, parents learned about effective strategies to implement at home that could boost their child’s first language development. Also, parents learned about community events and other critical topics that could help develop their children’s reading proficiency. Although the results were statistically significant for the pre and post-intervention reading test scores, the researchers preferred to opt for a conservative approach and resolved this finding is inconclusive because of internal and external factors that could have impacted the reading test results. Question one in the pre and post-intervention surveys covering parents’ perceptions about their involvement in their child’s education proved to be statistically significant by comparing the group’s results before and after the intervention. The rest of the responses in the pre and post-intervention surveys did not have statistical significance. This study also served as a pilot for future experimental work on this topic.

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Susana Díaz Hernández and Dominique Roche Rendón

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Last, I want to thank my employer, who gracefully allowed us to conduct this study on their premises. A big thank you goes to my principal, Ms. Deborah McNichols, Dual Language Coordinator Ms. Annabel Wagner, and Council Member Susy Diaz, who greatly supported “Leer para Triunfar.”

Susana Díaz Hernández

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Dominique Roche Rendón

DEDICATION

I want to dedicate this dissertation to my family. In particular, to Mom and Dad, who are no longer with us. Growing up, my family taught me the importance of working hard and getting the best education possible. They did not get to see me graduate, but if they were watching over me today, I think they would be very proud of my accomplishments.

I also would like to dedicate this work to colleagues who have supported my journey as a doctoral student in different capacities over the past three years. To those who volunteered their time to help with "Leer para Triunfar" workshops, let me interview them for various assignments or offer their input when I asked for help; thank you very much!

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Finally, I want to dedicate this dissertation to my students for inspiring me to pursue this research project in the first place. Without them, I would not be the educator I am today, and none of this would have been possible.

Susana Díaz Hernández

DEDICATION

I would like to dedicate this dissertation to all my family members who could not obtain a college degree, mostly because of financial reasons, especially to the selfless and courageous women who had to sacrifice many of their dreams for their families. Let us celebrate this accomplishment as a collective effort of you, myself, and our ancestors.

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Finally, I want to dedicate this achievement to myself. Pursuing and completing a doctoral degree is exceptionally demanding and challenging, especially in a language that is not my mother tongue, with a global pandemic and a war in between. Despite everything, I kept my eyes on the prize and worked hard to earn this. If I ever doubt myself, I will make sure to come back to this dissertation and realize everything I achieved and everything I have overcome.

Dominique Roche Rendón

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CHAPTER I

INTRODUCTION

Background

In 1965, the passage of Title VII of the Elementary and Secondary Education Act, commonly referred to as the Bilingual Education Act (BEA), changed the previous federal position of English-only as the language of instruction in all public and private elementary schools. The reauthorization in 1994 of the Bilingual Education Act (rBEA) recognized the importance for English Language Learner students (ELLs) to become proficient in English and their native language (Baker, 2001).

Nowadays, there are several programs that include the student's home language in the classroom to support the linguistic and academic development of ELLs such as Sheltered Instruction, Transitional Bilingual Education programs (TBE), and Dual-Language (DL) Programs, which seem to be the most effective in promoting bilingualism. Research indicates that ELLs who have failed in various English as a Second Language (ESL) and transitional bilingual education programs have made remarkable gains in dual-language programs (Thomas & Collier, 2002). Thirty-five states and the District of Columbia reported having a dual-language program in the 2016–17 school year (Office of English Language Acquisition, 2020).

By the 2016–17 school year, ELLs represented 9.6% of total student enrollment in the United States educational system, showing a 1.5 percentage point increase since 2000 (U.S. Department of Education, 2020). As the population of ELLs has been drastically increasing, debates have also increased regarding effective and appropriate educational services that would improve academic performance for these students, particularly, around the role the home language plays in promoting second language acquisition and higher academic achievement (Cummins, 2001; Solano-Flores, 2008; Kibler & Roman, 2013).

According to Cummins (2001), in the early years of school, ELLs can easily lose their ability to communicate in their mother tongue, even at home. The extent of language loss usually varies depending on the concentration of families from the same linguistic group in the school and neighborhood. Where children's home language is widely used among their family members and in the community outside the school, the language loss will not be as much. On the contrary, children can lose their ability to communicate in their native language within 2-3 years of starting school in places where families from the same linguistic group do not live in the same neighborhood.

Children displaying native language loss may still comprehend it, but they will use English to communicate with their peers and siblings and in responding to their parents and family members. The loss of the first language (L1) may impact students' cultural identity, but also academic achievement. In fact, the level of proficiency children have in their first language is a strong predictor of second language acquisition. School-age children with a solid foundation in their native language develop stronger literacy skills in English, and consequently, perform better academically (Cummins, 2001; Riches & Genesee, 2006; August & Shanahan, 2006).

Cummins (2001) suggested that to reduce the amount of language loss and to increase literacy in students' home language parent involvement is paramount. Parents should establish a strict home language policy and provide enough opportunities for children to increase the use of their mother tongue, for example, by reading and writing other than speaking. Also, parents should expand the circumstances in which children can use their native language by attending community events, visiting the country of origin, and organizing playgroups with other families and their children from the same linguistic background.

Parents and other caregivers such as grandparents should talk to their children to develop their vocabulary and concepts in their native language. For instance, by telling stories

related to their cultural legacy or discussing issues with children that help them think critically, students will come to school with a background knowledge that will help them learn the school language and succeed academically. With parental support, children can acquire knowledge and skills that would transfer afterward across languages from the native language they have learned at home to English (Cummins, 2001; Association for Childhood Education International, 2003).

“Children's cultural and linguistic experience in the home is the foundation of their future learning,” (Cummins, 2001). This research built on that foundation to promote literacy in students’ first language that would in time transfer across languages through a research-based parental involvement program tailored to parents with limited English proficiency.

Statement of the Problem

Numerous national studies and surveys have shown that on average ELLs underperform academically compared to non-ELLs, and that the achievement gap tends to increase as students move on to upper grade levels (Rumberger, 2007; McNeil et al., 2008). Those research findings are evident in Alpha (pseudonym) County, where this investigation took place. As shown in Table 1, based on the most recent Florida Standardized Assessment (FSA) English Language Arts (ELA) scores of the fiscal year 2021-2022, only 29.5% of all third-grade ELLs in Alpha County were reading at grade level, established by the Florida Department of Education as level 3 and above (Florida Department of Education, 2021).

The table below provides information regarding third-grade students’ performance in the FSA ELA from 2017 to 2022 in Alpha County. The disparities among racial groups are evident. For the past five years, cultural majority students have ranked at the top with the highest percentages in reading proficiency, whereas minority groups have consistently followed behind. ELL students, including English Language Learners actively served (LY) and during the two year

follow up period (LF), have performed poorly in the FSA ELA test compared to all other groups. No data is shown for Fiscal Year (FY) 2020 because the governor of Florida canceled all end of the year summative assessments due to the COVID 19 pandemic.

Table 1

FSA ELA's scores from 2017 to 2022

Performance Measure	Unit of measure	Third Grade Students	FY17	FY18	FY19	FY21	FY22
FSA ELA	Students scoring level 3 or higher	White	78.0%	75.8%	74.4%	72.5%	73.8%
		Hispanic	45.9%	49.4%	47.8%	46.7%	47.3%
		Black	37.0%	40.7%	39.6%	40.5%	39.8%
		ELL	26.5%	24.0%	22.1%	25.9%	29.5%

Note. (Tierney, Sheffield, & Miller, 2022).

The table below provides information regarding student performance at each achievement level. Students' performance on Florida's statewide assessments is categorized into five achievement levels. Students scoring Level 3 and above are considered to perform at grade level.

Table 2*Students' Performance per Reading Achievement Level*

Achievement Level 1	Achievement Level 2	Achievement Level 3	Achievement Level 4	Achievement Level 5
Inadequate: Highly likely to need substantial support for the next grade	Below Satisfactory: Likely to need substantial support for the next grade	Satisfactory: May need additional support for the next grade	Proficient: Likely to excel in the next grade	Mastery: Highly likely to excel in the next grade

Note. Explanation of performance predictors per reading achievement level (Florida Department of Education, 2021).

Purpose of the Study

The primary purpose of this research was to design a research-based parental involvement program tailored to parents with limited or non-English language skills of third grade ELLs attending a public urban elementary school in Alpha County. This pre-experimental quantitative action research explored and showcased the effects and benefits of culturally relevant parent involvement strategies on students' English reading proficiency.

Often, the home-school collaboration is studied from the point of view of teachers and administrators. Nevertheless, it has been overlooked how the parents view their participation, particularly low-income, immigrant, and Latino parents. Therefore, there is a need to study low-income immigrant Latino parents to develop theories that may explain how these parents view their involvement in their children's education (Orozco, 2008).

The program "Leer para triunfar" - read to succeed, aims to improve the participation of parents with limited or non-English language skills in their children's bilingual education and to increase by 5% every year third grade ELL (LY & LF) students' achievement in the Florida

Standardized Assessment - English Language Arts. This program would be replicable in other public elementary schools in Alpha County.

Significance of the Study

The current research aligns with the 2016 Alpha County School District's five-year strategic plan. One of the five-year strategic plan objectives was to have by the year 2021, 75% of all students reading at grade level by third grade (The School District of Alpha County, 2016). This study also aligns with the new strategic plan 2022 – 2027 objectives. Among other things, the new plan focuses on academic excellence and growth for all students and in promoting family engagement. The district recognizes that valuing families' perceptions and culture is key to support students' success (The School District of Alpha County, 2022).

However, in 2022, only 29.5% of all third-grade ELLs in Alpha County scored level 3 or higher (The School District of Alpha County, 2022). Although from 2017 to 2022 the reading academic achievement improved for ELLs, from 26.5% to 29.5% reading at grade level, the 2022 results indicate that the reading proficiency gap between ELLs and the rest of the students' population is still remarkable.

ELLs reading levels are concerning because no native English speakers' student population has been rising for decades. More than five million ELLs attended grades K-12 in the United States school system in 2018 (National Clearinghouse for English Language Acquisition, 2020). The 2000 United States Census projected that students whose L1 (first language) is not English would represent about 40% of the K-12 student population in the United States by 2030 (Thomas & Collier, 2002).

In line with that prediction, the most recent 2020 census found that although the White population is still the largest racial and ethnic group in the United States, it has declined for the first time in decades. There was an 8.6% decline in population growth among White alone

Americans, compared to the 2010 census. In contrast, Hispanics or Latinos showed a 23% increase compared to a decade ago (United States Census Bureau, 2021).

Covid-19 pandemic. A major global event took place at the beginning of 2020, the COVID 19 pandemic. It is considered the largest disruption in education in modern history since it affected 95% of the student population worldwide (Engzell et al., 2021). Cases of SARS-CoV-2 (severe acute respiratory syndrome coronavirus 2) were first identified in December 2019 during an outbreak in the province of Wuhan, China. This type of coronavirus causes respiratory illness in humans, which can vary from mild flu-like symptoms to death. The WHO (World Health Organization) categorized it as a pandemic in March 2020 (Centers for Disease Control and Prevention, 2021).

The virus is transmitted from person to person through respiratory droplets, which makes it highly contagious. The WHO advised several mitigation measures to reduce the spread, including travel restrictions, keeping a social distance of at least 6 feet, handwashing, the use of face masks, cleaning and disinfecting surfaces, among others (Centers for Disease Control and Prevention, 2021). As a result, governments around the globe-imposed lockdowns.

In March 2020, the Covid-19 pandemic caused schools to close and start remote instruction, disrupting students' education. This situation prompted Florida's Governor Ron DeSantis to cancel state standardized assessments for K-12's 2019-2020 school year (Florida Department of Education, 2020). Consequently, there is no FSA data for the year 2020. The pandemic's collateral effects on students' academic achievement are yet to be seen. Still, it is possible that distance learning may have widened the reading proficiency gap, even more, interrupting the progress made by the district and its students since 2016.

During the pandemic, Dorn et al. (2020) found a significant decrease in students' academic performance in core subjects, such as math and reading. The academic reading

performance of ELLs was already a significant issue faced by many states. As this population of students grows, it is more likely that these concerns will increase (Niehaus & Adelson, 2014).

The importance of reading at grade level by third grade. There are several reasons why it is so important to read at grade level by third grade. First, third grade is a mandatory retention grade; Allington (2001) found that when students fall behind in reading by one or more grade levels, they will need to read at least 90 minutes per day to improve their reading skills. Second, Hernandez (2012) showed that when students do not read at grade level by third grade, their chances of graduating from high school decrease by four times.

One of the key descriptors of at-risk students has been low reading levels (Morgan, Farkas, Tufis, & Sperling, 2008). Quinn (2015) suggests that limited reading development can lead to course failures, increase discipline referrals, indifference, and low school attendance, all of which can contribute to many at-risk students being transferred from traditional schools to alternative school settings.

There is a significant relationship between low reading proficiency and imprisonment, as stated in a research study performed by The Chicago Tribune revealing that 60% of underaged inmates could not read at third-grade level when they were initially booked in youth correctional facilities (Jackson & Marx, 2013). There is a national interest to ensure children can read at grade level by the end of the third grade; the Campaign for Grade-Level Reading is one example of collaboration between the private and public sectors to achieve this goal. Given that there is a correlation between the lack of literacy skills and criminal behavior, there are long-term detrimental consequences for the future of children that read below grade level, as well as for their communities and the country (The Annie E. Casey Foundation, 2013).

A decrease in students' reading capabilities and overall knowledge could isolate them from their peers (Quinn, 2015). Along with isolation, students who read below grade level could

suffer from low self-concept and low self-efficacy. Children that read below grade level may display low self-efficacy by not believing in their ability to perform reading tasks. Children with low reading self-concept see reading tasks as complex, and their attitudes toward reading are perceived as unfavorable by others (Prochnow et al., 2013; Katzir et al., 2018).

Because reading below grade level can severely impact students' futures, the researchers of this study tackled one factor that could positively impact reading proficiency in third-grade ELLs, which is parental involvement. This research considered parents' values, costumes, and views when developing the "Leer para Triunfar" parent involvement program. The researchers paid close attention to what motivates low-income, immigrant, Latino parents to get involved in their children's education. The goal of "Leer para Triunfar" was to help these parents overcome the multiple difficulties they face when dealing with their child's education in America.

According to Baeza (2012), non-English speaking parents face additional struggles compared to the rest of the parents in the school system. First and foremost is the language barrier, which makes communication between teachers and parents more challenging. Also, cultural barriers sometimes lead to misunderstandings between people of different backgrounds because of the lack of knowledge of each other's values and beliefs. These barriers could cause non-English speaking parents to isolate themselves and feel frustrated and powerless.

Focus of the Study

This study focused on parents of ELLs enrolled in third grade in Beta Elementary located in Alpha County. The majority of these students were enrolled in the dual-language program offered at the school site, while some attended English classes which are part of the ESOL (English for Speakers of Other Languages) curriculum available at this school.

The main goal of ESOL programs is to help ELLs to reach high academic achievements by providing emotional, social, linguistic, and academic support in the classroom. These students represent 190 countries and 170 languages in the American school system. ESOL programs also focus on assisting ELLs become active citizens and engage globally (The School District of Alpha County, n/d).

Dual-language education programs are a type of bilingual education program in which students are taught literacy and academic content in English and a partner language (U.S. Department of Education, 2015). Dual-language programs aim to help students develop high levels of language proficiency and literacy in English and their native language, reach high levels of academic achievement and develop an appreciation and understanding of multiple cultures.

Dual-language programs vary in structure, implementation, and enrolled student populations. However, there are two main models: One-Way Dual-language Programs where students from predominantly one language group receive instruction in English and a partner language, and Two-Way Dual-language Programs (also known as two-way immersion programs), where ELLs fluent in the partner language and English-speaking peers are integrated to receive instruction in English and the partner language (U.S. Department of Education, 2015).

Two-Way Immersion is the type of dual-language program model used in Alpha County schools, with a total of twenty-five schools (elementary, middle, and high schools) offering the program. Students spend 50% of their time learning in Spanish and 50% of the time learning in English (50/50 program). They learn to read, write, and speak in both languages through instruction across various content areas (School District of Alpha County, 2014).

The Alpha County District's additive approach ensures that native Spanish speakers maintain and grow their first language while acquiring English as a second language. For native-English speakers, the two-way immersion (TWI) program offers exposure and subsequent

fluency in Spanish, one of the fastest-growing languages in the United States (School district of Alpha County, 2019)

Rationale for the Study

Immigration has impacted the school demographics in America. According to Muniz (2019) for the first time in history, students of color will soon become the largest student body in the public schools system of the United States. ELLs fall under this category and in a matter of years they will form a large portion of the American workforce; thus, their academic preparation is crucial for the future of the country's economy and society.

This author also suggested that there is still a considerable achievement gap between African American, Hispanics, and White Students. Understanding ELLs' backgrounds and needs is vital to developing curriculum designs and instructional strategies to ensure their academic success (Muniz, 2019).

The Every Student Succeeds Act (ESSA) was signed by President Barack Obama in December 2015. This legislation includes provisions to ensure disadvantaged students have equal access to high quality education. ESSA holds schools and their districts accountable in the compliance of high academic standards, based on their students' performance in standardized tests, like the former FSA ELA (*United States Department of Education, n.d.*).

Theoretical Framework

For this research, the following theories served as a framework; a more detailed explanation will be provided in Chapter Two. From Epstein's Model of Parent Involvement (2011) two of its components, parenting and learning at home, guided the design of the parent involvement program *Leer para Triunfar*. Ingram et al. (2007) found that parents with low socioeconomic status respond positively to these two types of parent involvement.

From the Hoover-Dempsey and Sandler Model of Parent Involvement (2005), the researchers focused on levels one and two which describe the variables influencing parents' decision to become involved in their children's education. By understanding what motivates parents to get involved, the researchers persuaded them to participate in the program.

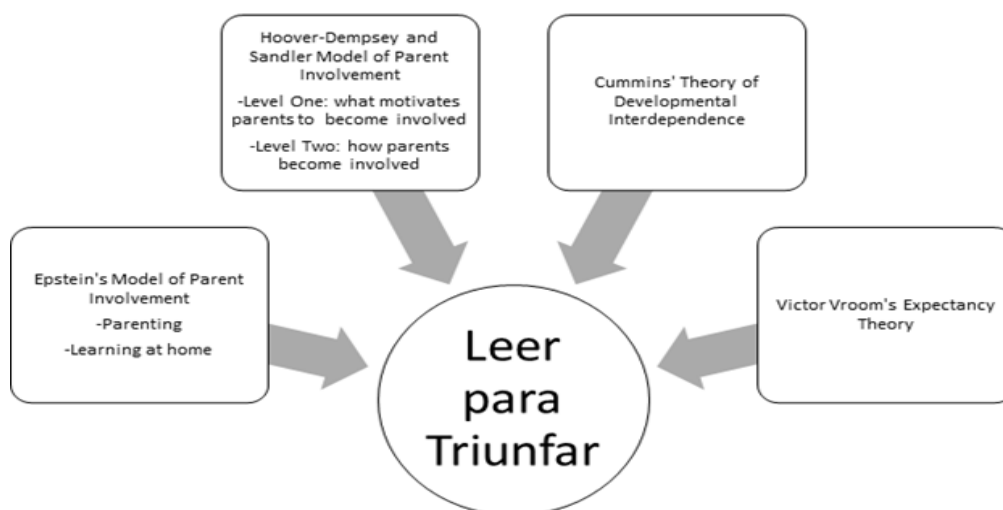
Cummins' Theory of Developmental Interdependence (1979) shaped "Leer para Triunfar", as this theory explained how competence in a second language is a partial result of ELLs' competence in their first language. Through parental support in students' native language, children will acquire knowledge and skills that will transfer afterward to English.

Victor Vroom's expectancy theory (1964) is a motivational theory stating that for people to be motivated to excel certain conditions need to be met. 1) people need to be convinced by the fact that their efforts will lead to results and 2) people might expect to be rewarded for their success. The researchers considered those two conditions to motivate parents during the implementation of the program.

See Figure 1 below for a description of these theories and their association to the design of the parent involvement program "Leer para Triunfar".

Figure 1

Theoretical Components of the Parent Involvement Program "Leer Para Triunfar"



Note. This figure presents four theories that have influenced the design of the parent involvement program “Leer para Triunfar”. The researchers selected specific components from Epstein’s Model of Parent Involvement (2011) and Hoover-Dempsey and Sandler (2005).

Research Questions

1. What, if any, were the significant differences in third-grade ELLs’ Fall Progress Monitoring Assessment, and Winter Progress Monitoring Assessment, reading test scores before and after implementing the parent involvement program “Leer Para Triunfar”?
2. What were parents' perceptions about parent involvement before and after implementing the program “Leer para Triunfar”?

Assumptions

It was assumed that parents of third-grade English Language Learners care deeply about their children’s education and will help their kids improve their reading proficiency. For this reason, they will likely be willing to participate in the “Leer para Triunfar” parent involvement pilot program.

The researchers expected these parents to provide truthful answers about their socio-demographic status and level of involvement in their children's education in this study’s surveys. It was also presumed that the sample of parents subject to this study will mainly be composed of Hispanic, Afro-Caribbean, and Central American individuals who might not speak English competently.

It was also assumed that the findings of this research would help public urban elementary schools in Florida to acknowledge the positive effects of parent involvement in ELLs’ academic performance. Consequently, they may consider implementing parent involvement programs, such as “Leer para Triunfar,” to help ELLs improve their reading proficiency. The

researchers expected the design and outcomes of the parent involvement program “Leer para Triunfar” to be replicable in public elementary schools nationwide.

Definition of Terms

English language learners. "Children who are English Language Learners (ELLs) speak a native language other than English" (Niehaus & Adelson, 2014, p. 811). ELLs currently represent more than ten percent of the United States public schools' population and are the fastest-growing learners. Over 75% of ELLs are Hispanics, mostly concentrated in California, Texas, Florida, and Illinois. Texas and California had the most significant number of ELLs who speak Spanish in their school system. Florida counts with the third-highest number of ELLs who are Spanish speakers (United States Department of Education, n.d.).

Reading proficiency. Proficient readers can recognize words in a text rapidly and precisely. Thus, reading proficiency or fluency encompasses prosodic linguistic elements, word recognition, decoding, and phrasing (Kuhn, 2004). Proficient readers can engage in uninterrupted reading experiences, so they do not make pauses to recognize components in the text, like sounds or letters. They automatically understand the meaning and characteristics of these elements (Edwards & Taub, 2016).

English Language Learners need to read proficiently as this allows them to understand academic material in English and the partner language. If they do not read at least at grade level, they can experience detrimental effects on their academic performance throughout their life. Hence, interventions should take place early to help ELLs gain the reading skills they need to succeed, preferably before second grade (Edwards & Taub, 2016).

Parental involvement. In education, parent involvement is exemplified by the investment of resources by parents in their children’s learning journey, which is crucial in the

learner's development. Parents' involvement actions are expected to contribute to the learners' academic performance (Calzada et al., 2015).

McNeal (2014) contemplated parent-child and parent-school involvement as the two most meaningful domains of parent involvement. In his study, the author used data drawn from the National Educational Longitudinal Study of 1988, focusing on the effects of parent involvement on eight-grade students' attitudes, behaviors, and academic performance nationwide. He argued that parent-child discussion, as well as parental monitoring, are two main elements that compose parent-child involvement. On the other hand, parent-school involvement consists of educational-support strategies and parent-teacher organization.

The author concluded that the variable that yielded the most favorable effects on students' academic achievement, behaviors, and attitudes was parent-child discussion. Also, parent-child involvement produces better outcomes than parent-school involvement. Finally, he ascertained that parent-school and parent-child involvement deliver more indirect effects on students' attitudes, academic achievement, and behaviors than direct effects (McNeal, 2014).

Mother tongue. In this research, the term mother tongue was used interchangeably with native language, first language, and home language. All these interchangeable terms indicated the language children learn from early childhood from their parents or caregivers, (Cambridge Dictionary, n.d.).

Organization of the Study

This research was organized in five chapters. The first chapter, Introduction, included the background, statement of the problem, research issues, significance of the study, rationale for the study, purpose of the study, research questions, assumptions, and scope and delimitations, all based on parent involvement, as the independent variable, and reading

proficiency, as the dependent variable, which guided the direction of the proposed research, as well as its limitations.

Chapter Two offered a detailed explanation of the models and theories that serve as the theoretical framework backbone of this study, which were referenced at the end of Chapter I. This section also entailed a comprehensive literature review including relevant data and conclusions derived from related studies about English Language Learners, dual-language programs, parent involvement, second language acquisition, and reading proficiency.

Chapter Three outlined the research design and data collection methods and instruments that were used to measure the independent and dependent variables.

Chapter Four showcased the results retrieved from reports, surveys, and transcripts proposed to measure the research. An analysis of the findings was also a component of this section.

Chapter Five included a broad discussion of the findings, conclusions, and recommendations for future research related to the research topic.

CHAPTER II

LITERATURE REVIEW

Introduction

The 2021 census showed that Hispanics or Latinos are the fastest growing demographic group in the United States with a 23% increase compared to a decade ago (United States Census Bureau, 2021). Consequently, the population of ELLs has been drastically increasing, as has been debates regarding adequate educational services that would improve academic performance for these students, in particular, around ELLs' native language and how it can assist in helping students succeed academically (Cummins, 2001; Solano-Flores, 2008; Kibler & Roman, 2013).

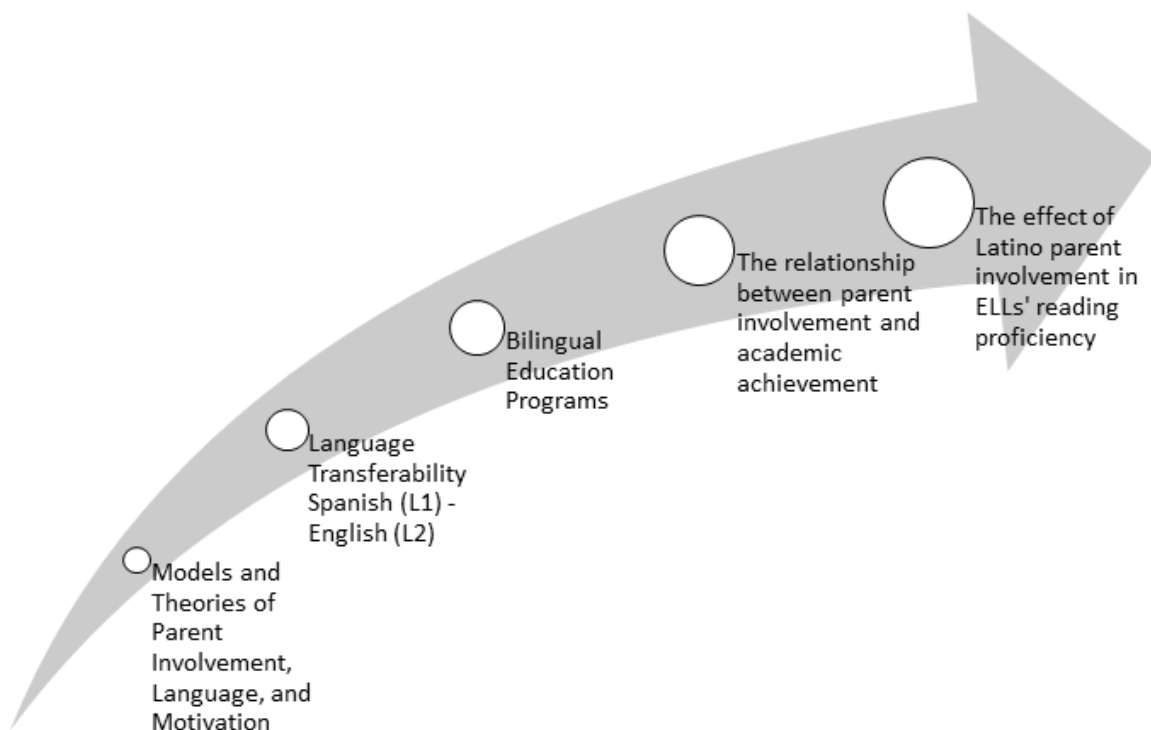
There is rich literature regarding the significance of home-language skills in ELLs academic outcomes. Most research on the topic suggests that home-language skills predict second-language acquisition and overall academic achievement. However, parents whose first language is not English are a source of knowledge and information not yet exploited about how minority children can be reached successfully (Ryan et al., 2010). Calderón & Minaya-Rowe (2003) and De Jong (2013) among others, determined that students with strong home-language skills perform better academically compared to those students with weaker skills.

This chapter explored previous research regarding the advantages of using ELLs' native language as a vehicle for these students to reach academic success in English, different programs and their ability to promote academic achievement for students whose mother tongue is not English, sub-problems derived from not reading at grade level, and the critical role of parent involvement in children education, more precisely, minority Latino parental involvement. It is important to comprehend and value the possible contributions that low-income Latino parents can make to their children's education.

See Figure 2 below for a description of the process, focus, and organization of this study's literature review.

Figure 2

Research Focus and Logical Organization of the Literature Review



Note. This figure showcases the research process of this study. The focus starts with broad theories and concepts, then prior research related to language transferability, bilingual education, parental involvement and academic achievement. Finally, the focus narrows to the variables of the study, including Latino parent involvement and ELLs' reading proficiency.

Latino families face many challenges that can become barriers to students' academic success. Such barriers include communication gaps and cultural clashes between schools and families, defective ELL plans with little or no ELL instructional strategies, lack of teacher training

on how to communicate and approach culturally diverse students, lack of support systems for families transitioning to an unfamiliar environment and culture, and lastly, language acquisition complexities (Good et al., 2010). “Leer para Triunfar” parent involvement program aimed to mitigate some of the difficulties that Latino families may face when attempting to support their children’s schooling.

Models and Theories of Parent Involvement, Language, and Motivation

Epstein’s model of parent involvement. Joyce Epstein has inspired many other authors by defining parent involvement in a framework that describes six types of this core construct. In fact, many researchers have used this approach to further guide educators on which areas they should focus on to increase parent involvement. Epstein's theory on the following parenting involvement categories has shaped how school administrators and teachers encourage parent involvement at their institutions and classrooms (Epstein, 1995).

The first, parenting, is based on helping families establish a home environment that encourages students to learn. The second, communicating, fosters communication between home and school by providing information about the student's progress, homework, and school activities. The third, volunteering, assesses how frequently parents volunteer in school events and activities. The fourth, learning at home, intends to teach parents strategies to promote academic learning at home, such as reading to their children. The fifth, decision making, takes parents' input into account when developing school policy to decide over their children's education. The sixth and last one, collaborating with the community, includes identifying and using resources available in society to support families (Epstein, 1995).

See Table 3 below for a description of the six types of parent involvement according to Epstein (1995).

Table 3*Epstein's Framework of Six Types of Parent Involvement*

Type 1— Parenting	Type 2— Communicating	Type 3— Volunteering	Type 4— Learning at Home	Type 5— Decision Making	Type 6— Collaborating with the Community
Help all families establish home environment to support children as students.	Design effective forms of school-to-home and home-to-school communications about school programs and their children's progress.	Recruit and organize parent help and support.	Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.	Include parents in school decisions, developing parent leaders and representatives.	Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Note. This is the original table showcasing the six types of parent involvement proposed by Epstein (1995).

A study conducted by Ingram et al. (2007) on parental involvement of low socioeconomic status (SES) parents using the six dimensions of Epstein's parental involvement for the basis of their research, identifies that low SES parents respond positively to parenting and learning at home. On the contrary, low SES parents believe that volunteering, collaborating with the community, decision-making, and communicating are better suited for school professionals. Based on the research mentioned above and considering that the school where the study was conducted was a Title I school with more than 90% of students rated as economically disadvantaged (Florida Department of Education, 2019), this study placed emphasis on parenting and learning at home.

Hoover-Dempsey and Sandler model of parent involvement. Hoover-Dempsey and Sandler's Model of Parent Involvement is also an essential theoretical source cited by many

researchers. It was initially created in 1995 and has been revised in 1997 and 2005. This model focuses on determining what leads parents to become involved in their children's learning at various levels; knowing why parents make this decision is the main foundation of this epitome. This framework outlines how parent involvement impacts students' outcomes (Hoover-Dempsey & Sandler, 2005).

The Hoover-Dempsey and Sandler Model stipulates five levels of parent involvement, based on the perspectives of parents. Levels one and two describe the variables influencing parents' decision to become involved in their children's education. Levels three through five explain the impact parent involvement has on students' outcomes (Hoover-Dempsey & Sandler, 2005).

Level one describes what motivates parents to become involved, including their construction of the parental role, their sense of efficacy for helping students succeed, and general implications demanded by the school. In level two, parents choose how they will become involved, considering their skills, knowledge, time availability, and demands from their children and teachers. In level three, parents select the means to influence their children, such as modeling, reinforcement, and instruction. By level four, parents implement effective involvement strategies for learners and meet school expectations. Finally, in level five, parent involvement efforts render results and are represented by positive student outcomes (Hoover-Dempsey & Sandler, 2005).

Jasis and Ordonez-Jasis (2012) analyzed three parent involvement programs in which the participants were Hispanic immigrant parents; two are school-based and one is a community-based program led by a nonprofit institution. Their research was based on Hoover-Dempsey and Sandler's Model of Parent Involvement, and it evaluates the level of participation, motivation, and commitment of 30 Hispanic immigrant parents through an ethnographic

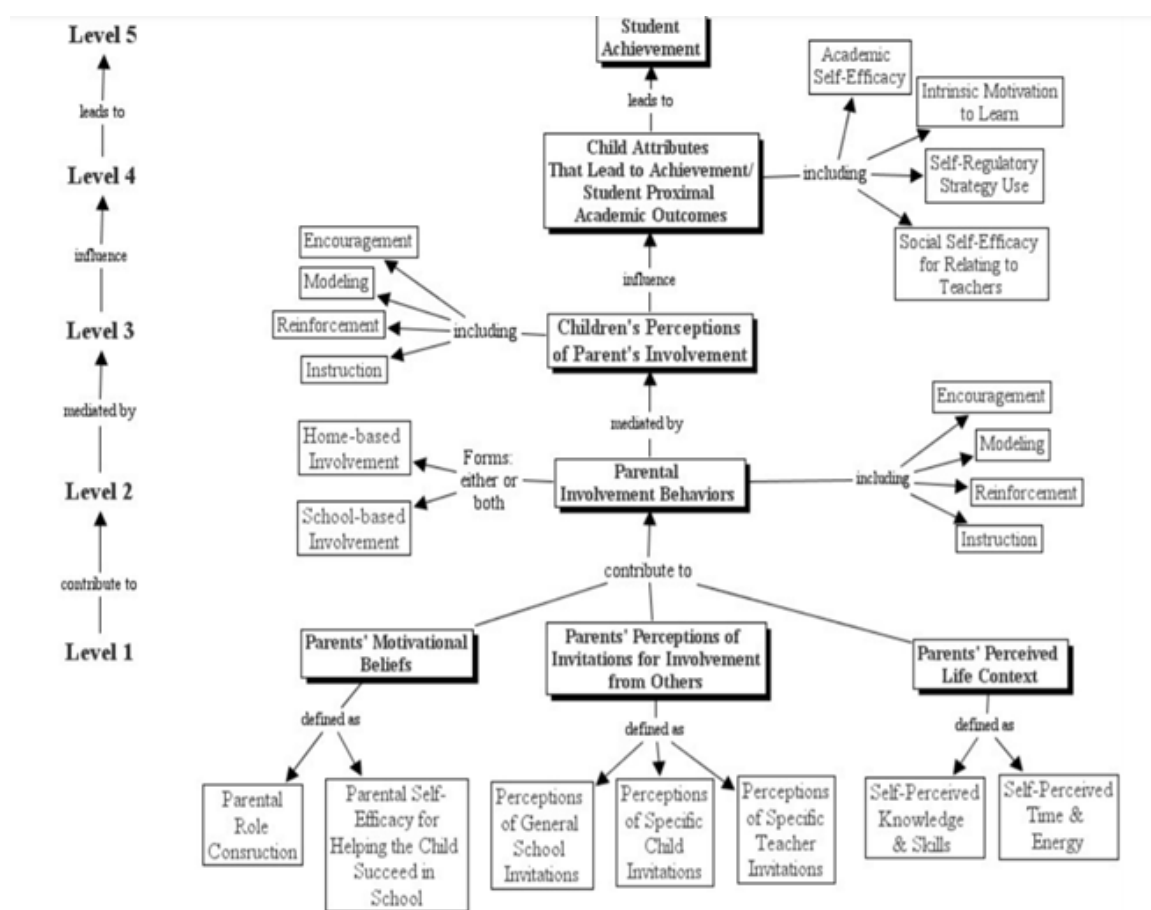
approach. The authors expose the following themes that emerged from the interviews:

immigrant solidarity, resistance and trust, individual and collective empowerment, a sense of collective work, and activism led by women.

See Figure 2 below for a description of the updated version of the Hoover-Dempsey and Sandler Model of Parent Involvement.

Figure 3

Revised Hoover-Dempsey and Sandler Model of the Parental Involvement Process



Note. This figure highlights the five levels of parent involvement proposed by Hoover-Dempsey and Sandler (2005) in their updated model of the parent involvement process.

Cummins' developmental interdependence theory and threshold hypothesis.

Cummins' (1979) work on language acquisition and bilingualism has transcended decades and

many researchers reference his theories as the theoretical framework of their studies. This researcher formulated two of the most influential linguistic theories of modern history. The first one is Developmental Interdependence. This theory is grounded on the premise that competence in a second language is a partial result of the mastery level of such competence in the first language when intensive exposure to the second language occurs. For example, ELLs will apply the knowledge and skills they assimilated when learning their first language as they begin to obtain literacy abilities and learn to read in English. Consequently, the interdependence theory claims that skills, knowledge, and literacy are transferable between languages.

Cummins (1979) proposed that languages can feed from each other, and the proficiencies in the first language influence proficiencies in the second language. English Language Learners can apply literacy skills they have acquired by exposure and practice in their native language, as they begin to learn those skills in their second language. Consequently, knowledge and literacy skills are transferable between L1 and L2.

Some authors argue that the procedures and processes employed in learning to read in the first language are different when learning to read in a second language. Even when ELLs use literacy skills adeptly, it is not guaranteed that they will use those abilities as tactics in perceiving, understanding, and learning the meaning of a text. They simply lack the knowledge to employ these strategies to improve their reading proficiency. Thus, teachers must instruct ELLs how to read in English and apply metacognitive literacy approaches (Klingner et al., 2006).

The Threshold Hypothesis is Cummins' second theory, which suggests English Language Learners must achieve a minimum threshold of language skills in the second language to apply the competencies they acquired while learning the first language. Only when ELLs have reached the minimum language performance threshold will they attain positive cognition and academic performance in the second language. For example, some studies show that at the early stages of

learning how to read in a second language, ELLs are reading to learn English rather than understand the content in the text (Cummins, 1979).

Vroom's expectancy theory. Victor Vroom's expectancy theory is a motivational theory where the researcher emphasized that expectancy is a motivating factor in every task one is engaged in. This theory states that for people to be motivated and strive to do their best, two conditions need to be met: 1) people need to be convinced by the fact that their efforts will not be in vain, but instead, they will lead to great results; and, 2) people might expect to be rewarded for their success (Vroom, 1964).

Ezekiel's (2011) study based on Victor Vroom's Expectancy Theory assessed factors influencing academic performance of students in public secondary schools in Kenya. This research revealed that parental involvement, staff establishment, instructional materials and resources, management styles, and peer pressure influence academic performance.

Home-language Skills Influences Second Language Acquisition and Academic Achievement

Research shows that when ELLs have well-developed literacy skills in their native language, it is easier for them to learn a second language (Cummins & Schecter, 2003). The reason for this has been attributed to the fact that ELLs with a strong foundation in their native language are able to transfer the literacy skills they have already acquired to the second language (Collier, 1995; Krashen, 1996; Cummins, 1979). Therefore, students with a strong home-language foundation, in general, perform better on English proficiency tests (Cummins, 1981; Collier, 1995; Calderón & Carreon, 2000; De Jong, 2013).

Cummins (2001) proposed that when children learn in their home language, they are learning concepts and intellectual skills that are relevant to their ability to function in English. For example, ELLs who understand the concept of telling time in their mother tongue do not need to re-learn the concept of telling time in English. To apply an intellectual skill they have

already learned, ELLs will only need to acquire new linguistic structures. Some academic and literacy skills that will also transfer across languages are knowing how to identify the main idea of a written passage, being able to identify cause and effect, also the ability to distinguish between fact and opinion, and story mapping the sequence of events using graphic organizers.

Research-based Educational Programs that Embrace the Students' Home Language

There are several programs that include the student's home language in the classroom to support the linguistic and academic development of ELLs. In Sheltered Instruction for example, teachers implement modifications within the mainstream classroom to support ELLs development. There are bilingual education programs, such as Transitional Bilingual Education programs (TBE), and Dual-Language (DL) Programs, among others (National Academies of Sciences, Engineering, and Medicine, 2017). Research also corroborates that tiered reading interventions have favorable results among ELLs (Burns et al., 2017).

ELLs enrolled in bilingual education programs can learn English while also reinforcing literacy skills and learning academic content in their home language. For ELLs enrolled in mainstream classrooms where instruction happens solely in English, it is easier to fall behind academically. In such classrooms, while ELLs are focusing on acquiring English through ESOL lessons, native English speakers advance their acquisition of academic content knowledge (Thomas & Collier, 2002).

Sheltered instruction. Sheltered Instruction is a set of modifications that the teacher implements within the mainstream classroom to facilitate ELLs' learning of academic content and skills in English. Some of the modifications or strategies used in sheltered instruction are: building on student experiences, providing students with background knowledge, using pictures, props, and graphic organizers like story webs and Venn diagrams to facilitate comprehension, and using sentence frames to help students talk about academic content (Goldenberg, 2013).

The most popular sheltered model is the Sheltered Instruction Observation Protocol (SIOP). Findings from an ethnographic study indicate that English learners' writing development in primary grades improve when the teacher incorporates literacy activities and materials from home and the community into classroom activities (Kenner, 1999, as cited in Goldenberg, 2013). However, Goldenberg (2013) concluded that shelter instruction has only a moderate effect on students' academic achievement.

Transitional bilingual education (TBE) programs. In TBE programs the home language and English are both used as instructional languages temporarily. The goal is to gradually reduce the use of the home language in the classroom and to institute an English-only environment. The TBE model serves ELLs only so there is little or no interaction between ELLs and native English speakers. This is different from the Two-Way Dual-language Programs, where native English speakers and ELL children are integrated to receive instruction in English and in the ELLs native language (Figueroa Murphy, 2014).

Dual-language (DL) programs. There are two kinds of dual-language programs available in the United States. The first one is a two-way program that serves ELLs, as well as non-ELLs. In this context, both groups of learners are placed in the same classroom and receive academic instruction in two languages. The one-way program also provides academic instruction in two languages but only serves learners that share the same linguistic background. States do not report which type of dual-language program they have implemented (United States Department of Education, 2015).

Although dual-language programs are different in every district, they pursue three common goals for learners: to achieve biliteracy and bilingualism by demonstrating mastery in two languages; to perform at grade level or better in both languages; and, to promote appreciation and understanding of diverse cultures, creating an environment that fosters

constructive cross-cultural dispositions among students, their parents, and the whole community (United States Department of Education, 2015).

Figueroa Murphy (2014) reported that dual-language instruction is more effective than transitional-bilingual education, although the advantage appears to be limited to the verbal expression of immigrant children in their native language. Dual-language educational programs promote bilingualism and academic achievement for ELLs, as well as foreign language immersion for native English speakers (Alanís, 2000; Lindholm-Leary, 2001).

In TWI programs ELLs benefit from preserving and developing their native language while learning English, and English speakers benefit from direct exposure to native speakers of the foreign language (Alanís & Rodríguez, 2008). TWI programs show superior results for English-speaking students (Cloud et al., 2000).

Recent research suggests that dual-language programs allow more opportunities for ELLs to achieve higher levels of academic achievement than other types of transitional ESOL programs (Valentino & Reardon, 2015). Thomas & Collier (2002) identified that ELLs who have failed in various types of ESL and transitional bilingual education programs have made phenomenal gains in dual-language programs. Crawford (1999) examined students at Oyster Elementary in Washington, D.C. who have learned to read in both languages since kindergarten. By third grade, these children can read above grade level.

Other types of ESL programs incorporate a minimalist form of bilingualism. These programs focus on students acquiring English rather than retaining their native language (Hakuta & Gould, 1987). Dual-language programs are an attempt to eliminate this minimalist form of bilingualism and to promote academic achievement for ELLs as well as foreign language immersion for English-dominant students (Alanís, 2000; Lindholm-Leary, 2001). For many ELLs,

improved access to quality bilingual education programs can facilitate success in school (Alanis & Rodríguez, 2008).

Some native English speakers who learn in two languages while enrolled in dual-language programs, tend to perform better in English than their peers that study only in English (Thomas & Collier, 2003). In one research that examined one elementary school that has implemented a two-way dual-language program for more than a decade, findings indicate that "pedagogical equity, qualified bilingual teachers, active parent–home collaboration, and knowledgeable leadership contributed to the program's success" (Alanis & Rodriguez, 2008, p. 305).

Integration of language minority and language majority students in TWI programs

There should be a 50%-50% balance between ELLs and English speakers in a two-way dual-language classroom. The lack of it would limit cultural and linguistic exchanges, which is one of the features of the program's model. However, Howard et al. (2003) discussed that the mere grouping of culturally and linguistically diverse students does not promote collaboration by itself. To foster collaboration, bi-literacy, and multiculturalism, teachers must purposefully pair students, arrange seating, and employ collaborative learning strategies.

As per the School District of Alpha County (2014) to ensure proper integration, the use of the language in the classroom in 50/50 programs is essential and there should not be code-switching. In Alpha County schools, due to the program's rigor and to avoid the mixing of the languages, native English speakers cannot enter the program after 1st grade. Conversely, speakers of the partner language can enroll at any grade.

Lindholm-Leary (2001) described that both teachers and students in the elementary classrooms she observed did not mix the two languages, adhering solely to the language of instruction. In contrast, Carrigo (2000), who evaluated teacher and student language use in

urban TWI schools in the Northeast, determined that teachers and students have difficulty preserving Spanish time in the upper elementary grades. This researcher noted that teachers used a lot of English during Spanish instructional time in part because the native English speaker students were allowed to enter the program in the upper elementary grades with limited Spanish comprehension skills.

Language and literacy development in third-grade students enrolled in TWI Programs

Most research on the development of reading ability among TWI students has used standardized testing scores as indicators (Howard et al., 2003). Although it is important to measure the academic outcomes of students through standardized testing, researchers argue that there are other important considerations that need to be considered when monitoring the academic success of the students in TWI programs. For example, testing students' knowledge of content is different from testing their proficiency in a language. Also, teachers and administrators need to make sure that assessment procedures are culturally and developmentally appropriate for the TWI population (Cloud et al., 2000).

Kortz's (2002) study of TWI programs in four Texas school districts reveals that ELL students in third grade meet state expectations for reading as measured by the English and Spanish Texas Assessment of Academic Skills (TAAS). TAAS was used in Texas as standardized testing until 2002; it tested three areas of proficiency: reading, writing, and math. The researcher recognizes that the use of Accelerated Reader (AR), which is a computer-based learning program that helps students improve their reading skills through leveled reading and frequent assessments, influences students' higher TAAS scores.

Taub et al., (2017) conducted a study on second language acquisition including a group of third-graders enrolled in a dual-language/TWI program in Florida. This research shows that native Spanish-speaking participants' post-test reading fluency test scores in English are

significantly higher than the native English speakers participants' post-test reading fluency test scores in Spanish. This indicates that native Spanish speakers may benefit from living within a predominantly English culture (Taub et al., 2017).

Dual language learners (DLLs) undergo experiences related to their home language, language proficiency, time of exposure, and quality of exposure to L1 and L2 (Phillips & Lonigan, 2014). Besides interventions, there are several elements that influence the literacy and language outcomes in dual-language learners (DLLs), such as socio-economic status, home language environment, language proficiency, current exposure to L1 and L2, and language used for classroom instruction (Duran et al., 2016).

Duran et al. (2016) performed a meta-analysis on seven studies focused on parent interventions to improve DLLs' literacy, specifically their reading proficiency. Different approaches were used in these studies, including training parents to perform language-stimulation strategies at school and at home, using books, and other resources. After analyzing the statistical variances of each study across language domains, the authors conclude that parent involvement adopting structured language stimulation methods and book reading are effective strategies to increase language proficiency in L1 and L2 among dual language learners.

Effective Research-based Activities to Support ELL Students' English Acquisition

Tiered reading interventions. Burns et al. (2017) examined the relationship between English language proficiency and growth during reading interventions targeted to ELLs. Their quantitative research involves six urban schools and 201 ELL students from second and third grade. The tiered interventions were provided four times a week, lasted one academic year, and targeted reading skills in areas of fluency and phonics.

The results from the pretest and posttest measures demonstrated that second and third grade ELLs with the lowest levels of English language proficiency show the highest gain rate in

correct words per minute, as an outcome of the intervention. Thus, teachers and school administrators should not wait until the students have a better level of English proficiency to provide reading intervention to ELLs. Reading intervention provided to ELLs early on proves to be more effective than waiting until the students are proficient in English (Burns et al., 2017).

Music activities. Research suggests that music and language development in the human brain happens in very close proximity. It appears that the processes through which we learn to recognize and express ourselves through sounds at an early age are common to language and music development (Lorah et al., 2014).

Cruz-Cruz (2005) conducted an experiment with a control and an experimental group to investigate the effects of music and songs on 28-second graders' grammar and vocabulary skills. The control group received traditional textbook instruction, while the experimental group was exposed to a curriculum that integrated music. Findings indicate that music incorporated with language instruction increases students' scores on English grammar and vocabulary tests.

Chen (2011) also performed an experiment with 60 ELL students in fourth grade. 30 in the control group, and 30 in the experimental group. For 40 minutes, twice per week, the experimental group received music activities integrated within their English instruction to help with English pronunciation and vocabulary retention. The experiment lasted three months. Although both groups showed improvement in pronunciation and vocabulary skills, the experimental group improved significantly compared to the control group. These findings indicate that music contributes to language proficiency.

Equitable Parental Involvement

Jacques and Villegas (2018) described the conditions schools and districts should create to engage all types of families equitably and meaningfully in their children's education. To ensure that all students' needs are met, the authors suggested that schools conduct a needs

assessment or consult experts to have a better understanding of the families' needs. School-Parent involvement to be equitable needs to be flexible and consider parents' points of view so that they can feel valued and welcome.

Family engagement may present additional challenges for schools where most of the student population comes from culturally diverse households, like in Beta elementary, where over 80% of the students were Hispanics. Thus, administrators and teachers need to focus particularly on immigrant and minority families by implementing parent involvement practices that are impartial, inclusive, culturally responsive, and able to address the community's needs. Educators and schools' expectations need to be realistic and consider families' schedules and cultures (Jacques & Villegas, 2018). A parent involvement program that seeks partnership and shared responsibility would go a long way with diverse families (Hanover Research, 2016).

In a 2016 report, Hanover Research explained some of the best practices in engaging culturally and/or linguistically diverse families. Black and Latino's immigrant parents face a greater number of barriers compared to White families. For example, low-income minority families might have more than one job; thus, regular meeting times set by the school could be inconvenient. For this reason, flexibility is paramount. Also, lack of transportation and not feeling welcome at their child's school can have a negative impact on minority families' involvement.

Parental involvement and Latino families. When engaging Latino families, the Hanover Research (2016) report illustrated several aspects that schools need to address. First, Latino families need to be made aware of how the American education system works. Second, schools and educators need to fight, through education, the stigma around mental health care present in the Latino culture. Third, school personnel need to practice culturally responsive parent involvement practices by considering the differences between the American culture which

emphasizes independence and open communication, versus obedience, deference, and public boundaries that are vital for Latino families.

Suizzo et al. (2012) found that poor- and working-class Latino families hold high educational expectations and goals for their children. Henderson et al. (2007) suggested that Hispanic parents tend to provide more support for their children's education in the form of informal activities at home instead of meetings, committees, and other formal gatherings at school. Parents of ELLs may also feel more comfortable with educational institutions when teachers and administrators treat them like family.

A qualitative case study that examined the views and opinions of 18 low-income immigrant Latino parents on their parenting role, shows how much Latino families nurture their little ones. It also shows the importance of acquiring knowledge to succeed in life, the determination and willingness of these families to go beyond in supporting their children's education, and the importance of bilingualism and culture (Orozco, 2008). Panferov (2010), finds that building opportunities for parents to be involved in their children's education by sharing their home cultures and knowledge helps ELLs have a positive attitude about their first language and learning experiences.

Poza et al. (2014) conducted 24 interviews with suburban San Francisco Bay Area Latino families regarding their involvement in their children's education. Findings indicate that despite cultural, linguistic, and logistic barriers, Latino parents were engaged in both traditional and alternative ways in their children's education. For instance, attending parenting workshops, school events, and church. This study also shows that Latino parents may prefer the better quality of American schools compared to the schools back home, particularly because of the way teachers treat students and schools' services, although during the interviews 71% of the parents asked for more programs and/or services.

While researchers have focused on how school personnel can implement and improve parent involvement strategies, there has been less research that considers parents' views, values, and customs (Lawson, 2003). Research that centers on parents and their views, values, culture, and beliefs can help boost and consolidate home-school partnerships. A participatory research project argues that the language and culture of minority parents must be taken into consideration to improve parental participation (Mawjee & Grieshop, 2002).

Parents' education also influences parental involvement. Sometimes immigrant Latino parents arrive in the United States with little or no formal schooling, which influences the amount and quality of support students receive at home. A study that examined the language proficiency and achievement outcomes of Latino students enrolled in a dual-language program which varied by language proficiency (Native English speakers, Current ELLs, English Proficient students/Previous ELLs), shows that parent education has a significant effect in assessments conducted for English and Spanish speakers, in both, Spanish and English. (Lindholm-Leary & Hernández, 2011).

Parental involvement challenges due to low socioeconomic status, language and/or cultural barriers. Research shows the positive connection between parent involvement and students' academic success (Epstein, 2011). For schools, there are numerous challenges involved in establishing and sustaining an effective parental involvement program, for instance, parents' schedules, school resources, teachers' professional development, and more. These challenges can be especially difficult for those families who are new to the United States, do not speak English, are unfamiliar with school settings, and might have two or three low-paid jobs (Chen et al., 2008).

Aguilar (2000) analyzes parents' conditions in a qualitative case study of two bilingual native Spanish speakers and two monolingual native English speakers Latino first graders in a

Texas 50/50 program. Findings show that parents' involvement and commitment to their children's success in school, together with their linguistic and cultural input, reinforces first language and facilitates second language (L2) learning, despite parents having concerns of not doing enough to support their children's education.

Liu et al. (2020) state that some barriers that hinder parent involvement are lack of interest, time constraints, lack of caring, feeling unwelcome at schools, and believing their involvement does not play a significant role in their children's education. The researchers emphasize that communication is crucial between parents and teachers to address infants' needs adequately. Also, parents must believe their role is vital in education. Otherwise, they disconnect from their children's school experience. Moreover, parent involvement is a vehicle for teachers to improve their instructional skills and understand families' cultural backgrounds.

Good et al. (2010) conduct a qualitative study in a rural school district in the Rocky Mountains region to analyze challenges that Latino English language learners (ELLs) face in and out of school. Findings include communication gaps and cultural clashes between schools and families. Other barriers are poorly articulated ELL plans with little or no ELL instructional strategies; lack of teacher training and preparation on how to deal with culturally diverse students, and language acquisition difficulties. Finally, the study's results show a lack of support systems for families transitioning to an unfamiliar environment and culture.

Lareau (2011) used ethnographic methods, otherwise known as participant observations, to analyze patterns of parental involvement in child rearing. She explains that in American society, the way in which parents raise their children is shaped by social class. According to Lareau, middle-class families practice 'Concerted Cultivation'. They are able and willing to spend money to expose their children to many types of experiences and structured activities. The children grow up with a sense of entitlement and with the tools that they need,

such as language and the confidence, to work the system to their advantage.

Poor and working-class families display what Lareau called the accomplishment of natural growth: getting children fed, clothed, sheltered, and transported. The researcher established that the primary focus of low-income families was on keeping children safe, enforcing discipline, and setting boundaries for behavior. Children had more leisure time than their middle-class counterparts. They initiate, organize and plan their own activities and spend more time with extended family members. The poor working-class families do not have the financial means to afford their children the various experiences or structured activities outside the school.

Parental Involvement and Reading Proficiency

Dailey (1995) states that "there is a positive relationship between parental involvement and reading achievement of third-grade students." The author reveals a valid relationship and confirms his thesis by applying the Pearson R correlation analysis using a sample of 22 third-grade students in a small urban elementary school in New Jersey. The results show that the correlation coefficient between the two variables previously mentioned was statistically significant.

Children need parental support and guidance to become proficient readers. Otherwise, they are not able to attain the academic progress required by the school system (Vacca et al., 1991). Also, it is crucial for parents to fortify what their children learn at school. Effective parent involvement in young children will have a direct effect on students reading proficiency (Dailey, 1995). Duran et al. (2016) determine that structured language stimulation methods and book reading are effective parent involvement strategies to increase language proficiency bilingual students.

Jones (2013) conducts a quantitative quasi-experimental research to determine which approaches are effective to help third-grade students read at grade level. The researcher uses DIBELS (dynamic indicators of basic early literacy skills) test scores before and after receiving the intervention to evaluate the reading proficiency and improvement of two groups. The first group was subject to solely core curriculum direct instruction, while the second group received RTI (response to intervention) and a parent-involvement component, in addition to core curriculum direct instruction.

Results show that parent involvement has a vital role in helping third graders that are reading below grade level to acquire crucial reading skills. This study also proves that a mix of direct core curriculum direct instruction and supplemental reading instruction composed by a parent-involvement element and RTI, are valid and fruitful strategies to improve third-grade students' achievement in reading test scores. These instruction approaches should be focused on promoting five essential literacy skills - phonemic awareness, fluency, phonics, vocabulary, and reading comprehension (Jones, 2013).

Sub-problems of Reading Below Grade Level

Third grade is a mandatory retention grade. Students scoring level 1 in the final Progress Monitoring Assessment are given several opportunities to improve their reading skills, including but not limited to a reading portfolio and summer school. After several attempts for remediation, if third-grade students are unable to master at least 80% of the standards necessary to be promoted, and the teachers demonstrate that they have done all the possible interventions to help them, they could be retained. When students fall behind in reading by one or more grade levels, they will need to read at least 90 minutes per day to improve their reading skills (Allington, 2001).

Quinn (2015) suggests that limited reading development can lead to course failures, increase discipline referrals, indifference, and low school attendance, all of which can contribute to many at-risk students being transferred from traditional schools to alternative school settings. Hernandez (2012) shows that when students do not read at grade level by third grade, their chances of graduating from high school decrease by four times, reducing their chances of attending college.

One of the key descriptors of at-risk students has been low reading levels (Morgan, Farkas, Tufis, & Sperling, 2008). When students see reading as an unpleasant and challenging task, to avoid it, they may engage in negative social behavior, which in the long-term could decrease the students' reading capabilities and overall knowledge, isolating them from their peers. On the contrary, if children believe that reading is an enjoyable task, it would most likely lead them to have productive reading experiences, and their attitudes toward reading would be perceived as positive (Quinn, 2015).

Students who read below grade level may have low self-concept and low self-efficacy. Self-concept refers to how a person perceives oneself about specific aspects of life, for example, academic self-concept or social self-concept. This perception of self is formed through experiences with others and the environment (Harter, Whitesell & Junkin, 1998). Self-efficacy refers to the belief that one can effectively perform the tasks required to produce specific outcomes (Bandura, 1977). Children that read below grade level may display low self-efficacy by not believing in their ability to perform reading tasks. Children with low reading self-concept see reading tasks as complex, and their attitudes toward reading are perceived as unfavorable by others (Prochnow et al., 2013; Katzir et al., 2018).

In conclusion, Määttä (2015), shows that students' prior experiences influence how they feel when performing academic tasks, successful or unsuccessful. This is directly related to how

students form a reading self-concept of themselves. Considering that most experiences that children have at a young age are at home or school, these are the moments they have the most concepts about.

The Need for Qualified ELL and Bilingual Teachers

Due to inadequate training, teachers are not always fully prepared to work with immigrant students and their families who speak limited or no English (Gandara et al., 2005). There are bilingual and English as a second language teachers who have expertise in supporting ELLs, but many teachers do not. Plus, considering the increase in the ELL population in American schools, most teachers have or can expect to have ELLs in their classroom. Consequently, all teachers must be knowledgeable and well trained to best support these students (Samson & Collins, 2012).

According to Samson & Collins (2012), the achievement gap between ELLs and non-ELLs increases over time and could be worsened by teachers who do not know how to support ELLs in developing their oral and academic language. Research shows that a properly trained teacher can have a positive impact on student academic achievement; hence, making sure that teachers have the adequate knowledge and skills for working with ELLs is one way to enhance the learning outcomes for these students (Croninger et al., 2007).

To be certified teachers in a self-contained Elementary classroom, where educators must teach different subjects, teachers may be required to take courses in assessment, child development, students with special needs, English language arts, math, science, classroom management, and social studies, but not in teaching methods that address ELLs needs. Teachers will not be able to teach ELLs appropriately without taking coursework relating to the specific learning needs of these students (Samson & Collins, 2012).

Another significant challenge that states and districts face is finding qualified teachers to

teach in dual-language programs. Some states have taken steps to build the supply of dual-language teachers by creating alternative certification pathways to allow teachers to become certified to teach in dual-language programs (four states), and by forming partnerships with other countries, such as Spain, to assist with building the supply of teachers (U.S. Department of Education, 2015).

The Florida Department of Education, in partnership with the Ministry of Education and Culture of Spain, created The Florida/Spain Visiting Teacher Program in the late 90s to fill some of these teaching positions. This program was first successfully implemented in Miami Dade, Alpha, Orange, Volusia, and Pinellas Counties during the 1998-1999 school year (Florida Department of Education, 1999).

To teach in dual-language programs, teachers must know how to teach language while teaching core subjects; to do so, teachers need specialized professional development to ensure fidelity to the program model. Unfortunately, this specialized training is known to be costly for the already underfunded dual-language programs (Lara-Alecio et al., 2005).

Title III-funded Language Instruction Educational Programs (LIEPs)

Title III funds are not designated for English proficient students, they can only be used to support ELL students. Districts that serve enough ELLs to qualify for federal Title III funds can use such funds to pay for additional services and materials for ELLs in dual-language programs. Thus, districts need to use other funds, such as Title I funds, to pay for services and materials for English proficient students (e.g., native English speakers and former ELLs) enrolled in dual-language programs. Considering that ELLs are enrolled in dual-language programs in large numbers, these programs' funding suffers when ELL students' English proficiency status changes from limited to proficient and Title III funds are no longer available (U.S. Department of Education, 2015).

Lara-Alecio et al., (2005) report that in Texas, state funding textbooks and other materials in the partner Language add costs to dual-language programs and specialized professional development for teachers. In Utah, for the 2014–15 school year, the state secured additional funding for dual-language programs through the U.S. Department of Defense for \$500,000 (U.S. Department of Education, 2015).

Examples of Parent Involvement Programs

Academic parent-teacher teams (APTT). Dr. Maria Paredes created APTT in 2009. Since then, the parent involvement program has been implemented in several states in the United States. The program is an alternative to parent-teacher conferences. Its objective is to empower Hispanic parents. APTT consists of four meetings during a school year. Three of the meetings are designed to last around 75 minutes and are meant to be team meetings, where the teacher meets with all its students' parents or caregivers. However, the second meeting in the fall is a 30 minute individual conference between the teacher, the student, and the student's family (Paredes, 2011).

APTT has several components. Part of the program's components is the personal meeting invites teachers send to the parents or caregivers. Also, networking is an important program component. Over the course of the team meetings, the teacher will perform team-building activities, share whole-class data, set 60-day SMART (Specific, Measurable, Actionable, Realistic, and Time-Bound) academic goals, coach parents in teaching skills, and distribute take-home practice materials. During the 30 minutes individual session, the teacher will update the family on the student's academic progress by sharing individual student data and will create a short-term individualized action plan in collaboration with the family (Paredes, 2011).

Paredes's parent involvement program focuses on sharing students' data, for example, students reading levels and language proficiency levels, with the intention of setting high

expectations, increasing collaboration between teachers and families, as well as making the parents knowledgeable and accountable for their children's learning. Networking is another focal point of the program. The interaction between teachers and families with the aim of sharing information and developing positive connections is at the foundation of the program.

A study in nine Houston Independent School District (HISD) schools where APTT was implemented during the 2016–2017 school year examined the relationship between parents' attendance at APTT group meetings and student academic achievement. Results indicate that a significant, positive association might exist between the number of group meetings parents and caregivers attend and students' academic achievement in English Language Arts (Spikes, 2017).

On the contrary, the findings from a study conducted in a small urban district on the effects of APTT on third-grade Latino students' achievement did not find a statistically significant gain in reading proficiency levels among Latino third grade students whose parents participated in the parent involvement program compared to those whose parents did not participate (Bench, 2018). Similarly, when Paredes analyzed the quantitative results of her doctoral dissertation research, the data collected did not provide evidence to support the premise that greater parent involvement results in higher academic performance (Paredes, 2011).

Conversely, the qualitative results from Paredes's doctoral dissertation research shows that the academic data teachers share with parents and caregivers increases awareness. Also, teachers' coaching helps build trust and increases parents' knowledge. As a result, parents might feel better prepared to help their children with schoolwork. There is an agreement between parents and teachers that the APTT meetings facilitate the common effort to support students' learning. Also, data shows that the APTT program can help teachers improve their leadership skills and confidence in conducting individual and group meetings (Paredes, 2011).

Due to the APTT program requirements for teachers, there could be some limitations. As indicated by Paredes, in order to conduct the meetings successfully, teachers need extensive professional development, particularly in the area of leadership skills. In fact, results from Paredes's research indicate that teachers with high efficacy and leadership skills follow the model accurately. According to Paredes (2011), highly effective teachers perceive the APTT program as needed and see it as an extension of their teaching role.

The second possible limitation is teachers' planning time. Paredes (2011) emphasizes that for the APTT model to be implemented successfully, teachers need extra time for planning. Rigorous planning will ensure teachers' preparedness. To be well prepared for APTT meetings, teachers must collect and analyze student assessment data for presentation to parents. They must prepare learning activities and be ready to showcase them during the meeting. Also, teachers must prepare the materials that parents will take home for practice.

Project helping parents help children. Brown et al. (2019) report several studies suggesting the effects of parent involvement in children's literacy development. The researchers emphasize that students of low socioeconomic status, including ELLs, often read below grade level. They also describe circumstances that affect low parental involvement in literacy activities at home among parents of ELL students. These factors include the perception that their own EL status does not contribute to their child's learning, unawareness of the literacy practices in American schools, lack of time because of multiple jobs, issues with childcare and transportation, lack of experience in shared reading, and lack of knowledge about the child's native language literacy's impact in second language acquisition.

The primary purpose of this study is to evaluate the effects of a multicultural and multilingual book bag program, referenced as Project Helping Parents Help Children (HPHC). This program aims to transform parents into literacy coaches to help their children improve

their reading proficiency. The research question is: in what ways did the participating parents report that Project HPHC helped them engage in family literacy with their children?

Brown et al. (2019) propose a qualitative case study that involves Project HPHC as an intervention targeting ten third-grade ELLs reading below grade level at a school site for a semester. The program consists of providing ELLs with a book bag, including a book per session. During five months, the parents, students, and researchers meet at the school library biweekly, which equals ten sessions. The books are available in English and Spanish.

The qualitative data are parents' pre-interviews, parent's post-interviews, observation notes, students' exit interviews, teacher interviews, and reflection notes from the researchers. The researchers detect several codes from the qualitative data collected. After an extensive analysis of the codes, the researchers identified two predominant themes: the favorable experiences of the parents' discussions in the roundtable and the benefits from picture walk.

The findings reveal that shared reading, picture walking, and interactions between parents help children build up a more robust vocabulary, become more engaged in reading, and show a more positive behavior towards reading (Brown et al., 2019).

Project Appleseed. Project Appleseed, founded by Kevin Walker in 1993, is a non-profit organization based in Missouri that advocates for parental involvement in different ways. The organization has been involved in passing a few pieces of legislation. In 1993, in Missouri, Project Appleseed proposed and passed the Outstanding Schools Act, also called school report card legislation, that reports the state of each public school district and its schools to help families and the general public understand how schools are performing. Also, Kevin Walker, in collaboration with the Clinton White House, helped introduce the original parental involvement provisions in Section 1118 of Title I of the Elementary and Secondary Education Act (Project Appleseed, n.d.).

Project Appleseed offers a Parental Involvement Toolbox, which is a parent engagement program for schools, as well as for school districts. The toolbox contains a parental involvement pledge that parents can complete and return to the school. The pledge is a way for parents to formalize their commitment to working with the school to ensure students' academic success. The pledge also includes a survey of parent volunteer interests. Parents are encouraged to volunteer in school, outside the classroom, or at home. The toolbox also contains a parental involvement report card (Project Appleseed, n.d.).

Project Appleseed's parent engagement program is built on Dr. Joyce Epstein's six types of parental involvement to engage with families: Parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community, (Epstein, 1995). To carry on their parent involvement program, Project Appleseed utilizes a community organizing approach. Every participating school feature two yearly events focused on community collaboration: National Parental Involvement Day since 1994 and Public-School Volunteer Week since 1997 (Project Appleseed, n.d.).

National Parental Involvement Day and Public-School Volunteer Week serve to recognize the relevant role parents play in school improvement. Schools use these celebrations to recruit, engage and acknowledge the services of school volunteers who have offered their time in meaningful ways. As per the Project Appleseed Organization (n.d), these events are observed by dozens of state departments of education covering approximately 18,000 schools in all 50 states each school year.

Abington Junior High School, a school that successfully implemented Project Appleseed in Pennsylvania since the 2008-2009 school year, started with 77 parent volunteers in its database; and two years later, the school had approximately 250 volunteers, about 15 percent of the parent population. Prior to Project Appleseed, parental involvement at Abington Junior

High School was limited to PTO members who served as a source of support to the school. Project Appleseed increased volunteer opportunities and became a vehicle for organizing volunteer activities, defining the role of parent involvement (Education World, n.d.).

Although it has many advantages, Project Appleseed has its limitations. It focuses mainly on two of the six types of Epstein's parent involvement to engage with families, which are volunteering and collaborating with the community. It does not address how low SES and minority families can be included. Ingram et al. (2007) found that low SES parents respond positively to two of Epstein's Model of Parent Involvement (2011): parenting and learning at home.

Fast start. Crosby et al. (2015) analyzes the effects of the parent involvement program Fast Start (FS), which was created and presented by Rasinski (1994). Results show that parent involvement in the early stages of education significantly impacts literacy development. The authors observe that children experience an increase in reading fluency and word recognition after their parents perform FS activities at home.

FS program components include a ten minute daily reading of a verse or a poem. The parent reads to the child first fluently, pointing to the words in the text to direct the child's visual attention. Afterward, the parent and child read the text together a couple of times. Then the child reads to the parent, pointing to the words. Finally, the parent and child pick two words to perform wordplay as a skill-building activity. Parents also record these activities (Crosby et al., 2015).

The Latino parent literacy project. The Latino Parent Literacy Project opts for parent involvement as a strategy to increase the reading proficiency of ELLs. Their elementary school program involves family stories to read at home. Hispanic parents establish a reading routine to

read books in English and Spanish, tailored to the child's literacy level. Parents and children share the book and learn English words together (The Latino Family Literacy Project, n.d.).

This program offers cultural competency training for working with ELLs' parents, parent involvement outreach tools, and a ten-week program curriculum for parent involvement. During this time, parents learn reading and vocabulary development strategies to implement at home. Also, staff receive training through workshops, webinars, and ongoing support (The Latino Family Literacy Project, n.d.).

Despite being a very commercial parent involvement program, the Latino Parent Literacy Project has been used as a training tool for Project Success in Literacy and Language Instruction. This is a Title III National Professional Development Program (NPD) to train pre-service and in-service teachers to work with Latin families. This NPD is currently funded by the United States Department of Education's Office of English Language Acquisition (National Clearinghouse for English Language Acquisition, 2020).

Summary

The reviewed literature shows the benefits of using ELLs' native language as a vehicle for these students to improve academic outcomes, particularly their English reading proficiency. Also, several studies on parental involvement showcase the importance of considering Latino parents' perspectives, culture, and possible limitations to effectively engage them in their children's education. Yet, the literature shows that most of the studies on parental involvement regarding minority parents have focused on involving them in school activities reflecting mainly teachers and administrators' points of view.

Furthermore, the literature indicates that not reading at grade level by third grade can have severe consequences on students, particularly on minorities. Based on the data collected and existing research, low socio-economic status students tend to underperform mainstream

culture peers. Thus, it was worth exploring Latino parents' perspectives and the contributions they could make to their children's education through their home language. Cummins' developmental interdependence theory claims that skills, knowledge, and literacy are transferable between languages. Consequently, for ELLs building a strong foundation in their home language with their parents' support could mean increasing reading proficiency in English.

CHAPTER III

METHODOLOGY

Introduction

One of the long-term goals of the 2016 Alpha County's five-year strategic plan was to increase to 75% the percentage of students reading on grade level by third grade, which meant scoring level three or higher in the FSA ELA (School District of Alpha County, 2016). In the 2022 FSA ELA, ELLs reading at grade level in Alpha County were less than 30%, below other minority groups and far behind the 73.8% of White third grade students reading at grade level (Tierney, Sheffield, & Miller, 2022).

A study conducted in 2020 found a decrease in student's academic achievement in core subjects (Dorn et al., 2020). The cause of this decline is still unknown, but it is possible that the COVID 19 pandemic might have impacted minority families particularly hard, contributing to widening the gap already existing.

As mentioned in Chapter II, there are several risks for students reading below grade level by third grade. For example, low reading self-efficacy occurs when students do not believe in their ability to perform reading tasks and low academic self-concept when students perceive themselves as disadvantaged regarding academic tasks. Reading below grade level by third grade can also decrease their chances of graduating from high school and attending college (Hernandez, 2012).

Students with poor reading abilities may try to avoid reading tasks by engaging in negative social behavior; as a consequence, they may receive discipline referrals, which could lead to suspensions, and in extreme cases to be transferred from traditional schools to alternative school settings (Quinn, 2015).

As evidenced in the literature review, research has shown that parent involvement can positively impact students' academic achievement (Epstein, 2011; Jones, 2013; Duran et al., 2016). In addition, recent research suggests that dual-language programs allow more opportunities for ELLs to achieve higher levels of academic achievement than other types of transitional ESOL programs (Valentino & Reardon, 2015).

Based on these precedents, the purpose of this pre-experimental quantitative action research was to explore the relationship between reading proficiency in third-grade ELLs in Alpha County and "Leer para Triunfar," the research-based parent involvement program that was developed by this study's researchers and tailored to parents with limited or non-English language skills. This study aimed to increase students' reading proficiency through meaningful parental involvement practices considering parents' values, costumes, and views.

"Leer para Triunfar" may prove effective in increasing the number of third-grade ELLs reading at grade level; thus, shortening the gap between ELLs and the rest of the students' population. Consequently, it may reduce the likelihood of third-grade ELLs being retained, increase their chances of graduating from high school, and attending college.

This study's findings were based on statistical significance at the $p < .05$, which may inform the future course of actions and research studies of ELLs' reading performance and parent involvement within non-English speaking communities.

This chapter describes the methods and procedures utilized, including the research design, questions, and hypotheses. This section also discusses the population, sampling strategy, participant selection criteria, and informed consent. The instrumentation, ethical considerations, and data collection are also presented. Finally, the chapter discusses the data analysis and future recommendations.

Research Questions

There were two research questions (RQs) outlined in this study:

1. What, if any, were the significant differences in third-grade ELLs' Fall Progress Monitoring Assessment, and Winter Progress Monitoring Assessment reading test scores before and after implementing the parent involvement program "Leer Para Triunfar"?
2. What were parents' perceptions about parent involvement before and after implementing the program "Leer para Triunfar"?

Setting of the Study

This study took place in Alpha County School District, in a small town located in Southeast Florida. The research site was an urban public elementary school, referenced in this research as Beta Elementary, where the intervention occurred by implementing "Leer para Triunfar", a pilot parent involvement program that served as a strategy to improve reading proficiency among ELLs. There was a large Hispanic population living within the school zone.

Population, Sample, and Power Analysis

The population of the study consisted of parents with limited or non-English language skills of third-grade ELLs across Alpha County School District in Florida, where there were over 38,000 parents of active third-grade English Language Learners, including LY and LF students. The sample with the same characteristics was retrieved and evaluated from a public urban elementary school in Alpha County School District, which is referenced in this research as Beta Elementary.

Beta Elementary had 749 students enrolled from pre-kindergarten through fifth grade; 79.20% were Hispanics, 46.50% were English Language Learners, and 94.50% were economically

disadvantaged. There were 110 third-grade students at the school site. Of those 110 students, 71 were labeled active ELL (LY) or were in the two years follow up period (LF).

The convenience sample consisted of 36 parents with limited or non-English language skills of third-grade ELLs at the school site during the 2022-2023 school year; $N=36$ represented almost 10% of the study's population. More than half of their children were enrolled in the school's dual language program. The researchers aimed that at least 30 of these parents would participate and complete the parent involvement program "Leer para Triunfar."

To be included in the current research, parents had to have children classified as ELLs at Beta Elementary. A single-stage was the sampling design; this procedure entailed that the researchers had access to the parents' names of third-grade ELLs at Beta Elementary (Babbie 2015, as cited in Creswell and Creswell, 2018).

The described sample was not randomly selected but by convenience, representing a non-probabilistic sampling method (Creswell & Creswell, 2018). The respondents were conveniently selected for being the parents of ELL students enrolled in third grade at Beta Elementary.

The access to the participants' names was facilitated because one of the researchers taught third grade reading and math at Beta Elementary's dual-language program. The participants were selected regardless of their gender, income levels, and education. The researchers collected parents' data during the workshops that were part of the parent involvement program "Leer para Triunfar".

To perform the power analysis, the researchers used $d=0.50$, based on Cohen's (1988) standardized criteria to detect medium differences in the effect size, in a one-sided test, with a known sample of 36 parents, a 5% significance level, and $\Sigma=1$. Since there was no control group in this research, Brant's (n.d.) power calculator, version "Inference for a Mean: Comparing

a Mean to a Known Value”, was used to calculate power. Once the values were typed in and computed, the specific sample size of 36 parents yielded a power of 0.91. The figure below shows the results from the online power analysis calculator.

Figure 4

Power Analysis Calculation

Inference for a Mean: Comparing a Mean to a Known Value

(To use this page, your browser must recognize JavaScript.)

Choose which calculation you desire, enter the relevant values for μ_0 (known value), μ_1 (mean of the population to be sampled), and σ (standard deviation of the sampled population) and, if calculating power, a sample size. You may also modify α (type I error rate) and the power, if relevant. After making your entries, hit the **calculate** button at the bottom.

- Calculate Sample Size (for specified Power)
- Calculate Power (for specified Sample Size)

Enter a value for μ_0 :

Enter a value for μ_1 :

Enter a value for σ :

- 1 Sided Test
- 2 Sided Test

Enter a value for α (default is .05):

Enter a value for desired power (default is .80):

The sample size is:

Reference: The calculations are the customary based on the normal distribution. See for example *Hypothesis Testing: One-Sample Inference - Sample Size Determination* in Bernard Rosner's **Fundamentals of Biostatistics**.

Note. This figure showcases the results from the power analysis calculation with a known sample value of 36 participants.

The selection criterion for this study consisted of Hispanic immigrant parents with limited or non-English language skills. Of the total sample at the school site, the researchers identified a high percentage to be predominantly Spanish speaking. Therefore, all components of the research-based parent involvement program, “Leer para Triunfar,” which is the intervention, was designed and facilitated in Spanish.

There was one Haitian student in third-grade labeled ELL; the researchers invited the parents of the student to participate in the workshops. Since Spanish is not their mother tongue, Beta Elementary’s principal agreed to request a Creole Language Facilitator to assist these parents during the process or ask for assistance from the school district. Ultimately, Haitian parents did respond to our invite, therefore there was no need for neither to create a handout including key information from the “Leer para Triunfar” workshops in French or Haitian Creole

nor to request a Creole Language Facilitator. The exclusion criteria for this research were the parents of third-grade students at Beta Elementary who are native English speakers.

One of the researchers worked at Beta Elementary. The school principal was identified as the gatekeeper for this research, who showed interest and support towards implementing the parent involvement program “Leer para Triunfar”. The principal signed a letter granting access to the school site and authorizing the intervention, see Appendix A (Principal’s authorization to conduct research at the school site). The researchers abided by the school’s rules and avoided any significant disruptions in the school’s daily routine.

Research Design

Key variables. In this quantitative action research, the researchers relied on numerical data to explore the cause-and-effect relationships, as well as the differences among the independent and dependent variables, identify statistical significance, and test the null and directional hypotheses (Creswell & Creswell, 2018).

The independent variable manipulated in this study was the parent involvement program “Leer para Triunfar”, which will be the treatment. The dependent variable of this research is the reading proficiency among ELLs. The dependent variable’s outcomes will be measured by the Fall Progress Monitoring Assessment, and Winter Progress Monitoring Assessment, as pre- and post-intervention measures, respectively.

See Table 4 below for a description of the variables and their association to the overarching research questions.

Table 4*Variables and Research Questions*

Variable Type and Name	Research Question
Independent variable: parent involvement program “Leer para Triunfar”	RQ2: What were parents' perceptions about parent involvement before and after implementing the program “Leer para Triunfar”?
Dependent variable: pre and post reading test scores	RQ1: What, if any, were the significant differences in third-grade ELLs’ Fall Progress Monitoring Assessment, and Winter Progress Monitoring Assessment, reading test scores before and after implementing the parent involvement program “Leer Para Triunfar”?

Note. RQ1 refers to the first research question and RQ2 to the second research question.

The researchers analyzed the relationship between the two variables. They aimed to determine if the parent involvement program “Leer para Triunfar” impacted the pre- and post-intervention reading test scores, which was the outcome of interest (Creswell & Creswell, 2018).

There were some confounding variables present in this research that might have influenced the independent and dependent variables. Unfortunately, it is difficult to assess these types of variables since they represent gaps or limitations in the research and are usually more detectable once all variables have been operationalized (Creswell & Creswell, 2018). Hence, they were not constantly observed or measured in this study. The following confounding variables are explained to a greater extent in the Limitations section of this research:

- Limited geographical scope.
- A narrow focus on parents with limited or non-English language skills and their third-grade ELL children.
- Convenience sampling.
- Attrition.

- Bias.
- Covid-19 pandemic effects on academic performance.

Methodological assumptions. The hypotheses of this study promoted deductive methodological assumptions. The researchers first examined the independent and dependent variables to establish the null and directional hypotheses to be tested. The null and alternative hypotheses were tested through quantitative instruments that either confirmed or rejected them (Creswell & Creswell, 2018).

State priori hypotheses. The researchers expected to determine what effect, if any, the parent involvement program “Leer para Triunfar” had on reading proficiency among third-grade ELLs at an urban public elementary school of Alpha County.

Creswell & Creswell (2018) suggested that traditionally, researchers predict no significant differences or no relationship between groups on variables in experimental, quasi-experimental, or pre-experimental research designs. The researchers of this study outlined the following null hypotheses:

- Ho1: The Winter Progress Monitoring Assessment reading test scores will not increase after implementing the parent involvement program “Leer para Triunfar”.
- Ho2. No significant difference exists between parents' perceptions about parent involvement before and after implementing the program “Leer para Triunfar”.

Conversely, previous studies have proved parent involvement to be an effective strategy to improve reading proficiency among third graders enrolled in regular classrooms. Because of this precedent, the researchers of this study anticipated a favorable outcome through the following directional hypotheses:

- Ha1. The Winter Progress Monitoring Assessment reading test scores will increase after implementing the parent involvement program “Leer para Triunfar”.

- Ha2. A significant difference exists between parents' perceptions about parent involvement before and after implementing the program "Leer para Triunfar".

Instrumentation. The data used in this research is quantitative. To answer RQ1, the researchers analyzed pre-intervention reading test scores of the Fall Progress Monitoring Assessment, and the post-intervention reading test scores of the Winter Progress Monitoring Assessment, corresponding to third-grade ELL students at the school site. These are exams approved by the State of Florida, and they evaluate students' reading proficiency.

The researchers used the Fall Progress Monitoring Assessment test results as the pre-intervention reading test scores. The parent involvement program "Leer para Triunfar" was implemented for three months, between September and December 2022, with an initial participation 36 parents who were expected to complete the program. After the intervention, the test results of the Winter Progress Monitoring Assessment exam were collected, which served as the post-intervention reading results.

To address RQ2, pre- and post-intervention parent involvement surveys, English versions (Appendix J and Appendix L), and Spanish versions (Appendix K and Appendix M) were administered to the participants. The only difference between the pre- and post-intervention parent involvement surveys was that the post-intervention survey includes three additional questions at the end, asking the parents to confirm if they attended or not the three workshops.

The researchers used a public domain instrument previously created by Hoover-Dempsey & Sandler (2005), using a government grant provided by the United States Department of Education. They designed and tested scales to measure levels of the parent involvement process, with close-ended questions and Likert-type scales. Findings from their research proved satisfactory measurement properties for all scales.

Hoover-Dempsey & Sandler (2005) developed valid and reliable scales to measure different constructs of their revised model of the parental involvement process; this theoretical model is referenced and explained in Chapter II. For this research, only the scales from level one and level two were used for the instrument design of the pre- and post-intervention parent survey, which are described below.

Level one focuses on parents' motivational beliefs and parents' perceived life context. This study's instrument included four constructs from this level. The first construct is the parental role construction for involvement (role activity beliefs subscale), representing what parents believe they should do concerning their children's education. This scale's Alpha reliability is .80.

The second construct of level one is parents' sense of efficacy for helping the child succeed, taking into account parents' beliefs about their ability to positively impact their children's academic outcomes through their involvement. This scale's Alpha reliability is .78.

The third construct of level one is parents' perceptions of skills and knowledge for involvement, which suggests parents are motivated and willing to become involved in their children's education if and as they believe in having the knowledge and skills to be helpful. This scale's Alpha reliability is 0.83.

The fourth and final construct of level one is parents' perceptions of time and energy available for involvement, considering time demands related to employment and family, which influence their involvement in their children's education. This scale's Alpha reliability is .84.

Level two is based on parental involvement behaviors. This study's instrument included one construct from this level, the parent report of home-based involvement activities. This construct focuses on the activities between parents and children that take place outside the school setting. This scale's Alpha reliability is .85.

The pre- and post-intervention parent involvement surveys were collected in the first and last workshop, respectively. They will showcase parents' cultural background, level of education, perceptions of parental involvement, motivation to get involved in their children's education, how often they tend to do so, and what strategies they use, if any.

Methodology. For this study, the researchers adopted a pre-experimental quantitative action research with a one-group pretest-posttest design. There was not be a control group; the researchers first applied a pre-test measure with a single group, then a treatment in the form of the parent involvement program "Leer para Triunfar" was provided, and finally, a post-test was administered (Creswell & Creswell, 2018).

The following diagram proposed by Creswell & Creswell (2018) illustrates the pre-experimental research design previously explained. The X is the group's exposure to the independent or treatment variable, which in this study is the parent involvement program "Leer para Triunfar." The letter O represents the instrument's measurement. The left to right dimension includes the number 1 as the pre-intervention stage and the number 2 as the post-intervention stage:

Group A O1-----X-----O2

Action research was the right research design for this study since one of the researchers was a third-grade dual-language program teacher at the school site. The researchers identified low levels of reading proficiency in third-grade ELLs and addressed this problem in this research.

Mertler (2019) suggested that action research allows practitioners to become researchers in their environment by identifying problems of practice and proposing research-based alternatives to solve them. This author also stated that meshing inquiry and practice allows action researchers in education to engage in continuous cycles of improvement and development.

Quantitative research was the chosen approach for this study. Researchers tested hypotheses by examining the relationship among variables. Then, the numerical data collected was analyzed through descriptive and inferential statistical procedures (Creswell & Creswell, 2018).

The analysis of the data used deductive reasoning to test several hypotheses (Creswell & Creswell, 2018): The null hypotheses are:

- Ho1. The reading test scores will not increase after implementing the parent involvement program “Leer para Triunfar”.
- Ho2. No significant difference exists between parents' perceptions about parent involvement before and after implementing the program “Leer para Triunfar”.

Also, directional hypotheses will be tested:

- Ha1. The reading test scores will increase after implementing the parent involvement program “Leer para Triunfar”.
- Ha2. A significant difference exists between parents' perceptions about parent involvement before and after implementing the program “Leer para Triunfar”.

The pre-intervention measures were the pre-intervention parent survey, Appendix J and Appendix K (English and Spanish versions), and the Reading Fall Progress Monitoring Assessment administered to students. Parents with limited or non-English language skills of third-grade ELL children at Beta Elementary received the treatment, the research-based parental involvement program “Leer para Triunfar”.

The post-intervention measures were the post-intervention parent survey, Appendix L and Appendix M (English and Spanish versions), and the Reading Winter Progress Monitoring Assessment. The results from the pre- and post-intervention measures, including the parent

involvement surveys and ELLs' reading tests scores, were computed and analyzed as a group, not individually.

Hoover-Dempsey & Sandler (2005) developed valid and reliable scales to measure different constructs included in their revised model of the parental involvement process. For this research, only the scales from level one and level two were used for the instrument design of the pre- and post-intervention parent surveys. A detailed explanation of this survey is provided in the instrumentation section.

The pre-intervention reading test scores provided the researchers with students' reading levels before parents and guardians receive the treatment. Data collection and analysis were simultaneous. The findings from the pre-intervention measures, the pre-intervention parent survey (Appendix K), and the pre-intervention reading test scores, guided the implementation of the parental involvement program "Leer para Triunfar".

The intervention lasted approximately three to four months. After this time, the scores from the post-intervention reading test were collected. The results were analyzed to see if the program affected the students' reading proficiency levels. In the end, the post-intervention parent survey (Appendix M) was administered to parents to find out if their perceptions regarding parental involvement changed.

Data Collection

The Fall Progress Monitoring Assessment, and Winter Progress Monitoring Assessment, reading test scores were retrieved from the Florida Department of Education public portal. Also, participants completed, before and after the intervention, the pre-intervention parent survey (Appendix K), and the post-intervention parent survey (Appendix M).

The pre-intervention Fall Progress Monitoring Assessment reading test results were collected in August 2022. The pre-intervention paper/pencil and online survey to measure

parents' perceptions about parent involvement were also collected in October 2022. The pre-intervention parent survey (Appendix K) was collected physically during the first workshop and was also sent in an online format.

The parent involvement program "Leer para Triunfar" was offered to parents with limited or non-English language skills of third-grade ELLs at Beta Elementary for three months, between October and December 2022. The researchers expected to count on the participation of at least 30 parents to complete the program.

Afterward, the Winter Progress Monitoring Assessment exam occurred in January 2023 to collect the post-intervention reading test scores. The post-intervention parent survey (Appendix M) was also collected simultaneously after the intervention, during the last workshop, and was also sent in an online format.

Data Analysis

The researchers employed quantitative analysis in this study through descriptive and inferential statistics. Pretest and posttest measures, including surveys, and reading tests scores were typed into Excel and coded. Then, the researchers imported the coded data sets to The Statistical Package for the Social Sciences (SPSS) software for data calculations.

Descriptive statistics were first employed. The researchers calculated the mean, median, range, and standard deviation of all data sets and compared the results. Built-in functions in SPSS allowed to compute the values directly. The results showed trends showcased in tables and figures.

Inferential statistical analysis was used to make predictions from the data and test the hypotheses. The researchers constructed a confidence interval for each data set and then compared the difference in values to determine if they were statistically significant after the intervention. The interval was measured at $p < .05$.

The researchers predicted that the reading test scores would increase after the intervention. If the sample being tested fell into the one-sided critical area, in this case, represented by higher reading test scores, the directional hypothesis would be accepted and the null hypothesis would be rejected.

To compute the pre- and post-intervention test scores from the Reading Fall Progress Monitoring Assessment and Winter Progress Monitoring Assessment respectively, as well as the parents' perceptions, the researchers used a sample t-test, also derived from SPSS.

Quality of Data

Hoover-Dempsey & Sandler (2005) already conducted a Cronbach's alpha test to check the reliability and consistency of the parent involvement surveys in English and Spanish (Creswell & Creswell, 2018). Also, the results from the third-grade ELLs' pre-test and post-test reading scores, as well as the parents' surveys, were measured as groups, not individually, and the statistical significance was measured at $p < .05$.

Ethical Considerations

Risks. A breach of confidentiality was an improbable risk for the participants. Nevertheless, a potential breach of confidentiality could have resulted from the participants in the study. Similar to a focus group, the researchers could not guarantee that the parents that participated in the intervention did not disclose identifiable information about themselves or other participants to people outside Beta Elementary.

One element of the parent involvement program "Leer para Triunfar" was the activities led by parents to promote reading at home. A very low emotional risk in the form of stress or anxiety could have emerged from these new interactions between parents and their children in their household. Children might not be used to their parents being involved in their education;

this could create similar tension or damage to those present in the daily routines of highly involved parents (Hicks, n.d.).

Parents could opt out if they felt stress or anxiety; this right was explained in the informed consent. If any of the previous risks occurred, their impact would have been justified in relation to the anticipated benefits (Hicks, n.d.) that the parent involvement program “Leer para Triunfar” could offer to parents and their children’s reading proficiency.

Benefits. There were no anticipated benefits in this study. Parents may have enjoyed being part of this study by helping their children improve their reading skills. Although there is previous evidence referenced in the first three chapters of this study that suggest parent involvement may lead to academic gains, the researchers of this study could not predict any specific outcome before the parent involvement program “Leer para Triunfar” was implemented as the intervention, and the empirical data has been analyzed.

The findings of this research may help reduce the learning gap between ELLs and other students that traditionally score higher. Positively impacting reading proficiency in children through parent involvement could also help ELLs have a better sense of self-esteem and confidence, which can eventually lead them to have better academic performance, lower retention rates, and higher graduation rates.

In the next sections an explanation is provided about how the researchers ensured anonymity, confidentiality, and data protection by various means.

Confidentiality and anonymity. The researchers protected the participants’ confidentiality and anonymity. The pre and post surveys were anonymous. Also, the researchers disclosed in the Informed Consent Form (Appendix D) the participants’ right to drop out of the study at any time. Both researchers also included a Confidentiality Statement in this form, whereby they committed to keeping all the research data confidential (Borenstein, n.d.).

The researchers did not collect an informed consent from children or parental permission forms, as the students were not considered subjects of this research. The only information collected from them were the pre- and post-reading test scores' percentages that are considered public domain. Consequently, no identifiable information put students at risk (Hicks, n.d.).

Data protection. All research-related data and materials was kept in password-protected devices owned by the two researchers that operated in a private network. Systems were kept up to date, including malware and anti-virus protection features. The researchers used Word SharePoint and have exclusive access to the research content. A backup document was kept in an external hard drive, stored in a locked file cabinet. The access to the data in the saved files was encrypted and periodically tested (Cushman, n.d.).

The research information collected was only used for this study's purposes. The data from the research instruments and other study materials will be destroyed six months after the dissertation is published. Physical materials will be eliminated using a paper shredder, and digital files will be permanently deleted from devices and online platforms.

Ethical principles in the Belmont report. While researching human subjects, researchers must consider three ethical principles: respect for persons, beneficence, and justice (Department of Health, Education, and Welfare, 1979).

The practitioners showed respect for the parents who participate in this study first and foremost by acknowledging their autonomy and ensuring that those with diminished autonomy were protected. Also, the researchers exhibited respect by providing the participants with an Informed Consent form translated into the parent's preferred language and provided a read aloud option of the document. The researchers respected the participants' opinions and

decisions and did not withhold vital information from the participants necessary to make informed decisions.

Beneficence regarding research with human subjects is understood as the obligation researchers have toward the participants not to cause harm in any way and to maximize the benefits and minimize the risks about their participation in the study. The researchers of this action research made efforts to secure the participants' well-being. The researchers understood that seeking certain benefits for the participants might involve some minimal risks; thus, the investigators did everything possible to reduce the risks during this research investigation. The researchers firmly believe that this study's benefits far outweigh the potential risks encountered during the research process.

Justice in the context of research with human subjects entails that all participants should be treated equally. Burdens and benefits should be equally distributed among participants. For this research, the reasons for selecting research subjects were directly related to the problem being studied. The investigators are committed to fairness. No participants were denied the benefits they were entitled to, and the burden was not imposed disproportionately.

Informed consent. The researchers asked participants, the parents with limited or non-English language skills of third-grade ELLs at the school, to read and sign an informed consent written in English (Appendix D) and translated to Spanish (Appendix E). The document provided information about the researchers, the purpose and a brief description of the study, the possible benefits of participating, and any known risks. It contained a confidentiality statement, assuring the participants that all information collected would remain confidential.

The data was stored in a locked cabinet that only the researchers had access to, and digital files were stored in a password-protected computer. All data will be destroyed after the

dissertation is published. The form contained a withdrawal privilege statement informing parents of the voluntary nature of their participation.

Firstly, the researchers submitted the dissertation proposal to Lynn University's IRB to revise and accept. Once the university endorsed the study, the researchers sought approval from Alpha County School District's IRB. Beta Elementary's principal was identified as the gatekeeper who granted access to the researchers to perform the research at the school site (Appendix A).

Once all permissions were granted, the researchers sent home with the students an introductory letter and the informed consent. Parents of third-grade ELLs at the school site with limited or non-English language skills were asked to sign an informed consent form written in English (Appendix D) and translated to Spanish (Appendix E). Verbal translation of the informed consent was available but none of the participants requested the service.

The researchers acknowledge that these parents are a vulnerable population as English is not their native language. Fortunately, the researchers of this study speak Spanish as their first language, and they also speak English fluently. They acted as translators throughout the intervention to ensure participants understand and communicate in the language they feel more at ease.

As suggested by Borenstein (n.d.), the written and verbal informed consent form encompassed content that was easy to understand, avoiding technical terms. It was designed for readers with an eighth grade reading level and included the following components:

- The purpose of the study.
- The duration of the intervention.
- The expected level of participation.

- A provision informing participants that the data collected would remain anonymous and confidential. Only the researchers had access to any type of identifiable data.
- Risks and benefits to participants.
- A disclosure stating the parents' participation is entirely voluntary.
- A clause providing the right to withdraw at any time during the study.
- A statement indicating that the data will not be distributed or used in future research studies.
- The contact information of the researchers.

Procedures

The current study utilized data collected as part of a pre-experimental quantitative action research evaluating the relationship between reading proficiency in third-grade ELL students in Alpha County and "Leer para Triunfar", a parent involvement program that the researchers developed. First, to secure the site, the researchers talked to the Beta Elementary's principal to ensure permission to conduct research following Lynn's IRB and school district approval.

As a district employee who plans to research as part of her general job duties, a researcher in this study had to obtain the approval of her supervisor, the school's principal, and gatekeeper, before the commencement of research activities. As per Alpha's District policy, the data owner or gatekeeper "is the administrator, director, or supervisor of the branch or division that collects and/or uses the data on behalf of the entire District," in this case, would be the school's principal (School District of Alpha County, 2012).

The researchers requested and obtained a letter from the principal confirming permission to conduct research at Beta elementary (Appendix A). Then, this study sought approval from the Institutional Review Board (IRB) at Lynn University, Boca Raton, Florida. After

receiving Lynn's IRB approval, the researchers submitted a research application to the Department of Research, Evaluation, and Assessment at the School District of Alpha County, with the letter from Beta elementary's Principal attached to ease the application process.

After receiving approval from the Department of Research, Evaluation, and Assessment, this study's investigators identified all potential participants. The parents of Hispanics third-grade ELL students enrolled at Beta Elementary were invited to take part in this study through different means.

First, an introductory letter addressed to the parents was sent home with the children (Appendix B and Appendix C). The letter was accompanied by an informed consent letter describing the purpose, risks, benefits, and voluntary nature of this study. Parents were not required to participate.

Second, the potential participants that did not return the informed consent signed, either accepting or declining to participate in the study, were contacted over the phone. The parents that were recruited over the phone were asked to sign the consent form either by coming to the school or signing and returning the letter that was previously sent home with their child. Consent form in Spanish (Appendix E) was provided and the option to be read aloud was provided, over the phone or in person.

All consent forms, including an English version, were submitted by the practitioners to the Department of Research, Evaluation, and Assessment for approval. Consent forms must comply with the state and federal laws and regulations regarding confidentiality of student records and the protection of study participants. Following the consent form's approval, the parents were added to a WhatsApp group. Shortly after, the participants attended the first workshop and completed the pre-parent involvement survey.

Simultaneously, the standardized state assessment FAST Progress Monitoring 1 (PM1) was administered to students at the school site. PM1 served as the pre-intervention reading test. The researchers analyzed ELLs reading levels before the intervention. To ensure confidentiality and in compliance with the Family Education Rights and Privacy Act (FERPA) regulations, all data was de-identified and stored in a locked cabinet and saved in password protected computers that only the researchers had access to.

The pre-intervention parent survey (Appendix K) responses and the pre-intervention reading test results guided the design of “Leer para Triunfar” parent involvement program tailored to parents with limited or non-English language skills. The parent involvement program had different components based on Epstein’s (2011) six types of parent involvement, including but not limited to workshop sessions for parents.

“Leer para Triunfar” components and procedures are explained in detail in the next chapter. The intervention lasted approximately three months. At the last workshop, the participants completed the post-intervention parent survey (Appendix M), and the standardized state assessment FAST Progress Monitoring 2 (PM2) was administered to students at the school site. No additional data was necessary.

Parents who could not attend any or some of the workshops in person, received the content of the meetings via WhatsApp in the form of videos, texts, or presentations. The links to the surveys were also sent via WhatsApp. The researchers also used this social media platform to send motivational messages to the participants, dates of workshops, testing calendar, and any useful information pertaining to the research.

Descriptive and inferential statistical analysis were conducted to answer the research questions once all data was collected. In the descriptive statistics section, the researchers report measures of central tendency, frequency of the distribution of the pre- and post-intervention

data sets to determine if they are evenly distributed. Strategies to address any missing data are also disclosed.

When the research study was completed, the researchers promptly provided a copy of the final research results to the Department of Research, Evaluation, and Assessment. The School Board of Alpha County can reserve the right to use the research findings for educational purposes that will improve instruction or services to students of the district (School District of Alpha County, 2012).

Delimitations

This study did not take into consideration parents of students that are native English speakers. Thus, they were no part of this research sample, and their input is not reflected in data collection and findings.

The researchers did not provide the intervention directly to the students. Only their parents with limited or non-English language skills were the participants of the parent involvement program “Leer para Triunfar”. Nevertheless, the researchers analyzed third-grade ELL students PM1 and PM2 reading test scores at the school site.

Several other factors have a relevant impact on ELLs academic achievement, such as socio-economic status, gender, parents’ education, English proficiency, parents’ and children’s educational aspirations, parent-child conflict, and family cohesion (Gong et al., 2015). Although they were referenced in this research, they were not broadly examined. This action research did not provide the treatment or considered all public urban elementary schools in Alpha County or other public urban elementary schools in Florida.

This study may provide a solution to increase reading proficiency among third-grade ELL students. It does not intend to uncover the causes influencing third-grade ELL students’ low reading performance. Parent involvement is the selected predictor that guided this

investigation. Its relation and effect on ELLs' reading proficiency was exhaustively evaluated throughout this research.

Limitations

The coverage of this study was limited to one public urban elementary school in Alpha County, Florida, from which Fall and Winter Reading Progress Monitoring test scores of third-grade ELL students were evaluated. This research did not take into consideration other school districts in Florida.

This study's scope was narrowed to the socio-demographic characteristics, settings, and perspectives of parents with limited or non-English language skills and their third-grade ELL children at a public urban elementary school in Alpha County Florida. Therefore, it does not represent all third-grade ELL students.

The described sample was not randomly selected but by convenience, representing a non-probabilistic sampling method (Creswell & Creswell, 2018). As this research involved a pre-post data collection of parents' surveys, the researchers anticipated not having the same number of participants at both moments due to family mobility, work schedule, or other family issues. Therefore, the number of surveys responded to before the intervention might be higher than the number of surveys responded to after the intervention.

The Covid-19 pandemic could have had a detrimental effect on the Fall and Winter Reading Progress Monitoring test scores of 2022, which might have influenced the real impact of "Leer Para Triunfar" as a pilot parent involvement program in Beta Elementary. Most American public schools switched to remote instruction in 2020, while teachers and students were unprepared to provide and receive instruction virtually. Dorn et al. (2020) showcased dramatic decreases in students' academic performance in core subjects, such as math and

reading, due to the measures to mitigate the spread of the coronavirus SARS-CoV-2, such as lockdowns.

One of the researchers is a dual-language program teacher at the school site, which may pose a certain personal bias level. However, the second researcher, who has no relation to the school, discussed with the participants during the workshops any information related to the informed consent and data collection process to mitigate potential bias or coercion scenarios involving the participants.

Intervention

The researchers designed a parent involvement program with the name “Leer para Triunfar”; its translation in English is read to succeed. It targets parents with limited or non-English language skills of third-grade ELLs. There are four main theories that influenced the composition of the program - Epstein’s Framework of Involvement (1995), Hoover-Dempsey and Sandler’s Model of Parent Involvement (2005), Cummins’ Theory of Developmental Interdependence (1979), and Victor Vroom's Expectancy Theory (1964).

First, the researchers recruited and then surveyed the parents to find out strategies they are already using at home to support their children’s schooling, their awareness of community resources, their knowledge of the American educational system, and what motivates them to get involved in their children's education. The researchers analyzed the reading scores of the participants’ children before the intervention.

Following the recruitment and survey, the researchers created a WhatsApp group including the parents that participated in “Leer para Triunfar”. This served as the main communication medium between the participants and the researchers. Every month, for three months, the researchers hosted a 60 minute in person workshop physically. Each workshop had

a different theme. During the workshops, participants had the opportunity to get to know each other better and share their experiences from the program.

In between workshops, social media and communication platforms including WhatsApp and YouTube were used to disseminate resources. For example, videos created by the researchers to train parents to become literacy coaches by providing them with strategies to help their children, motivational messages to keep parents engaged, and news about community events. In addition, the researchers facilitated access to audiobooks through Pebble Go and Tumble Book Library, which are applications that are accessible through the school district website. For those parents unable to attend the workshops in person, the researchers uploaded videos with the workshops content on YouTube.

The following are some of the topics that were covered during the workshops. All content was in Spanish.

- La importancia de la lectura en tercer grado (the importance of reading).
- La transferencia de idiomas (the language interdependence).
- El sistema de educación pública en Estados Unidos (The American public education system).
- Los exámenes estatales de estándares académicos (the state standardized assessments).
- La influencia de la música en la fluidez lingüística (Music's influence in language fluency).
- Recursos que ofrecen las librerías públicas del condado (Resources offered by the county's public library system)

Summary

This chapter explains the research methodology that was used to investigate the relationship between reading proficiency in third-grade ELLs in Alpha County, a large school

district in Florida, and “Leer para Triunfar”, the parent involvement program that the researchers developed as the intervention of this study.

The research site was a Title I public elementary school where one of the researchers works. The participants of this study were conveniently selected; they must be the parents or guardians of third-grade ELLs at the research site, and their native language must be Spanish.

This pre-experimental quantitative action research design allowed the investigators to explore predictors of reading achievement by analyzing quantitative data from pre- and post-intervention Likert-type scale surveys and pre- and post-intervention reading tests through descriptive and inferential statistical analysis. The following chapter presents the findings from these analyses.

CHAPTER IV

DATA ANALYSIS AND RESULTS

Introduction

The purpose of this study was to determine if there is a correlation between “Leer Para Triunfar”, a research-based parent involvement program tailored to parents with limited or non-English language skills of third-grade ELLs and students’ reading proficiency. This pre-experimental quantitative action research (Creswell & Creswell, 2018) explored the effects of culturally relevant parent involvement strategies on students’ English reading proficiency by focusing on the development of students’ home language.

This chapter will report and showcase the data gathered, data analysis procedures, and the study’s findings. It will begin with a recap of the study’s problem, background, and methodology, then a breakdown of the data analysis procedures, followed by an explanation of descriptive statistics including socio-demographic data, subsequently a description of the quantitative data collected, specified outcomes for research question one, research question two, and the null and directional hypotheses, and will conclude with a summary of the study’s findings.

The problem, background, and significance. The 2021 census shows that Hispanics or Latinos are the fastest-growing demographic group in the United States, with a 23% increase compared to a decade ago (United States Census Bureau, 2021). Consequently, the number of ELL students in American schools has grown as well. In Florida, ELLs amount to over 265,000 (Florida department of education, 2022). Yet, for the past five years, ELL students in Alpha County, including English Language Learners actively served (LY) and during the two year follow up period (LF), have underperformed in the Florida Standardized Assessment (FSA) English

Language Arts (ELA) test compared to all other subgroups (Florida Department of Education, 2022) as revealed in Chapter I.

Considering that by 2050 the Hispanic population of the United States is projected to be 30% of the nation's total projected population (United States Census Bureau, 2021), the authors of this study proposed a research-based parent involvement program to address the reading proficiency gap affecting ELLs. The program "Leer para Triunfar" - read to succeed, meant to improve the participation of parents with limited or non-English language skills in their children's education in America. The literature reviewed suggests that ELLs improving their reading skills by third grade could also improve their chances to succeed in life.

Instrumentation. Quantitative data was collected to answer both research questions. Once all data was collected, descriptive and inferential statistical analysis was conducted. To answer RQ1, the researchers analyzed pre and post-intervention reading test scores of FAST Fall and Winter Progress Monitoring Assessments, corresponding to third-grade ELL students at the school site.

To answer RQ2, the researchers analyzed data from two Likert-type surveys (Appendix J and Appendix L), before and after the treatment in the form of the parent involvement program "Leer para Triunfar". The program consisted of three workshops a month apart from each other, from October to December 2022. The surveys took approximately five to ten minutes to be completed. The only difference between the pre and post-surveys is that the post-intervention survey includes three additional questions at the end, asking the participants to confirm if they attended any of the three workshops in person or watched the videos shared in the WhatsApp group.

The researchers used a public domain instrument previously created by Hoover-Dempsey & Sandler (2005). These authors designed and tested scales to measure levels of the

parent involvement process, with close-ended questions and Likert-type scales. Findings from their research proved satisfactory measurement properties for all scales. For this research, only the scales from levels one and two were used for the instrument design of the pre and post-intervention parent survey, as described in chapter III.

Population and sample. The study population consisted of parents with limited or non-English language skills of third-grade ELLs across Alpha County School District in Florida. The sample with the same characteristics was retrieved and evaluated from a public urban elementary school in Alpha County School District, referenced in this research as Beta Elementary. The power analysis indicated that the specific sample size of 36 parents would validate the study.

In September 2022, 70 parents of third-grade ELL students were invited to participate in “Leer para Triunfar”. Thirty-six parents or guardians signed the informed consent agreeing to participate in this research, eight declined to participate, and twenty-two did not respond. Thirty-six parents or guardians were added to a WhatsApp group that the researchers used for communication purposes. Before the beginning of the first workshop in October 2022, one parent withdrew from the study by withdrawing from the WhatsApp group.

Data Analysis Procedures

Missing data and participation analysis. The researchers required participants to comply with a 75% completion rate of both surveys to remain in the sample (Munro, 2005, p. 60). The pre-intervention survey had fifteen questions with multiple choices within each question which adds to 48 different choices. To comply with the 75% completion rule, the participants had to answer a minimum of 36 selections out of 48. The post-intervention survey had eighteen questions with multiple choices within each question which added to 51 different

choices. For the post-intervention surveys to be considered complete, the participants had to have answered a minimum of 38 selections out of 51.

30 participants answered the pre-intervention survey. One response was left completely blank and eight of the responses did not meet the criteria of 75% completion. There were 21 complete responses in the pre-intervention survey. The post-intervention survey was answered by 24 participants, but two responses did not meet the criteria of 75% completion, which left the researchers with 22 complete responses. Then, one complete response was randomly removed from the sample.

Since the results were measured as a group, the researchers ensured to count the same number of complete responses in the pre and post-intervention surveys, so only the data collected from 21 respondents in each were analyzed. This strategy was applied to ensure the consistency and validity of the results.

Some answer choices were left blank in the final sample of 21 pre and post-intervention surveys. If the missing data was related to demographic information, the researchers left it as is. However, to ensure 100% completion of the first five questions of the Likert-type scale surveys that analyzed the participants' perceptions about parent involvement pre and post-intervention, the researchers calculated the Mode in each answer choice where data was missing to find the response that appeared more frequently in the data set. Then, those responses were assigned to the participants who left an answer choice blank. A middle or neutral option was not available, since the Likert-type scale of these five first questions had six levels.

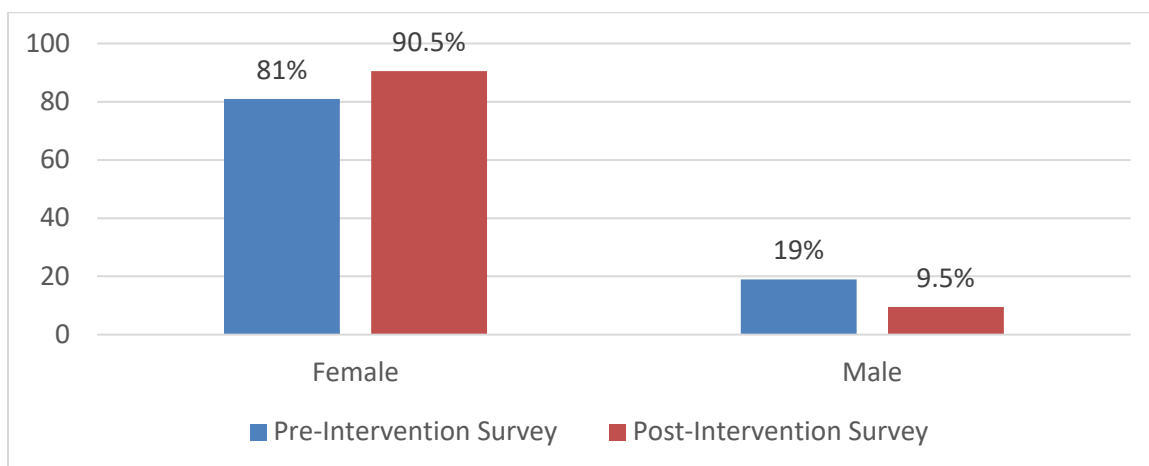
Quality of data. Cronbach's alphas were previously computed by Hoover-Dempsey & Sandler (2005) to check the reliability and internal consistency of the parent involvement survey as a research instrument. This test was applied to both the Spanish and English version. Parents' perceptions about parent involvement for the respondents proved to be reliable.

Descriptive Findings

Socio-demographic data. Demographic questions were included in the survey in order to get a general picture of the sample group. The figure below illustrates the participants' gender in the pre and post-intervention surveys. There was a significant difference between female and male participants. Over 80% identified themselves as female and less than 20% identified themselves as male in the pre-intervention survey. Female participants completing the survey increased from the first to the second survey whereas male participants declined.

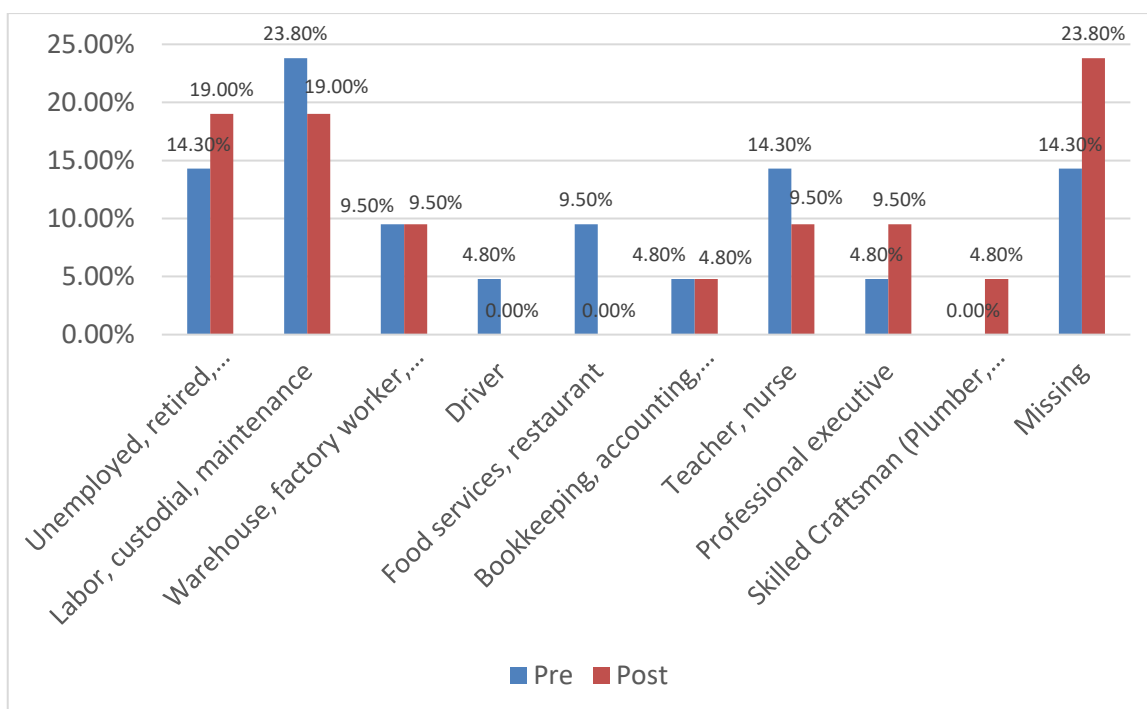
Figure 5

Participants' Gender



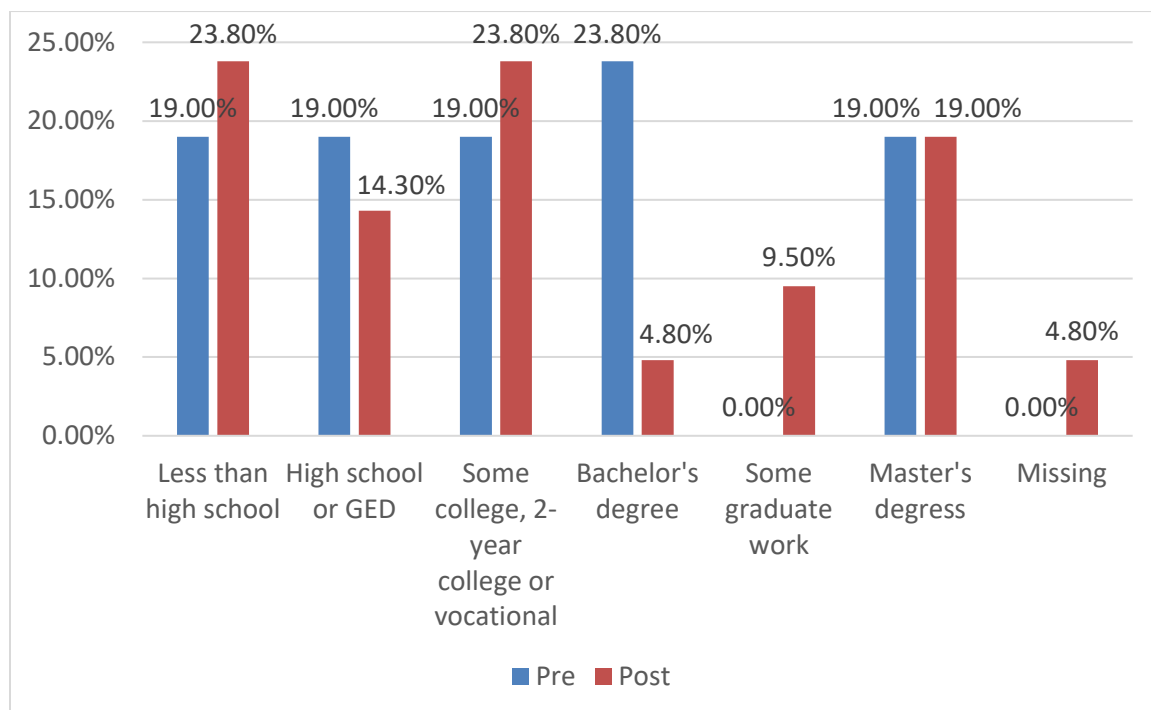
Note. This figure showcases the respondents' gender in the pre and post-intervention parent involvement surveys.

The figure below illustrates the occupations of the participants in both pre and post-intervention surveys. Not all participants responded to this question. Of those who answered, the majority worked in the labor, custodial, or maintenance field which represented about 20% of the sample. A significant number of respondents were unemployed, retired, student, or disabled. The other occupations were chosen by a small number of participants.

Figure 6*Participants' Occupation*

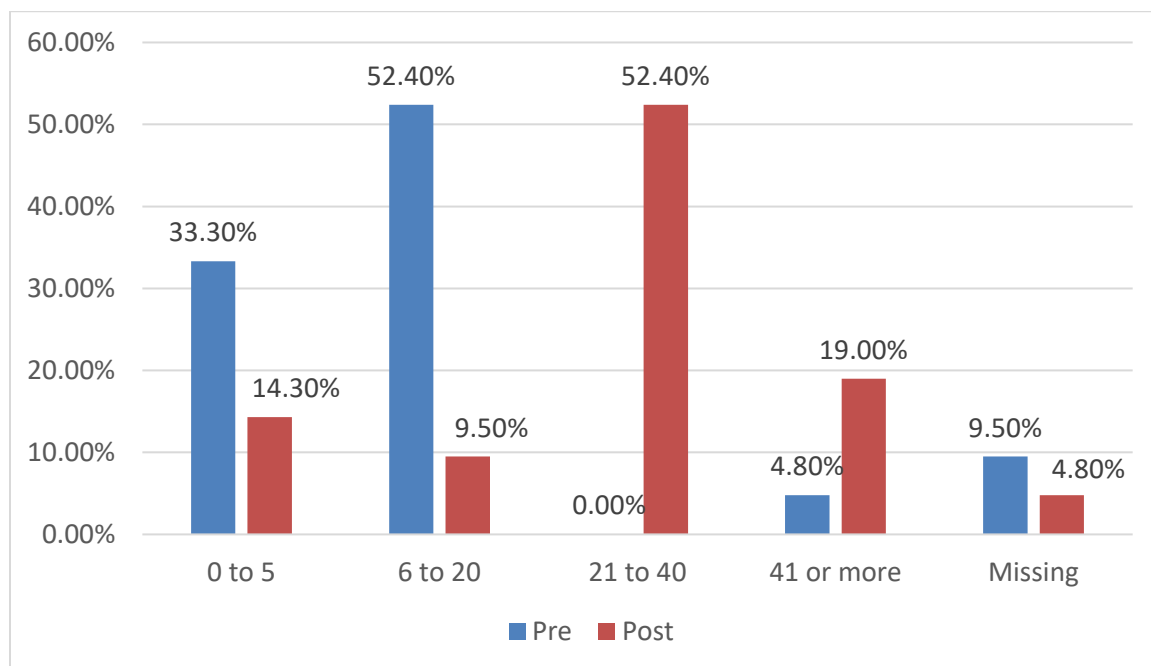
Note. This figure showcases the respondents' occupations in the pre and post intervention parent involvement surveys.

The figure below illustrates the level of education of the participants in both pre- and post-intervention surveys. The sample is almost evenly divided, with each answer choice representing about 20%. Note that the number of respondents with a bachelor's degree declined considerably from the pre to the post-intervention survey.

Figure 7*Participants' Level of Education*

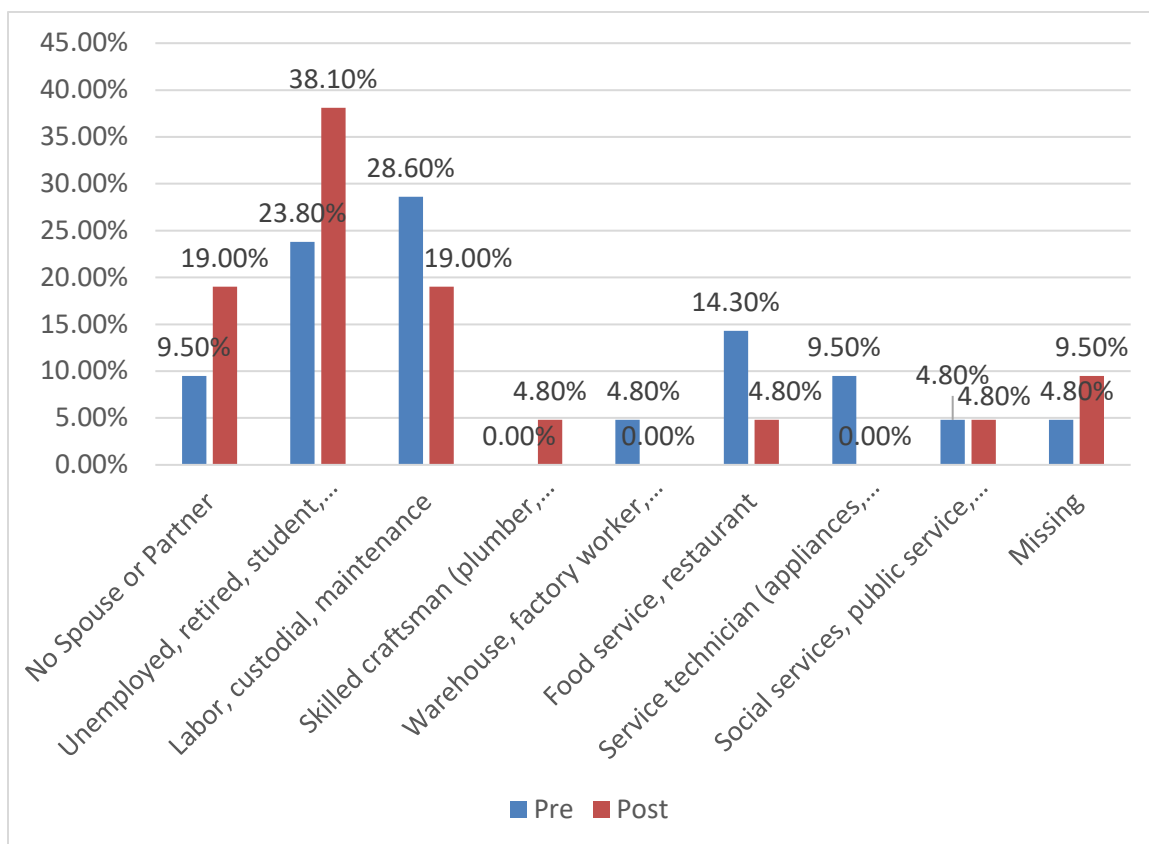
Note. This figure presents the respondents' level of education in the pre and post intervention parent involvement surveys.

The figure below illustrates the participants' average weekly work hours in the pre and post-intervention surveys. This question presented a mistake in the pre-intervention survey. Instead of the average weekly work hours, it asked for the average daily work hours, to which most participants responded 6 to 20. The error was identified and corrected during the last workshop to read weekly work hours. That is why 6 to 20 in the pre-intervention survey and 21 to 40 in the post-intervention survey show the same percentage.

Figure 8*Participants' Average Weekly Work Hours*

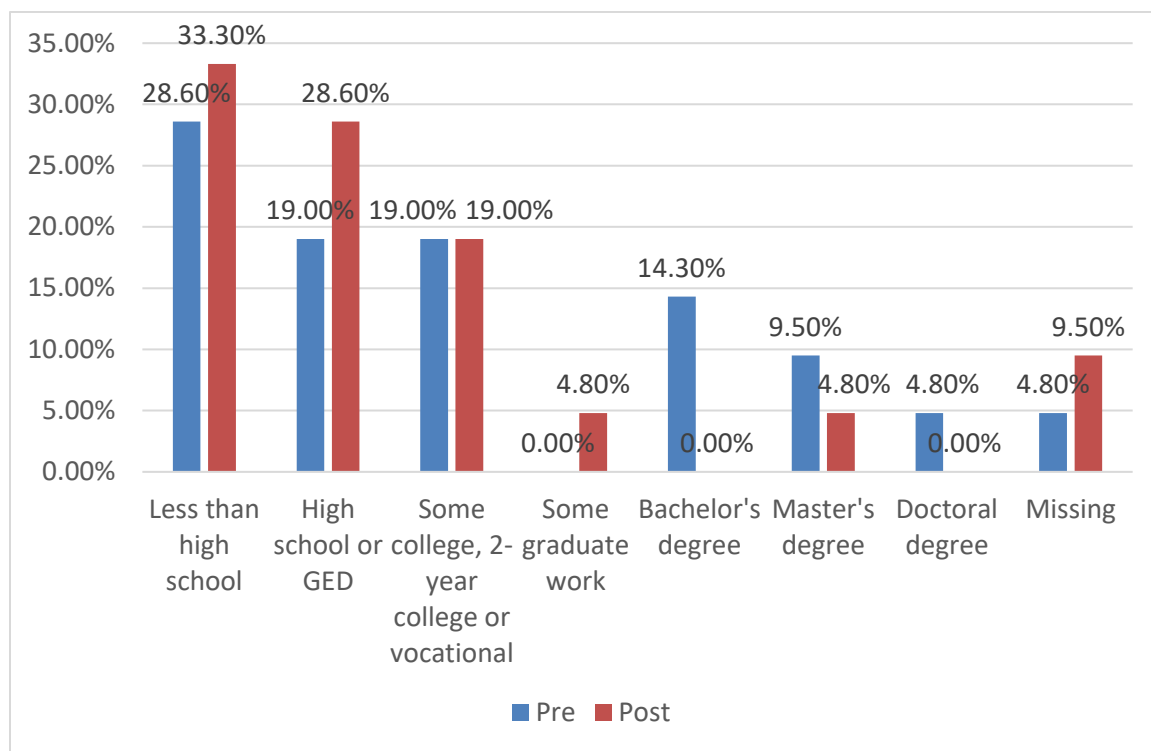
Note. This figure presents the respondents' average weekly work hours in the pre and post intervention parent involvement surveys.

The figure below illustrates the participants' partner's occupation in the pre and post-intervention surveys. As the participants, their partners' occupations show a very similar trend, with most of them working in the labor, custodial, or maintenance field, or reported being unemployed.

Figure 9*Partner's Occupation*

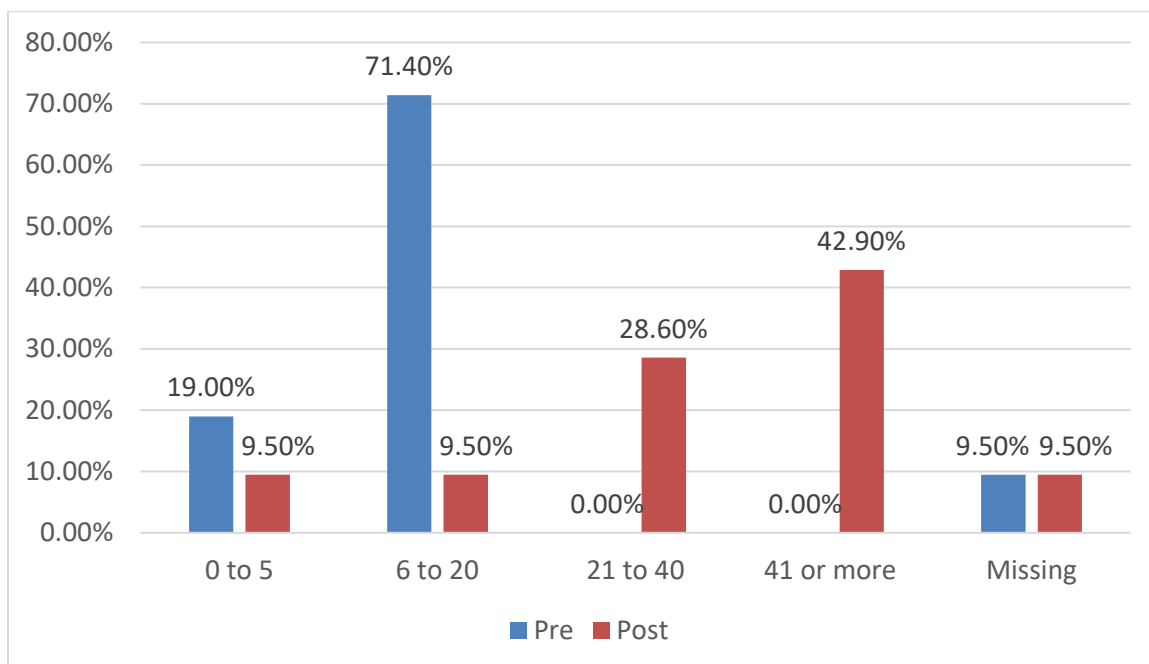
Note. This figure presents the participants' partners' occupation in the pre and post intervention parent involvement surveys.

The figure below illustrates the participants' partner's levels of education in the pre and post-intervention surveys. At the time of the study, most of the participants' partners had less than high school education or had completed high school.

Figure 10*Partner's Level of Education*

Note. This figure presents the participants' partners' level of education in the pre and post intervention parent involvement surveys.

The figure below illustrates the participants' partners' weekly work hours in the pre and post-intervention surveys. As for the participants, this question presented a mistake in the pre-intervention survey for their partners. Instead of the average weekly work hours, it asked for the average daily work hours, to which most participants responded that their partners worked 6 to 20. The error was identified and corrected during the last workshop to read weekly work hours. That is why the 71.4 % for 6 to 20 in the pre-intervention survey equals the percentages combined of 21 to 40 and more than 41 in the post-intervention survey.

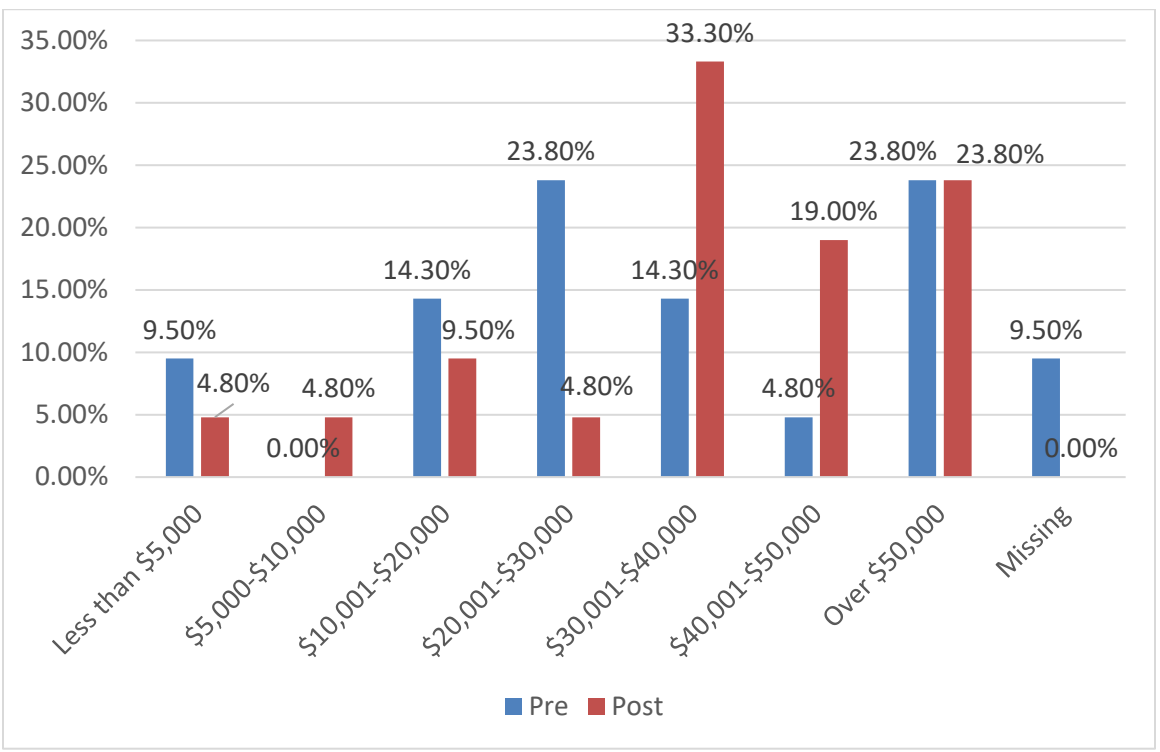
Figure 11*Partner's Weekly Work Hours*

Note. This figure shows the participants' partners' weekly work hours per year in the pre and post intervention parent involvement surveys.

The figure below illustrates the participants' family income per year. Most participants' households were earning between \$20,000 and \$30,000 per year at the time of this study. A considerable number of families reported earning less than \$20,000 a year, and some families reported more than \$50,000 income per year.

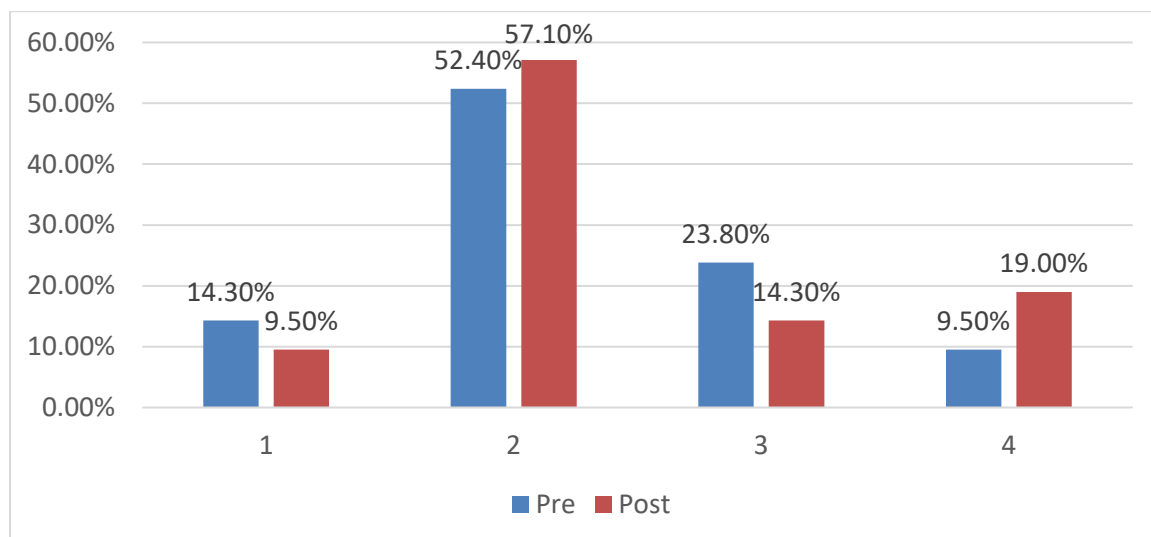
Figure 12

Participants' Family Yearly Income



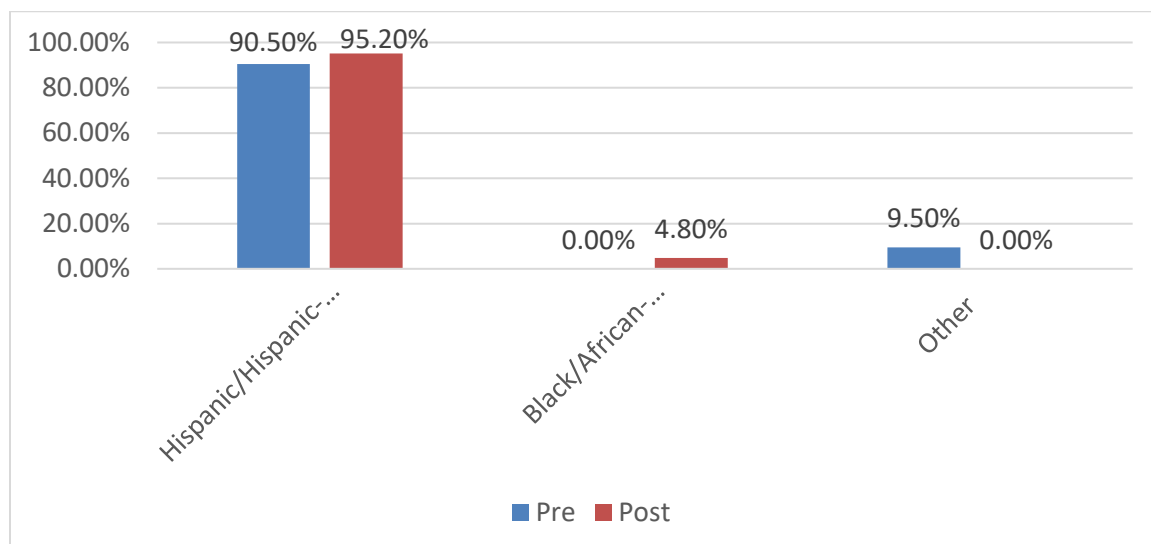
Note. This figure shows the respondents' family income per year in the pre and post intervention parent involvement surveys.

The figure below illustrates the responses in the pre and post-intervention surveys related to the number of children at home. Most participants reported having two children.

Figure 13*Number of Children at Home*

Note. This figure shows the number of children at home in the pre and post intervention parent involvement surveys.

The figure below illustrates the participants' ethnicity in the pre and post-intervention surveys. As expected, almost all respondents identified themselves as Latino/Hispanic in accordance with the sample population selected to participate in this study.

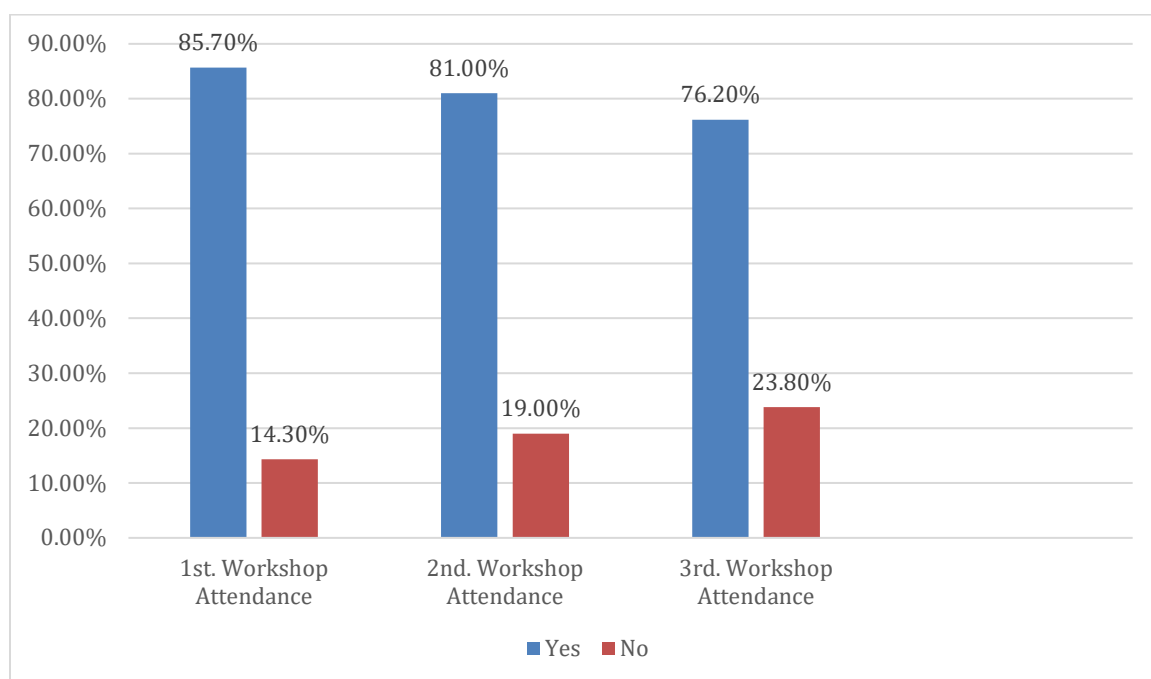
Figure 14*Participants' Ethnicity*

Note. This figure shows the ethnicity of the participants in the pre and post intervention parent involvement surveys.

The post-intervention survey had three additional questions that the pre-intervention survey did not have. The participants were asked to confirm their participation in person at any of the workshops or, in case of absence, if they watched the videos containing the workshops' content posted in the "Leer para Triunfar" WhatsApp group. As shown in figure 15, the parents' participation declined over time.

Figure 15

Workshop Attendance



Note. This figure shows the participants' attendance to the three workshops over three months' time, as part of the intervention of this research study.

Results

Overarching research questions.

1. What, if any, were the significant differences in third-grade ELLs' Fall Progress Monitoring Assessment, and Winter Progress Monitoring Assessment reading test scores before and after implementing the parent involvement program "Leer Para Triunfar"?
2. What were parents' perceptions about parent involvement before and after implementing the program "Leer para Triunfar"?

To answer both research questions the researchers used the software SPSS (Statistical Package for the Social Sciences) to compute sample T – Tests one-tailed, following the rule t (degrees of freedom) = the t statistic, $p = p$ value. The statistical significance was measured at $p < .05$. Additionally, for statically significant results, the researchers analyzed Cohen's d size effect to identify how large the difference in the results was following the intervention in the form of the parent involvement program "Leer para Triunfar."

Table 5

Cohen's d Effect Size

Range	Interpretation
$d = .0 - .19$	Trivial effect
$d = .20$	Small effect
$d = .50$	Medium effect
$d = .80$ or higher	Large effect

Note. The table showcases the interpretation of Cohen's d effect size.

Results for research question 1. To answer RQ1 - What, if any, are the significant differences in third-grade ELLs' Fall Progress Monitoring Assessment, and Winter Progress Monitoring Assessment reading test scores before and after implementing the parent involvement program "Leer Para Triunfar"? The researchers performed a sample T – Test. As

shown in table 6, the third grade ELLs reported higher levels of reading proficiency in the post intervention Winter Progress Monitoring Assessment reading test scores ($M = 1.47$, $SD = 0.736$) than found in the pre intervention Fall Progress Monitoring Assessment reading test scores ($M = 1.08$, $SD = 0.368$).

Table 6

Pre- and Post-intervention Reading Test Scores Group Statistics

		N	Mean	Std. Deviation	Std. Error Mean
Level	Pre	36	1.08	.368	.061
	Post	36	1.47	.736	.123

Note. This table shows the mean and standard deviation of the pre and post reading test scores.

As shown in table 7, the sample T - Test fell into one-sided critical area. With $t(70) = -2.83$, $p = .003$, the results were significant at $p < .05$. Consequently, the researchers accepted the directional hypothesis H_{a1} . - The Winter Progress Monitoring Assessment reading test scores will increase after implementing the parent involvement program “Leer para Triunfar” and rejected the null hypothesis H_{o1} - The Winter Progress Monitoring Assessment reading test scores will not increase after implementing the parent involvement program “Leer para Triunfar”.

Table 7

Pre- and Post-intervention Reading Test Scores Independent Samples Test

		Level	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	32.829	
	Sig.	<.001	
t-test for Equality of Means	t	-2.834	-2.834
	df	70	51.492
	Significance		One-Sided p
		.003	.003

	Two-Sided p	.006	.007
Mean Difference		-.389	-.389
Std. Error Difference		.137	.137
95% Confidence Interval of the Difference	Lower	-.663	-.664
	Upper	-.115	-.113

Note. This table showcases the *T* - Test computed of pre and post reading test scores.

Due to these results being statistically significant, the researchers analyzed Cohen's effect size *d* to measure the difference between two group means. As shown in table 8, for research question 1, $d = 0.582$ shows a medium effect.

Table 8

Pre- and Post-intervention Reading Test Scores Independent Samples Effect Sizes

Level	Standardizer ^a	Point Estimate	95% Confidence Interval	
			Lower	Upper
Cohen's d	.582	-.668	-1.141	-.191
Hedges' correction	.588	-.661	-1.128	-.189
Glass's delta	.736	-.528	-1.003	-.047

Note. This table shows Cohen's size effect computed of pre and post reading test scores.

Results for research question 2. To answer RQ2 - What are parents' perceptions about parent involvement before and after implementing the program "Leer para Triunfar"? The researchers perform sample *T* – Tests using the first five questions of the Likert-type scale surveys to analyze the difference in participants' perceptions about parent involvement pre and post intervention.

Question one in both surveys asked parent's perceptions of their involvement in their child's education. As shown in table 9, the parents had a different perception of their involvement in their child's education in the post intervention survey ($M = 57.238$, $SD = 3.64561$) than found in the pre intervention survey ($M = 50.6190$, $SD = 13.38834$).

Table 9*Involvement in Child's Education Group Statistics*

		N	Mean	Std. Deviation	Std. Error Mean
Involvement_in_Child_Education	Pre-intervention Survey	21	50.6190	13.38834	2.92158
	Post-intervention Survey	21	57.2381	3.64561	.79554

Note. This table shows the mean and standard deviation of the pre and post parent's perceptions of their involvement in their child's education.

As shown in table 10, the sample *T* - Test fell into one-sided critical area, since the post intervention survey was statistically significant. With $t(40) = -2.186$, $p=0.017$, the results were significant at $p < .05$. Consequently, the researchers accepted the directional hypothesis Ha1. – There is a significant difference in the parent's perceptions of their involvement in their child's education after implementing the parent involvement program "Leer para Triunfar" and rejected the null hypothesis Ho1 – There is not a significant difference in the parent's perceptions of their involvement in their child's education after implementing the parent involvement program "Leer para Triunfar".

Table 10*Involvement in Child's Education Independent Samples Test*

		Involvement_in_Child_Education	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	8.526	
	Sig.	.006	
t-test for Equality of Means	t	-2.186	-2.186
	df	40	22.950
	Significance		
		One-Sided p	.017
		Two-Sided p	.035
	Mean Difference	-6.61905	-6.61905
	Std. Error Difference	3.02795	3.02795
	95% Confidence Interval of the Difference		
		Lower	-12.73876
		Upper	-4.49933

Note. The table shows the *T* - Test computed of pre and post parent's perceptions of their involvement in their child's education.

Since the results were statistically significant, the researchers analyzed Cohen's effect size *d* to measure the difference between two group means. As shown in table 11, for research question 2 with respect to the parents' perceptions of their involvement in their child's education, Cohen's effect size *d* = 9.81168 shows a large effect.

Table 11

Involvement in Child's Education Independent Samples Effect Sizes

		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
Involvement_in_Child_Education	Cohen's d	9.81168	-.675	-1.293	-.048
	Hedges' correction	10.00057	-.662	-1.269	-.047
	Glass's delta	3.64561	-1.816	-2.627	-.980

Note. This table shows Cohen's size effect computed of pre and post parent's perceptions of their involvement in their child's education.

Question two in both surveys asked parents' perceptions of their self-efficacy for helping their child succeed in school. As shown in table 12, the difference was minimal between the parent's perceptions of their self-efficacy for helping their child succeed in school in the pre-intervention survey ($M = 27.1905$, $SD = 6.84558$) and in the post-intervention survey ($M = 29.9048$, $SD = 6.79636$).

Table 12

Parental Self Efficacy Group Statistics

		N	Mean	Std. Deviation	Std. Error Mean
Parental_Self_Efficacy	Pre-intervention Survey	21	27.1905	6.84558	1.49383
	Post-intervention Survey	21	29.9048	6.79636	1.48309

Note. This table shows the mean and standard deviation of the pre and post parent's perceptions of their self-efficacy for helping their child succeed in school.

As shown in table 13, the sample *T* - Test did not fall into one-sided critical area. With $t(40) = -1.289, p = 0.102$. The results were not significant at $p > .05$. Consequently, the researchers failed to reject the null hypothesis H_02 - No significant difference exists between parents' perceptions of their self-efficacy for helping their child succeed in school before and after implementing the program "Leer para Triunfar", and rejected the directional hypothesis H_{a2} - A significant difference exists between parents' perceptions of their self-efficacy for helping their child succeed in school before and after implementing the program "Leer para Triunfar".

Table 13

Parental Self Efficacy Independent Samples Test

		Parental_Self_Efficacy	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.045	
	Sig.	.832	
t-test for Equality of Means	t	-1.289	-1.289
	df	40	39.998
	Significance		
		One-Sided p	.102
		Two-Sided p	.205
	Mean Difference	-2.71429	-2.71429
	Std. Error Difference	2.10501	2.10501
	95% Confidence Interval of the Difference	Lower	-6.96867
		Upper	1.54010

Note. These tables show the *T* - Test computed of pre and post parents' perceptions of their self-efficacy for helping their child succeed in school.

Question three in both surveys asked parents about their perceptions of their personal knowledge and skills. As shown in table 14, the difference was minimal between the parents' perceptions of their personal knowledge and skills in the pre intervention survey ($M = 43.8571, SD = 9.74313$) and in the post intervention survey ($M = 45.7619, SD = 7.34782$).

Table 14*Personal Knowledge and Skills Group Statistics*

		N	Mean	Std. Deviation	Std. Error Mean
Personal_Knowledge_and_Skills	Pre-intervention Survey	21	43.8571	9.74313	2.12613
	Post-intervention Survey	21	45.7619	7.34782	1.60343

Note. This table shows the mean and standard deviation of the pre and post parent's perceptions of their personal knowledge and skills.

As shown in table 15, the sample *T* - Test did not fall into one-sided critical area. With $t(40) = -.715, p = 0.239$. The results were not significant at $p > .05$. Consequently, the researchers fail to reject the null hypothesis H_02 - No significant difference exists between parents' perceptions of their personal knowledge and skills before and after implementing the program "Leer para Triunfar", and rejected the directional hypothesis H_{a2} - A significant difference exists between parents' perceptions of their personal knowledge and skills before and after implementing the program "Leer para Triunfar".

Table 15*Personal Knowledge and Skills Independent Samples Test*

		Personal_Knowledge_and_Skills	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.165	
	Sig.	.686	
t-test for Equality of Means	t	-.715	-.715
	df	40	37.190
	Significance		
		One-Sided p	.239
		Two-Sided p	.479
	Mean Difference	-1.90476	-1.90476
	Std. Error Difference	2.66297	2.66297
	95% Confidence Interval of the Difference		
		Lower	-7.28682
		Upper	3.47729

Note. These tables show the *T* - Test computed of pre and post parents' perceptions of their personal knowledge and skills.

Question four in both surveys asked parents about their perceptions of their personal time and energy. As shown in table 16, the difference was minimal between the parents' perceptions of their personal time and energy in the pre-intervention survey ($M = 32.6667$, $SD = 2.74469$) and in the post-intervention survey ($M = 32.9524$, $SD = 4.49974$).

Table 16

Personal Time and Energy Group Statistics

		N	Mean	Std. Deviation	Std. Error Mean
Personal_Time_and_Energy	Pre-intervention Survey	21	32.6667	2.74469	.59894
	Post-intervention Survey	21	32.9524	4.49974	.98192

Note. This table shows the mean and standard deviation of the pre and post parent's perceptions of their personal time and energy.

As shown in table 17, the sample T - Test did not fall into one-sided critical area, since the post intervention survey was not statistically significant. With $t(40) = -.248$, $p = 0.403$, the results were not significant at $p > .05$. Consequently, the researchers fail to reject the null hypothesis H_02 - No significant difference exists between parents' perceptions of their personal time and energy before and after implementing the program "Leer para Triunfar", and rejected the directional hypothesis H_a2 - A significant difference exists between parents' perceptions of their personal time and energy before and after implementing the program "Leer para Triunfar".

Table 17*Personal Time and Energy Independent Samples Test*

		Personal_Time_and_Energy	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	1.121	
	Sig.	.296	
t-test for Equality of Means	t	-.248	-.248
	df	40	33.073
	Significance		
		One-Sided p	.403
		Two-Sided p	.805
	Mean Difference	-.28571	-.28571
	Std. Error Difference	1.15017	1.15017
	95% Confidence Interval of the Difference	Lower	-2.61030
		Upper	2.03888

Note. This table shows the *T* - Test computed of pre and post parents' perceptions of their personal time and energy.

Question five in both surveys asked parents about their home-based involvement activities. As shown in table 18, the difference was minimal between the parents' perceptions of their home-based involvement activities in the pre intervention survey ($M = 29.0952$, $SD = 5.28114$) and in the post intervention survey ($M = 30.1429$, $SD = 4.88145$).

Table 18*Home Based Involvement Activities Group Statistics*

		N	Mean	Std. Deviation	Std. Error Mean
Home_Based_Involvement_Activities	Pre-intervention Survey	21	29.0952	5.28114	1.15244
	Post-intervention Survey	21	30.1429	4.88145	1.06522

Note. This table shows the mean and standard deviation of the pre and post parent's perceptions of their home-based involvement activities.

As shown in table 19, the sample *T* - Test did not fall into one-sided critical area, since the post intervention survey was not statistically significant. With $t(40) = -.668, p = 0.254$. The results were not significant at $p > .05$. Consequently, the researchers fail to reject the null hypothesis Ho2 - No significant difference exists between parents' perceptions of their home-based involvement activities before and after implementing the program "Leer para Triunfar", and rejected the directional hypothesis Ha2 - A significant difference exists between parents' perceptions of their home-based involvement activities before and after implementing the program "Leer para Triunfar".

Table 19

Home Based Involvement Activities Independent Samples Test

		Home_Based_Involvement_Activities	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.116	
	Sig.	.735	
t-test for Equality of Means	t	-.668	-.668
	df	40	39.755
	Significance		
		One-Sided p	.254
		Two-Sided p	.508
	Mean Difference	-1.04762	-1.04762
	Std. Error Difference	1.56933	1.56933
	95% Confidence Interval of the Difference		
		Lower	-4.21936
		Upper	2.12412

Note. These tables show the *T* - Test computed of pre and post parents' perceptions of their home-based involvement activities.

Summary

Of the 70 parents that were invited to participate in the parent involvement program “Leer para Triunfar”, 36 agreed to take part in the study. Following the 75% completion rule, only 21 surveys were analyzed from the pre intervention survey, and the same number was randomly selected from the post intervention survey to match the numbers of respondents in the pre intervention survey.

The majority of the participants were Latino/Hispanic females. Although many of them did not report their occupation, of the ones who did, most worked in the labor, custodial, or maintenance field or were unemployed. Most families reported having two children and only 23.8% reported a yearly family income of more than \$50,000 thousand. Most families reported earnings below \$50,000 per year.

Overall, the only statistically significant results at $p < .05$ were the Fall Progress Monitoring Assessment reading test scores, which addressed RQ1 and the first question of the surveys asking parent’s perceptions of their involvement in their child’s education, which was part of five Likert-type survey questions used to answer RQ2. Survey’s questions two through five also related to participants’ perceptions about parent involvement were not statistically significant.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of this study was to determine if there is a correlation between “Leer Para Triunfar”, a research-based parent involvement program tailored to parents with limited or non-English language skills of third-grade English Language Learners (ELL) and third grade ELLs reading proficiency. Research shows that generally ELLs underperform academically compared to their peers, and that the achievement gap tends to increase as students move on to upper grade levels (Rumberger, 2007; McNeil et al., 2008).

The literature reviewed suggests that reading on grade level by third grade could increase by four times students’ chances of graduating from high school (Hernandez, 2012). In addition, Cummins’ Theory of Developmental Interdependence (1979) explains how ELLs’ competence in a second language is a partial result of ELLs’ competence in their first language. More importantly, parents whose first language is not English are a source of knowledge and information not exploited enough about how minority children can be reached successfully (Ryan et al., 2010). Thus, the researchers’ objective was to support ELLs’ literacy in their home language through parental support.

By building a program entirely in Spanish and addressing topics such as the American education system, the importance of reading on grade level by third grade, useful home-based educational resources, the language interdependence, and facilitating access to the local public library, “Leer para Triunfar” parent involvement program aimed to mitigate some of the difficulties that Latino families may face when attempting to support their children’s education in America. Barriers may include communication gaps between schools and families and a lack of support systems for families transitioning to unfamiliar environments and cultures (Good et

al., 2010).

This chapter will present first a summary of the results detailed in chapter four organized by research question followed by a discussion of such results. The researchers will offer an interpretation of what the results mean. To conclude, implications for practice, recommendations for future research and a summary will be presented.

Summary of Results

The data was analyzed using SPSS. The researchers performed T – Tests, a measure of inferential statistic, as shown in chapter four. The results show that “Leer para Triunfar” parent involvement program might have been influential in improving third-grade ELL students reading test scores in the Florida Winter Progress Monitoring Assessment. Simultaneously, the data shows that the program positively affected parents’ perceptions of their involvement in their child’s education.

For RQ1 - What, if any, are the significant differences in third-grade ELLs’ Fall Progress Monitoring Assessment, and Winter Progress Monitoring Assessment reading test scores before and after implementing the parent involvement program “Leer Para Triunfar”? The researchers performed a sample T – Test. With $t(70) = -2.83$, $p = .003$, the results were statically significant at $p > .05$. There was an overall improvement in students’ reading test scores in the Winter of 2023 compared to the Fall of 2022. Cohen’s effect size d measuring the difference between two group means $d = 0.582$ shows a medium effect.

For RQ2 - What are parents' perceptions about parent involvement before and after implementing the program “Leer para Triunfar”? The researchers performed a sample T – Test for each of the first five questions of the Likert-type surveys pre and post-intervention. All five questions measured parents' perceptions about parent involvement. Each of the five questions addressed a different construct.

Question one in both surveys asked parent's perceptions of their involvement in their child's education. With $t(40) = -2.186$, $p = 0.017$, the results were statically significant at $p > .05$ showing a significant difference in the parents' perception of their involvement in their child's education in the post intervention survey. Cohen's effect size d measuring the difference between two group means $d = 9.81168$ shows a large effect.

Question two in both surveys asked parents' perceptions of their self-efficacy for helping their child succeed in school. The difference was minimal in the parent's perceptions of their self-efficacy for helping their child succeed in school between the pre and the post-intervention survey. The sample T - Test did not fall into one-sided critical area. With $t(40) = -1.289$, $p = 0.102$. The results were not statically significant at $p > .05$.

Question three in both surveys asked parents about their perceptions of their personal knowledge and skills. The difference was minimal in the parents' perceptions of their personal knowledge and skills between the pre and the post-intervention survey. The sample T - Test did not fall into one-sided critical area. With $t(40) = -.715$, $p = 0.239$. The results were not statically significant at $p > .05$.

Question four in both surveys asked parents about their perceptions of their personal time and energy. The difference was minimal in the parents' perceptions of their personal time and energy between the pre and the post-intervention survey. The sample T - Test did not fall into one-sided critical area. With $t(40) = -.248$, $p = 0.403$, the results were not statically significant at $p > .05$.

Question five in both surveys asked parents about their home-based involvement activities. The difference was minimal in the parents' perceptions of their home-based involvement activities between the pre and the post-intervention survey. The sample T - Test

did not fall into one-sided critical area. With $t(40) = -.668$, $p = 0.254$, the results were not statically significant at $p > .05$.

Discussion of Results

Demographics. The demographic information that was collected through the surveys brought to light the complex reality of the participants in this study. Between 85% and 90% of the participants completing the survey declared having two or more children and around 90 % of the participants, mostly women, answered demographic questions about their partners, so the researchers can assume that most families were composed of at least two adults and two children. In addition, the data shows that about 70% of the families reported a yearly income of less than \$50,000.

Based on the data described above, most of the families taking part in this study could be classified as low income. Families with yearly income below 52,000 dollars for two adults and two children are often classified as low income (Kilduff, 2022). Furthermore, about 30% of the families declared earning less than \$30,000 a year. By the 2023 poverty guideline, four people's household is considered to be living below the poverty line if the yearly income is below \$30,000. (U. S. Department of Health and Human Services, 2023).

The data shows that there was a decline in the workshops' attendance. It is possible that the economic circumstances of the families in this study influenced the parents' involvement. As evidenced in chapter two, Lareau (2011) casts a light on the power and limits of social class and economic resources, specifically its influence on parents' involvement in education. Although there were no Latino families in Lareau's study, there were poor and working-class American families. Safeguarding the cultural differences, the lack of economic resources impacted poor and working families in Lareau's study as it might have impacted the families in this study.

In a 2016 report, Hanover Research explained that low-income Latino immigrant parents face a number of barriers. For example, parents might have more than one job and non reliable transportation; thus, regular meeting times set by the school could be inconvenient. The three workshops of this study occurred at 5:30 p.m. which might have been unsuitable for some parents. The researchers took this into consideration when building “Leer para Triunfar” and allowed parents to watch the videos of the workshops afterwards. Nonetheless, not being able to attend the workshops in person deprived parents of meaningful hands-on educational materials to take home and use with their children.

Parents' education also influences the amount and quality of support students receive at home. About 25% of the participants had obtained their high school diploma or GED, but about 30% of them had less than high school. A study discussed in the literature review that examined the language proficiency and achievement outcomes of Latino students enrolled in a dual-language program shows that parent education has a significant effect on standardized assessments (Lindholm-Leary & Hernández, 2011).

RQ1. For research question one, the results were of statistical significance. The one-tailed *t*-test comparing the dependent variable, the third grade ELLs' Fall Progress Monitoring Assessment and Winter Progress Monitoring Assessment's reading test scores before and after the intervention, and the independent variable, the parent involvement program “Leer para Triunfar”, resulted in a significant difference at $p = .003$ based on an alpha level of $p > .05$, with Cohen's medium size effect of $d = 0.582$.

The researchers cannot establish causality despite these statistically significant results. Students are expected to improve their reading skills throughout the school year, so performing better in the Winter Progress Monitoring Assessment was predicted. Also, the researchers could not compare with previous years' FSA results because FAST is a new assessment method. The

researchers would like to think that the parent involvement program “Leer para Triunfar” helped improve the reading scores of third-grade students whose families participated in the study.

This outcome is supported by Dailey (1995) who exposed a positive relationship between parental involvement and reading achievement of third-grade students. The author revealed that the relationship between these two variables was statistically significant, based on a Pearson’s *R* correlation analysis using a sample of 22 third-grade students in a small urban elementary school in New Jersey, similar to the sample size used in this research study, $n=21$.

Duran et al. (2016) determined that book reading is effective parent involvement strategy to increase language proficiency bilingual students. This was one of the strategies outlined in the workshops’ content of the parent involvement program “Leer para Triunfar”. Jones (2013) also supports the results of the first research question, since the author uncovered that parent involvement has a vital role in helping third graders that are reading below grade level improve their achievement in reading test scores.

RQ2. Question one in both surveys asked parents' perceptions of their involvement in their child's education. Specifically, what parents felt were their responsibilities regarding their children's education. For instance, if they thought it was their responsibility to volunteer at school, help their children with homework, or support teachers' decisions. There were a total of ten options for this question. The improvement within this construct in the parents' perceptions was the most significant result the researchers obtained with "Leer para Triunfar."

With $t(40) = -2.186$, $p = 0.017$, the results were statically significant at $p > .05$, showing a considerable difference in the parents' perceptions of their involvement in their child's education in the post-intervention survey. In addition, Cohen's effect size $d = 9.81168$ shows a

large effect, meaning that there was a substantial change between what parents thought were their responsibilities concerning their children's education before the intervention and after.

"Leer para Triunfar," parent involvement program contributed to the positive change in parents' perceptions concerning their involvement in their child's education. These findings corroborate what other studies have found in previous research. Suizzo et al. (2012) found that poor- and working-class Latino families hold high educational expectations and goals for their children. Thus, it makes sense if parents felt that they should be more involved to ensure their children succeed academically.

Another study that aligns with this research's findings is a qualitative case study that examined the views and opinions of 18 low-income immigrant Latino parents on their parenting role. Results show the importance of acquiring knowledge to succeed in life, these families' determination and willingness to go above and beyond in supporting their children's education, and the importance of bilingualism and culture (Orozco, 2008).

The second question of the pre and post intervention parental involvement survey covered parents' perception about parental self-efficacy for helping their child succeed in school. It was presumed that this specific perception would increase after the implementation of the parent involvement program "Leer para Triunfar". However, based on the one-sided *t*-test, this assumption was not supported given that the result of $p = 0.102$ was not statistically significant at $p > .05$. Thus, no significant difference exists between parents' perception of their self-efficacy for helping their child succeed in school after the intervention.

There are several studies in this research field that corroborate this finding. The subsequent paragraphs offer a broad explanation of potential reasons for this particular result. Some immigrant Latin parents arrive in the United States with little or no formal schooling, and

they are self-aware of this, which influences the amount and quality of support students receive at home (Lindholm-Leary & Hernández, 2011).

Liu et al. (2020) stated that some Latin parents believe their involvement does not play a significant role in their children's education, which hinders parent involvement and their influence in children's academic performance. Parents of ELL students have the perception that their own ELL status, unawareness of the American schools' literacy practices, lack of experience in shared reading, and lack of knowledge about language transferability, do not contribute to their children's learning (Brown et al., 2019).

The third question in both surveys asked parents about their perceptions of their knowledge and skills. More specifically, if they knew how to contact their child's teacher, if they were aware of school events and opportunities to volunteer, if they had the necessary knowledge to help their child with homework, and if they knew how to effectively communicate with their child about the school day, among others. There were a total of nine options for this question.

With $t(40) = -.715, p = 0.239$. The results were not statistically significant at $p > .05$. Thus, no significant difference exists between parents' perceptions of their personal knowledge and skills pre and post-intervention. Overall, the answers suggest that parents are well-informed about school events and ways to volunteer. This suggests Beta elementary has an effective and culturally responsive school-home communication system. Also, the survey responses show that parents know how to communicate effectively with the teachers and their children.

However, the answers to the options that asked parents about their knowledge and skills to help their children with homework ranged mostly from "agree just a little" to "disagree very strongly." These responses were expected as there is a language barrier for these parents to comprehend schoolwork in English. In addition, some participants' educational level may

prevent them from comprehending third-grade math homework. "Leer para Triunfar" focused on home-based literacy strategies in Spanish.

Parent involvement presents many challenges. These challenges can be especially difficult for those families who are new to the United States, do not speak English, are unfamiliar with school settings, and might have two or three low-paid jobs (Chen et al., 2008). Moreover, 30% of the participants in this study did not complete high school. Research shows that parents' educational level significantly affects students' academics (Lindholm-Leary & Hernández, 2011).

The fourth question of the pre and post intervention parental involvement survey referenced parents' perception about personal time and energy. It was expected that this perception would increase after the implementation of the parent involvement program "Leer para Triunfar". However, based on the one-sided *t*-test, this assumption was not supported since the result of $p = .248$ was not statistically significant at $p > .05$. Thus, no significant difference exists between parents' perception of time and energy pre and post-intervention.

This question of the pre and post-intervention survey had six options. Overall, the answers suggested that parents have enough time and energy to communicate effectively with their child about their day at school, help out at their children's school, communicate effectively with teachers, attend special events at school, help their children with homework, and supervise their homework. However, these answers differ significantly from the reality at Beta Elementary and the body of research in previous chapters, which is referenced in the following paragraphs.

Jacques and Villegas (2018) advised that schools' expectations should consider parents' schedules, since low-income immigrant Latin parents face more barriers compared to their White counterparts, like having more than one job and lack of transportation; therefore, it is more difficult for them to volunteer in or attend school events and regular parent meetings (Hanover Research, 2016). Liu et al. (2020) also proposed that one of the obstacles that hinders

parent involvement is time constraints. Chen et al. (2008) also outlined that ELL parents' schedules are a major challenge in the implementation of parent involvement programs, since these families often have two or three low-paid jobs.

The fifth question in both surveys asked parents about their home-based involvement activities. The data shows that "Leer para Triunfar" did not influence the parents' perceptions of their home-based involvement activities. With $t(40) = -.668, p = 0.254$, the results were not statically significant at $p > .05$. These findings are supported by previous research. Henderson et al. (2007) suggested that Hispanic parents tend to support their children's education more through informal activities at home instead of meetings, committees, and other formal gatherings at school.

There were five options in this question asking parents how often they talk to their children about the school day, supervise homework, help them study for exams, practice math or other subjects, read with their children, or visit the library. Except for the option asking how frequently they visited the library, where the responses were mainly "never" or "once so far." The parents mostly answered "once a week" or "daily" for the rest of the options in both surveys. The researchers would have preferred seeing an improvement in the visits to the library as the second "Leer para Triunfar" workshop took place at the neighborhood public library branch.

The few to no trips to the library might result from lack of time. Previous research found that time constraints impede parent involvement (Liu et al., 2020). Furthermore, Latino families' schedules are a significant challenge in implementing parent involvement programs because they often have two or three low-paid jobs (Chen et al., 2008). Also, with two or more children at home, it can be difficult for Latino families to be more involved in their children's education.

Implications for Practice

Theoretical implications. Most of the time, home-school collaboration is analyzed from the perspectives of teachers and administrators. The Alpha County school district also recognizes that valuing families' perceptions and culture is key to support students' success (The School District of Alpha County, 2022). According to Orozco (2008), it has been overlooked how the parents view their participation, particularly low-income, immigrant, Latin parents. Therefore, there is a need to study low-income immigrant Latin parents to develop theories that may explain how these parents view their involvement in their children's education

Practical implications. This pre-experimental quantitative action research explored the effects of parent involvement programs on third grade ELL students' English reading proficiency, through the implementation of "Leer para Triunfar" of a research-based parent involvement program tailored to parents with limited or non-English language skills, designed by the researchers of this study.

Since promoting family engagement for all students is one of the objectives contained in Alpha County's strategic plan 2022-2027 (The School District of Alpha County, 2022), it is imperative that public elementary schools in Alpha County revamp their mission, vision, goals, and values considering parent involvement as a fundamental pillar. They should factor in the specific needs of Hispanic parents of third grade ELLs, given that only 29.5% of all third-grade ELLs in Alpha County were reading at grade level (Florida Department of Education, 2021).

The district of Alpha County also acknowledged that valuing families' perceptions and culture is key to support students' success (The School District of Alpha County, 2022).

Therefore, the Florida Department of Education, policymakers, administrators, and higher education institutes should incorporate culturally responsive subject matter in their syllabus, as

one requirement for teacher academic preparation, accreditation, certification, training, and development, particularly content about Hispanic parents of ELL students.

Strengths. One of the researchers is a dual-language program teacher at the school site, which might have posed a certain personal bias level. However, the second researcher, who had no relation to the school, discussed with the participants information related to the informed consent and data collection process to mitigate potential bias or coercion scenarios.

Both researchers were born and raised in Latin American countries and are Spanish native speakers. All the design, communication, and content were outlined in Spanish, and were culturally responsive thanks to their background. Communication with the parents was primarily executed by phone or via text messages, using WhatsApp. Parents felt more at ease and comfortable speaking in their mother language.

Considering parents' time constraints, the researchers uploaded the content of the workshops in a YouTube channel. This provided parents with an opportunity to be exposed to the workshop contents during their spare time.

The researchers used a reliable public domain instrument previously created by Hoover-Dempsey & Sandler (2005), who also computed Cronbach's alphas to check the reliability and internal consistency of the parent involvement survey as a research instrument. They tested both, the Spanish and the English version. Findings from their research proved satisfactory measurement properties for all scales.

Weaknesses. This study did not take into consideration parents of students that are native English speakers. Thus, they were no part of this research sample, and their input is not reflected in data collection and findings. Other elements have a relevant impact on ELLs academic achievement, such as socio-economic status, gender, parents' education, English proficiency, parents' and children's educational aspirations, parent-child conflict, and family

cohesion (Gong et al., 2015). Although they were referenced in this research, they were not broadly examined.

The coverage of this study was limited to one public urban elementary school in Alpha County. This research did not take into consideration other elementary schools in Alpha County or other school districts in Florida. The study's scope was narrowed to the socio-demographic characteristics, settings, and perspectives of parents with limited or non-English language skills and their third-grade ELL children; therefore, it does not represent all third-grade ELL students.

The described sample was not randomly selected but by convenience, representing a non-probabilistic sampling method (Creswell & Creswell, 2018). Since this research involved a pre-post data collection of parents' surveys, the researchers anticipated not having the same number of participants. This turned out to be the case; although 30 people answered the pre-intervention survey, the researchers had to narrow the sample to 21 respondents.

The Covid-19 pandemic could have had a detrimental effect on the Fall and Winter Reading Progress Monitoring test scores of 2022, which might have influenced the real impact of "Leer Para Triunfar" as a pilot parent involvement program in Beta Elementary. Moreover, the Florida Department of Education switched the standardized state assessment during the study. The researchers planned to use the FSA ELA but ended up using the FAST exam.

Given that this was a pre-experimental research design, the researchers relied solely on quantitative data to address the research questions. The lack of qualitative data in the study could have impeded the recollection of valuable insights from participants throughout the study in supporting or disputing the quantitative data.

Even though it was reiterated numerous times that responses from the pre and post-intervention parent involvement surveys were completely anonymous, parents might have

acted too obliging and condescending by providing positively biased or inflated answers. These could have been a way to mitigate or avoid judgment from the researchers.

Finally, the findings of this research may not be generalized due to the low number of survey respondents. Only 21 responses were computed, while 70 parents were invited to participate initially. This low survey response of 30% is too restricted to draw general conclusions from the participants to the total population.

Recommendations for Future Research

The implementation of the parent involvement program “Leer para Triunfar” should be replicated in other populations, like the Portuguese or Haitian parents of third grade ELLs in Alpha County. Nevertheless, the content should be modified to their native language and also be responsive to their cultural background. Other school districts in Florida should also be given consideration, especially those with a larger concentration of ELLs.

Another type of research design could expand the body of knowledge covering the variables of this study. The researchers consider that a mixed-method approach could be better suitable to reveal further findings about the relationship between parent involvement and reading proficiency in third-grade ELL students, including qualitative methods like interviews and focus groups. Relying on a larger sample, preferably randomly selected, and extending the data collection period to the entire school year could also complement this endeavor.

Hoover-Dempsey and Sandler (2005) previously created the pre and post intervention surveys used to measure the perception of parents’ involvement. Although this instrument proved to valid and reliable, the researchers noted that some parents struggled when answering the questions. Thus, a simpler format is recommended for future research, with plain language and five Likert-type scales, instead of six.

Another recommendation for future research would be to compare, within the same school year, the reading test scores of the ELL students whose families participated in the study to those in the same grade level whose families decided not to participate. Furthermore, the researchers believe the reading test scores should be compared with previous years' assessments. This would add validity and reliability to the results.

Lastly, the researchers recommend adopting the World-Class Instructional Design & Assessment (WIDA)'s English and Spanish language development standards framework to guide the implementation of tools and resources in future workshops of "Leer para Triunfar", covering four main components – language standard statements, language expectations, key language uses, and proficiency level descriptors. Through a research-based system and proven content, WIDA has supported the language and academic development of multilingual learners for 20 years, ensuring equity and access to culturally and linguistically diverse children (WIDA, 2023).

Summary

The primary purpose of this research was to design a research-based parental involvement program tailored to parents with limited or non-English language skills of third grade ELLs attending a public urban elementary school in Alpha County. This pre-experimental quantitative action research also aimed to evaluate the effects of parent involvement in reading proficiency of third-grade ELLs.

The findings of RQ1 of this study should be cautiously interpreted based on several influencing elements, including the change of standardized tests during the study, the Covid-19 pandemic, the small sample size, and the natural progression in reading proficiency of ELL students during the school year. Although the results were statistically significant for RQ1, the researchers prefer to opt for a conservative approach, and resolve these findings are inconclusive because of the previously explained factors.

Question one in the pre and post surveys covering parents' perceptions about their involvement in their child's education proved to be statistically significant by comparing the group's results before and after the intervention. This outcome is congruent with previous studies; thus, the researchers conclude that the parent involvement program, "Leer para Triunfar", caused a significant difference resulting in a positive impact in parents' perception about their involvement in their child's education.

Parent involvement as a construct should be further explored and researched among the parents of third grade ELLs to meet the expectations of Alpha County's strategic plan, as it could be a catalyst for improving reading proficiency among the ELL population in Florida.

CHAPTER VI

THE PRODUCT

The researchers designed a parent involvement program with the name “Leer para Triunfar”; its translation in English is read to succeed. It targets Hispanic parents with limited or non-English language skills of third-grade ELLs. There are four main theories that influenced the composition of the program - Epstein’s Framework of Involvement (1995), Hoover-Dempsey and Sandler’s Model of Parent Involvement (2005), Cummins’ Theory of Developmental Interdependence (1979), and Victor Vroom's Expectancy Theory (1964).

“Leer para Triunfar” workshops occurred over three months, a month apart, in Fall 2022. All workshops started at 5:30 p.m. and lasted approximately one hour. Each session covered different topics. One topic was common to all three: literacy activities parents could do at home with their children. Each workshop started with a success story from the Latino community to motivate the families to achieve their full potential.

Workshop I

The first workshop took place in the cafeteria of Beta Elementary on Thursday, October 6th, 2022. The researchers started by welcoming all the parents and caregivers and stating the purpose of the meeting. The success story was Council Member of the City of Greenacres Susy Diaz, who kindly accepted the researchers’ invite to talk to the families. Her story was one that the families could relate to as her parents also came to America from Cuba without speaking English. Today, Susy Diaz is a successful bilingual elected official.

The main topics discussed during the first workshop were the American education system, the importance of reading on grade level by third grade, strategies that the parents could use at home to promote reading fluency in students in their first language, and upcoming

events in the community. Two resources shared with the families were two online libraries that included audiobooks in the students' district portal: PebbleGo and Tumble Book Library.

On January 18th, 2023, the researcher who works at the school site received notification that following House Bill 1467 and House Bill 1557, the district had temporarily suspended the use of Tumble Book Library, among other online resources for students in grades K-5, to ensure that these products meet state legislative requirements. Once the review is completed, the district will return them to the student portal for the students to use.

The first workshop agenda covered the following topics:

- Welcome and occasion.
- Entry Survey for those parents who did not complete the survey before the start of the workshops.
- Motivational story.
- Engaging activity to get to know each other.
- The American public education system.
- The importance of reading fluency and comprehension in third grade.
- Strategies to support their child's language development at home.
- Resources offered by the county's public library system and community events.
- Optimistic closure.

These are the links for the presentation used during the workshop and the video on how to use the district portal online resources that was sent to the parents through WhatsApp for those who were not able to attend physically:

- [Google Slides Leer para Triunfar Workshop I](#)
- [Tutorial on how to access PebbleGo and Tumble Book Library](#)

Workshop II

The second workshop took place on Wednesday, November 12th, 2022, at the Green Acres Library located at 3750 Jog Road, Greenacres, FL 33467. The researchers booked one meeting room to hold the workshop in this library intentionally, so the participants and their children could get their first library card.

Library card forms and the requirements were sent prior to the workshops, so the parents could fill them in beforehand. Parents were also encouraged to arrive at the workshop earlier to have the chance to fill out the forms and process their cards.

The second workshop agenda covered the following topics:

- Welcome and occasion.
- Motivational story: Sonia Sotomayor, Associate Justice of the Supreme Court of the United States. She is the third woman, first woman of color, the first Hispanic, and first Latina to serve on the Supreme Court.
- Resources offered by the county's public library system and community events.
- Music's influence on language fluency.
- Language interdependence.
- Engaging activities to support ELL students' reading proficiency at home.
- Optimistic closure.

These are the links for the presentation used during the workshop and the video that was uploaded in YouTube for the parents that were not able to attend physically:

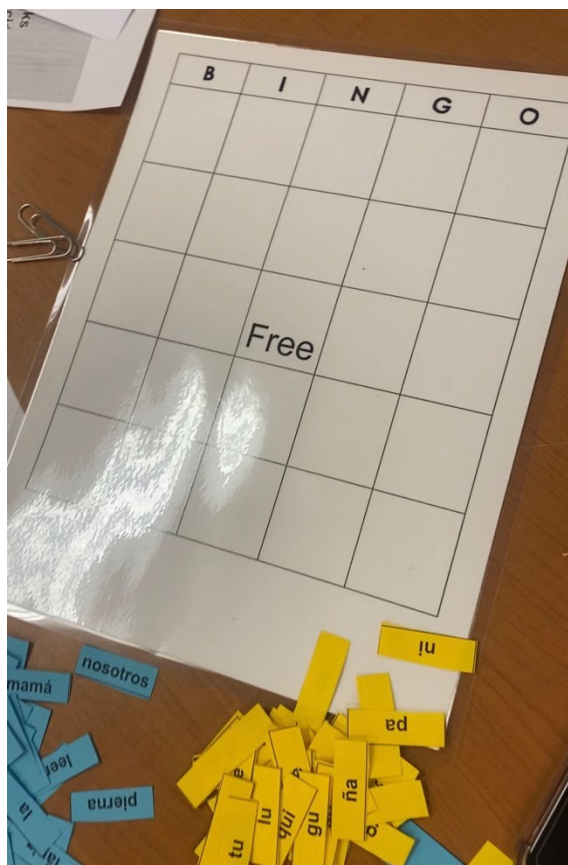
- [Google Slides Leer para Triunfar Workshop II](#)
- [Google Slides Leer para Triunfar Workshop II - Voice-Over](#)

The second half of the workshop focused on creating hands-on learning materials for the parents to take home and use with their children. The parents were given scissors, pink and

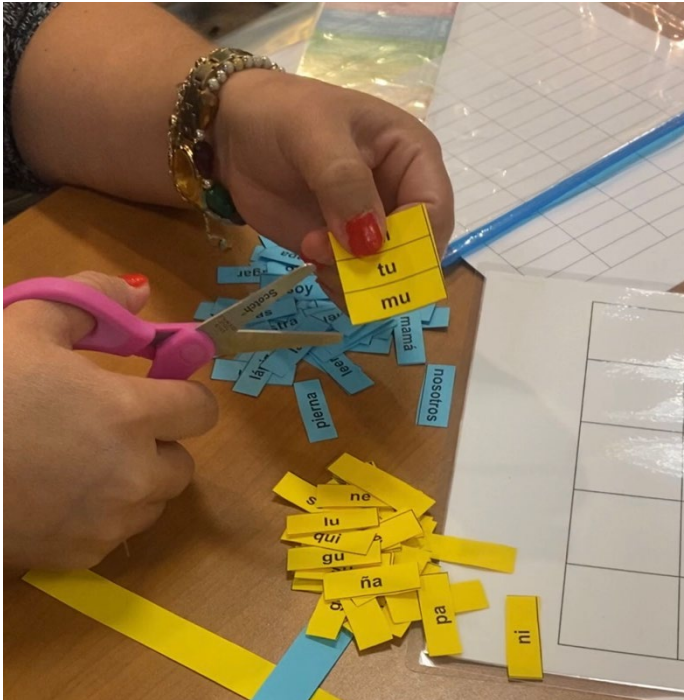
blue Cardstock paper, and a laminated bingo card, as shown in Figures 16 and 17. The yellow Cardstock paper had Spanish syllables, and the blue Cardstock paper had high-frequency Spanish words. Parents and caregivers cut them all, and the researchers played a game with the families to demonstrate how the game should be played at home. Annabel Wagner, dual language coordinator at Beta Elementary, created this learning resource.

Figure 16

Bingo Educational Learning Activity



Note. This figure shows the participants building an educational bingo game during the second workshop.

Figure 17*Bingo Educational Learning Activity*

Note. This figure shows the participants building an educational bingo game during the second workshop.

Workshop III

The last workshop was on December 15, 2022, in classroom 149 at Beta Elementary. The primary focus of this last workshop was to equip parents of third grade ELL students at Beta Elementary with enough information about the Florida Assessment of Student Thinking (FAST). Another milestone that was met in this workshop was the post-intervention parent involvement survey.

The second workshop agenda covered the following topics:

- Welcome and occasion.
- Motivational story: Annabel Wagner, District Teacher of the Year for Alpha County 2022.
- Florida Assessment of Student Thinking (FAST).

- Resources offered by the county's public library system and community events.
- Strategies to support their child's language development at home.
- Post-intervention parent involvement survey.
- Optimistic closure

Beta Elementary's Dual Language Program Coordinator was in charge of doing the hands-on activity with the parents, which consisted of an antonyms & synonyms domino game to increase vocabulary. Parents were also provided with short reading passages accompanied by questions and a laminated card color-coded by levels one through five with questions parents can ask children to check for comprehension after they read a book. On one side, the questions were in Spanish; on the other, the questions were in English.

These are the links for the presentation used during the workshop and the video that was uploaded in YouTube for the parents that were not able to attend physically:

- [Google Slides Leer para Triunfar Workshop III](#)
- [Google Slides Leer para Triunfar Workshop III - Voice-Over](#)

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APPENDIX A

Principal's Authorization to Conduct Research at the School Site

Site Access, Data Usage, and Research Recruitment Form

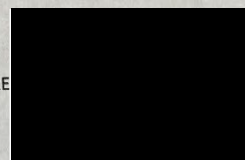
I hereby authorize Susana Diaz Hernandez and Dominique Roche Rendon, both doctoral students at Lynn University, who are conducting a research titled "Leer para Triunfar: An Action Research Evaluating the Effects of Parent Involvement in Reading Proficiency of Third-grade ELLs", to use the premises of Greenacres Elementary to conduct this study, to recruit subjects for participation in this research, and use archival data from the institution, as well as data from surveys filled by parents of third grade ELL students at Greenacres Elementary.

In granting this permission, I understand the following:

- The data will be maintained in a secure and confidential manner.
- The data may be used in the publication of results from the study.
- The source of the data may be identified in the publication of the results of this study.
- Relevant information associated with this data will be available to the dissertation chair, dissertation committee, and university as may be needed for educational purposes.

PRINTED NAME: Deborah McNichols

SIGNATURE



TITLE: SCHOOL PRINCIPAL

INSTITUTION: GREENACRES ELEMENTARY

DATE: 9/30/21

APPENDIX B**Parent/Guardian Cover Letter (English)**

Date (M/D/Y)

Dear Parents/Guardians,

My name is Susana Díaz Hernández, but most of you know me as Ms. Díaz. I have been teaching in the School District of Alpha County since 2015. My research partner is Dominique Roche Rendon. She is an international student from Ecuador. We are currently doctoral students at Lynn University Ross College of Education (Spring 2023 graduation). As part of our dissertation, we are doing a study to evaluate the effects of parent involvement in reading proficiency of third-grade ELLs.

As part of our study, we will create a parent involvement program tailored to parents whose first language is Spanish. The main objective of the program is to support parents to help children improve their reading skills. Our hope is that through several workshops, parents will feel empowered with the necessary knowledge and skills to better help their children succeed.

The participation in the program is completely voluntary. Even if you choose to participate in the program now and later you change your mind, it is okay to withdraw from the program at any time. There will be no negative consequences for you or your child. If you would like to participate in the program, please sign the consent form attached and send it back to school with your child.

Thank you so much for your cooperation. Our contact information is below if you have any questions.

Dominique Roche Rendón & Susana Díaz Hernández

Lynn University

APPENDIX C**Carta de Autorización (Spanish)**

Fecha ()

Estimados padres,

Mi nombre es Susana Díaz Hernández, pero la mayoría de ustedes me conocen como Sra. Díaz. He estado enseñando en el distrito escolar del condado de Alpha desde 2015. Mi compañera en esta investigación es Dominique Roche Rendon, una estudiante internacional de Ecuador. Actualmente estamos cursando el doctorado en Lynn University, Ross College of Education (graduación en la primavera de 2023). Estamos llevando a cabo una investigación titulada Leer para Triunfar: Es una investigación que evalúa los efectos del involucramiento de padres hispanos en la educación de los estudiantes ESOL de tercer grado.

Como parte de nuestro estudio, crearemos un programa de involucramiento de padres cuyo primer idioma es el español. El objetivo principal del programa es ayudar a los padres a ayudar a los niños a mejorar sus habilidades de lectura. Nuestra esperanza es que a través de varios talleres, los padres se sientan más capaces de ayudar a sus hijos a tener éxito en la escuela gracias a los nuevos conocimientos y habilidades adquiridas.

La participación en el programa es completamente voluntaria. Incluso si elige participar en el programa ahora y más tarde cambia de opinión, está bien retirarse del programa en cualquier momento. No habrá consecuencias negativas para usted o su hijo. Si desea participar en el programa, firme el formulario de consentimiento adjunto y envíelo a la escuela con su hijo. Muchísimas gracias por tu cooperación. Si tiene alguna pregunta nuestra información de contacto se encuentra a continuación.

Dominique Roche Rendón & Susana Diaz Hernández, Lynn University

APPENDIX D

Informed Consent Participants 18 Years Old and Older (English)

Dear parents/guardians,

Our names are Susana Diaz Hernandez and Dominique Roche Rendon, students at Lynn University working on a Doctorate degree in Educational Leadership. We are conducting a research study entitled Leer para Triunfar: An Action Research Evaluating the Effects of Parent Involvement in Reading Proficiency of Third-grade ELLs.

Purpose of the Study

The purpose of this study is to design a research-based parental involvement program tailored to parents with limited or non-English language skills of third grade ELLs.

Participation

Your participation will involve completing two parent involvement surveys; each will last between 5 and 10 minutes. The data will be collected at the elementary school in which the parents' children attend. You will also attend workshops of one hour sessions for three months. Communications and resources will also be shared through social networks during this time.

Participants' Right to Withdraw

You can decide to be a part of this study or not. Once you start, you can withdraw from the study at any time without any penalty or loss of benefits.

Risks and Benefits

A very low emotional risk in the form of stress or anxiety could emerge from new interactions between parents and their children in their household. A breach of confidentiality could be an improbable risk; however, the researchers cannot guarantee that the parents that will participate in the intervention will not disclose identifiable information about themselves or from other participants to people outside the school site.

There are no anticipated benefits in this study. Although there may be no direct benefit to you, a possible benefit from you being part of this study is that it will help in finding the right strategies that will help your children become better readers.

Contact Information

If you have any questions about the research study, please call us at [REDACTED] and [REDACTED], or you can send an email to sdiazhernandez@email.lynn.edu and drocherendon@email.lynn.edu. For questions about your rights as a study participant, or any concerns or complaints, please contact Dr. Jennifer Lesh, Chair of Lynn University's Institutional Review Board Chair via email at jlesh@lynn.edu

Researchers' Confidentiality Statement

The data of this study will remain confidential and the identity of participants anonymous. A code will be placed on the surveys, and other collected data, using an identification key. Only the researchers will have access to the identification key. The data will be stored in a locked cabinet, and digital files will be stored in a password-protected computer. The data will be kept for six months after the dissertation is published and then destroyed. Our findings will be submitted for publication in professional journals, but neither the participants' names nor any identifiable information will be published, other than generic categories. The school's name involved in the study will be changed to a pseudonym to protect your privacy.

I accept to participate ()

I decline to participate ()

Date:

Initial/Signature:

APPENDIX E

Consentimiento Informado Participantes de 18 Años o Más (Spanish)

Estimados padres/tutores:

Somos Susana Díaz Hernández y Dominique Roche Rendón. Estamos cursando un Doctorado en Liderazgo Educativo en Lynn University. Estamos realizando un estudio titulado Leer para Triunfar para evaluar los efectos del involucramiento de padres en la competencia lectora de estudiantes ELL de tercer grado.

Propósito del Estudio

El propósito de este estudio es diseñar un programa de involucramiento de padres con bases científicas y adaptado a padres que tengan un nivel limitado o nulo de inglés.

Participación

Su participación implicará completar dos encuestas sobre involucramiento de padres; cada una durará entre 5 y 10 minutos. Los datos se recopilarán en la escuela primaria a la que asisten sus hijos. Además, asistirá a talleres que incluyen sesiones de una hora durante tres meses. Durante este tiempo, también recibirá algunas comunicaciones y recursos que las investigadoras compartirán a través de redes sociales.

Derecho de los Participantes a Retirarse

Puede decidir ser parte de este estudio o no. Una vez que comience, puede retirarse del estudio en cualquier momento sin penalización ni pérdida de beneficios.

Riesgos y Beneficios

Un riesgo emocional muy bajo en forma de estrés o ansiedad podría surgir de nuevas interacciones entre padres e hijos en su hogar. Una violación de la confidencialidad podría ser un riesgo improbable; sin embargo, los investigadores no pueden garantizar que los

participantes no revelarán información sobre ellos mismos o de otros a personas fuera del plantel escolar.

No hay beneficios anticipados en este estudio. Si bien es posible que usted no obtenga ningún beneficio directo, un posible beneficio de su participación en el estudio es que facilitará adquirir estrategias adecuadas para ayudar a sus hijos a convertirse en mejores lectores.

Información de Contacto

Si tiene alguna pregunta sobre esta investigación, llámenos al [REDACTED] y [REDACTED], o puede enviar un correo electrónico a sdiazhernandez@email.lynn.edu y drocherendon@email.lynn.edu. Si tiene preguntas sobre sus derechos como participante, o cualquier inquietud o queja, comuníquese con la Dra. Jennifer Lesh, Presidenta de la Junta de Revisión Institucional de Lynn University, enviando un correo electrónico a jlesh@lynn.edu

Declaración de Confidencialidad de las Investigadoras

Los datos del estudio serán confidenciales y la identidad de los participantes anónima. Se colocará un código en las encuestas y otros datos recopilados, mediante el uso de una clave de identificación. Solo las investigadoras tendrán acceso a dicha clave. Los datos se almacenarán en un gabinete con seguro y los archivos digitales se almacenarán en una computadora protegida con contraseña. Los datos se conservarán durante seis meses después de la publicación de la tesis y luego se destruirán. Nuestros hallazgos se enviarán a revistas profesionales para su publicación, pero no se incluirán los nombres de los participantes, ni ninguna información identificable, excepto categorías genéricas. El nombre de la escuela involucrada en el estudio se cambiará por un seudónimo para proteger su privacidad.

Acepto participar () No acepto participar ()

Fecha:

Inicial / Firma:

APPENDIX F

Phone Call Script (English)

Hello, I am Susana Díaz Hernández, you know me as Ms. Diaz. I am here with my study partner, Dominique Roche Rendón. We are pursuing a Doctorate in Educational Leadership at Lynn University. We are conducting an investigation entitled Read to Succeed: It is an investigation that assesses the effects of Hispanic parental involvement on the education of ESOL third grade students. Specifically, the effect your involvement can have on your child's learning to read in English.

The purpose of this study is to design a scientifically based parental involvement program tailored for parents with limited or no English proficiency. Your participation will involve completing two parent involvement surveys; each will last between 5 and 10 minutes. The data will be collected at the elementary school your children attend. Additionally, you will attend workshops in Spanish that include one-hour sessions over three months. During this time, you will also receive some communications and resources that the researchers will share in person and through social media.

The surveys will be conducted anonymously, and the information that will be collected through the surveys will be confidential. We will sign a document by which we promise to maintain the confidentiality of all the research data. If you agree to participate in the program, know that as a participant, you can decide to leave the study at any time.

Students are not considered subjects of this research. The only information that will be collected about students will be the scores of the reading tests in English before and after the parents' participation in the program. Analyzing the scores from the English reading tests will help us understand whether parental involvement in the program had any effect on student performance on those tests.

The first parent meeting will be on _____ at _____ in the Beta Elementary school cafeteria. Can we count on your presence?

APPENDIX G

Phone Call Script (Spanish)

Hola, soy Susana Díaz Hernández, usted me conoce por Ms. Díaz. Estoy aquí con mi compañera de estudio, Dominique Roche Rendón. Estamos cursando un Doctorado en Liderazgo Educativo en Lynn University. Estamos llevando a cabo una investigación titulada Leer para Triunfar: Es una investigación que evalúa los efectos del involucramiento de padres hispanos en la educación de los estudiantes ESOL de tercer grado. Específicamente, el efecto que su involucramiento puede tener en el aprendizaje de su hijo/a de la lectura en inglés.

El propósito de este estudio es diseñar un programa de involucramiento de padres con base científica y adaptado a padres que tengan un nivel limitado o nulo de inglés. Su participación implicará completar dos encuestas sobre involucramiento de padres; cada una durará entre 5 y 10 minutos. Los datos se recopilarán en la escuela primaria a la que asisten sus hijos. Además, asistirá a talleres en español que incluyen sesiones de una hora durante tres meses. Durante este tiempo, también recibirá algunas comunicaciones y recursos que las investigadoras compartirán en persona y a través de redes sociales.

Las encuestas se harán de manera anónima, y la información que se recopilará a través de las encuestas será confidencial. Nosotros firmaremos un documento mediante el cual nos comprometemos a mantener la confidencialidad de todos los datos de la investigación. Si usted acepta participar en el programa, sepa que como participante, usted puede decidir de abandonar el estudio en cualquier momento.

Los estudiantes no se consideran sujetos de esta investigación. La única información que se recopilará sobre los estudiantes serán la notas de las pruebas de lectura en inglés previas y posteriores a la participación de los padres en el programa. El análisis de las notas de las

pruebas de lectura en inglés nos ayudará a entender si la participación de los padres en el programa tuvo algún efecto en el desempeño de los estudiantes en dichas pruebas.

La primera reunión de padres será el _____ a las _____ en la cafetería de la escuela Beta Elementary. ¿Podemos contar con su presencia?.

APPENDIX H

Workshop Agenda (English)

<p><u>Purpose</u></p> <ul style="list-style-type: none"> - To engage parents in their children's education - To inform parents about resources available to them - To introduce parents to best practices in parental involvement using their native language as an instrument to help their children succeed. 	<p><u>Definition</u></p> <p>Leer para Triunfar (Read to Succeed)</p> <p><u>Objectives</u></p> <p>Building confidence in parents with limited or non-English skills. Despite linguistic and cultural barriers, they can help their children succeed.</p>	<p><u>People</u></p> <ul style="list-style-type: none"> - Practitioners: Dominique Roche Rendon and Susana Diaz Hernandez - School personnel - Study participants: Parents of third grade ELL students.
Workshop Agenda - Each session will last 1 hour		
First month - Day 1	Second month - Day 2	Third month - Day 3
<ul style="list-style-type: none"> - Welcome and occasion - Entry Survey - Motivational story - Engaging activity to get to know each other 	<ul style="list-style-type: none"> - Welcome and occasion - Motivational story - Engaging activity for the participants to share their experiences within the program 	<ul style="list-style-type: none"> - Welcome and occasion - Motivational story - Engaging activity for the participants to share successes and challenges
<ul style="list-style-type: none"> ● The American public education system 	<ul style="list-style-type: none"> ● Language interdependence 	<ul style="list-style-type: none"> ● The state standardized assessments
<ul style="list-style-type: none"> ● The importance of reading fluency and comprehension in third grade 	<ul style="list-style-type: none"> ● Music's influence on language fluency 	<ul style="list-style-type: none"> ● Strategies to support their child's language development at home
<ul style="list-style-type: none"> ● Strategies to support their child language development at home 	<ul style="list-style-type: none"> ● Strategies to support their child's language development at home 	<ul style="list-style-type: none"> ● Resources offered by the county's public library system and community events
<ul style="list-style-type: none"> ● Resources offered by the county's public library system and community events 	<ul style="list-style-type: none"> ● Resources offered by the county's public library system and community events 	<ul style="list-style-type: none"> ● Exit survey
<ul style="list-style-type: none"> - Optimistic closure 	<ul style="list-style-type: none"> - Optimistic closure 	<ul style="list-style-type: none"> - Optimistic closure

APPENDIX I

Workshop Agenda (Spanish)

<p><u>Propósito</u></p> <ul style="list-style-type: none"> - Involucrar a los padres en la educación de sus hijos. - Informar a los padres sobre los recursos disponibles. - Presentar a los padres los modos más eficientes para ayudar a sus hijos utilizando la lengua materna como instrumento. 	<p><u>Producto</u></p> <p>Leer para Triunfar (Read to Succeed)</p> <p><u>Objetivos</u></p> <p>Fomentar la confianza en los padres con habilidades limitadas en inglés o que no hablen inglés. A pesar de las barreras lingüísticas y culturales, los padres pueden ayudar a sus hijos a tener éxito utilizando su lengua materna.</p>	<p><u>Personas</u></p> <ul style="list-style-type: none"> - Estudiantes universitarios: Dominique Roche Rendon y Susana Diaz Hernández - Personal de la escuela primaria - Participantes en el estudio: Padres de los estudiantes ELL de tercer grado.
<p>Agenda del taller: cada sesión tendrá una duración de 1 hora</p>		
<p>Primer mes - día 1</p>	<p>Segundo mes - día 2</p>	<p>Tercer mes - día 3</p>
<ul style="list-style-type: none"> - Bienvenida - Encuesta inicial - Historia motivacional - Actividad atractiva para conocerse 	<ul style="list-style-type: none"> - Bienvenida - Historia motivacional - Actividad atractiva para que los participantes compartan sus experiencias dentro del programa. 	<ul style="list-style-type: none"> - Bienvenida - Historia motivacional - Actividad atractiva para que los participantes compartan éxitos y dificultades.
<ul style="list-style-type: none"> ● El sistema de educación de los Estados Unidos 	<ul style="list-style-type: none"> ● La interdependencia entre los idiomas 	<ul style="list-style-type: none"> ● Los exámenes estatales
<ul style="list-style-type: none"> ● La importancia de la lectura en tercer grado 	<ul style="list-style-type: none"> ● La influencia de la música en la fluidez lingüística 	<ul style="list-style-type: none"> ● Estrategias para apoyar el desarrollo del lenguaje de los niños en el hogar
<ul style="list-style-type: none"> ● Estrategias para apoyar el desarrollo del lenguaje de los niños en el hogar 	<ul style="list-style-type: none"> ● Estrategias para apoyar el desarrollo del lenguaje de los niños en el hogar 	<ul style="list-style-type: none"> ● Recursos ofrecidos por el sistema de bibliotecas públicas del condado y eventos comunitarios

<ul style="list-style-type: none">● Recursos ofrecidos por el sistema de bibliotecas públicas del condado y eventos comunitarios	<ul style="list-style-type: none">● Recursos ofrecidos por el sistema de bibliotecas públicas del condado y eventos comunitarios	<ul style="list-style-type: none">● Encuesta final
- Cierre optimista	- Cierre optimista	- Cierre optimista

APPENDIX J

Pre-intervention Parent Survey (English)

Link to online survey form: <https://forms.office.com/r/KnJwuyEt5Q>

1. Parental Role Construction for Involvement in the Child's Education Scale - Level 1

Please indicate how much you AGREE or DISAGREE with each of the following statements.
Please think about the current school year as you consider each statement.

I believe it is my responsibility to...

	Disagree very strongly	Disagree	Disagree just a little	Agree just a little	Agree	Agree very strongly
...to volunteer at the school						
...to communicate with my child's teacher regularly.						
...to help my child with homework.						
...make sure the school has what it needs.						
...support decisions made by the teacher.						
...stay on top of things at school.						
...explain tough assignments to my child.						
...talk with other parents from my child's school.						
...make the school better.						
...talk with my child about the school day.						

2. Parental Self-Efficacy for Helping the Child Succeed in School Scale - Level 1

Please indicate how much you AGREE or DISAGREE with each of the following statements.
Please think about the current school year as you consider each statement.

	Disagree very strongly	Disagree	Disagree just a little	Agree just a little	Agree	Agree very strongly
I know how to help my child do well in school.						
I don't know if I'm getting through to my child.						
I don't know how to help my child make good grades in school.						
I feel successful about my efforts to help my child learn.						
Other children have more influence on my child's grades than I do.						
I don't know how to help my child learn.						
I make a significant difference in my child's school performance.						

3. Parents' Perceptions of Personal Knowledge and Skills Scale - Level 1

Please indicate how much you AGREE or DISAGREE with each of the following statements with regard to the current school year.

	Disagree very strongly	Disagree	Disagree just a little	Agree just a little	Agree	Agree very strongly
I know about volunteering opportunities at my child's school.						
I know about special events at my child's school.						
I know effective ways to contact my child's teacher.						
I know how to communicate effectively with my child about the school day.						

	Disagree very strongly	Disagree	Disagree just a little	Agree just a little	Agree	Agree very strongly
I know how to explain things to my child about his or her homework.						
I know enough about the subjects of my child's homework to help him or her.						
I know how to communicate effectively with my child's teacher.						
I know how to supervise my child's homework.						
I have the skills to help out at my child's school.						

4. Parents' Perceptions of Personal Time and Energy Scale - Level 1

Please indicate how much you AGREE or DISAGREE with each of the following statements with regard to the current school year.

I have enough time and energy to...

	Disagree very strongly	Disagree	Disagree just a little	Agree just a little	Agree	Agree very strongly
...communicate effectively with my child about the school day.						
...help out at my child's school.						
...communicate effectively with my child's teacher.						
...attend special events at school.						
...help my child with homework.						
...supervise my child's homework.						

5. Parent Report of Home-based Involvement Activities Scale - Level 2

Parents and families do many different things when they are involved in their children's education. We would like to know how true the following things are for you and your family.

Please think about the current school year as you read and respond to each item.

Someone in this family...

	Never	1 or 2 times this year	4 or 5 times this year	Once a week	A few times a week	Daily
...talks with this child about the school day.						
...supervises this child's homework.						
...helps this child study for tests.						
...practices spelling, math, or other skills with this child.						
...reads with this child.						
...visits the library with this child.						

6. Your Gender:

- Female
 Male
 Other

7. Please choose the job that better describes yours (please choose only one)

- Unemployed, retired, student, disabled
 Labor, custodial, maintenance
 Warehouse, factory worker, construction
 Driver (food, truck, bus, delivery)
 Food services, restaurant
 Skilled Craftsman (plumber, electrician, etc.)
 Retail, sales, clerical, customer service
 Service technician (appliances, computer, car)
 Singer, musician, artist
 Real estate/Insurance sales
 Social service, public service, related governmental
 Teacher, nurse
 Professional executive

8. On average, how many hours per week do you work?

- 0-5
- 6-20
- 21-40
- 41 or more

9. Your level of education (please mark highest level completed)

- Less than high school
- High school or GED
- Some college, 2-year college or vocational
- Bachelor's degree
- Some graduate work
- Master's degree
- Doctoral degree

10. Please choose the job that best describes your spouse or partner's

- No Spouse or Partner
- Unemployed, retired, student, disabled
- Labor, custodial, maintenance
- Warehouse, factory worker, construction
- Driver (food, truck, bus, delivery)
- Food service, restaurant
- Skilled craftsman (plumber, electrician, etc.)
- Retail sales, clerical, customer service
- Service technician (appliances, computers, car)
- Bookkeeping, accounting, related administrative
- Singer/musician/artist
- Real estate/Insurance sales
- Social services, public service, related governmental
- Teacher, nurse
- Professional executive

11. Your spouse or partner's level of education (please mark highest level completed)

- Less than high school
- High school or GED
- Some college, 2-year college or vocational
- Bachelor's degree
- Some graduate work
- Master's degree
- Doctoral degree

12. On average, how many hours per week does your spouse or partner work?

- 0-5
- 6-20
- 21-40
- 41 or more

13. Family income per year (mark one)

- Less than \$5,000
- \$5,000-\$10,000
- \$10,001-\$20,000
- \$20,001-\$30,000
- \$30,001-\$40,000
- \$40,001-\$50,000
- Over \$50,000

14. How many children (under the age of 19) live in your home?

- 1
- 2
- 3
- 4
- 5
- 6 or more

15. Your race/ethnicity

- Asian/Asian-American
- Black/African American
- Hispanic/Hispanic-American
- White/Caucasian
- Other

APPENDIX K

Pre-intervención Encuesta para Padres de Familia (Spanish)

Link to online survey form: <https://forms.office.com/r/LHVScwEZfK>

1. Parental Role Construction for Involvement in the Child's Education Scale - Level 1

Padres de familia tienen diferentes ideas acerca de límite y responsabilidad en la educación de sus hijos. por favor responda a las siguientes preguntas, indicando el nivel de acuerdo o no de las siguientes prácticas.

Yo creo que es mi responsabilidad que yo...

	En total desacuerdo	Desacuerdo	Poco acuerdo	Poco en acuerdo	Acuerdo	En total acuerdo
...sea voluntario (a) en la escuela.						
...comunicarme con el maestro de mi hijo (a) regularmente.						
...ayudar a mi hijo (a) con la tarea.						
...asegurarme que la escuela tenga lo que necesita.						
...apoyar las decisiones que tome el maestro (a).						
...estar pendiente de situaciones que pasen en la escuela.						
...explicar tareas dificiles a mi hijo (a).						
...hablar con otros padres de familia de la escuela.						
...hacer que la escuela mejore.						
...hablar con mi hijo (a) acerca del día escolar.						

2. Parental Self-Efficacy for Helping the Child Succeed in School Scale - Level 1

Por favor indique que tanto usted está de ACUERDO o NO con cada una de las preguntas. Por favor piense en el presente año escolar al contestar cada pregunta.

	En total desacuerdo	Desacuerdo	Poco desacuerdo	Poco en acuerdo	Acuerdo	En total acuerdo
Yo se cómo ayudar a mi hijo (a) para que progrese en la escuela.						
No se si estoy teniendo una buena comunicación con mi hijo (a).						
Yo no se cómo ayudarle a mi hijo (a), para que tenga buenas calificaciones en la escuela.						
Estoy complacido (a) con los esfuerzos que hago para ayudar a mi hijo (a) en aprender.						
Otros niños tienen mayor influencia en las calificaciones de mi hijo (a) que yo.						
Yo no se cómo ayudar a mi hijo (a) a aprender.						
Hago una diferencia significativa en el desempeño escolar de mi hijo.						

3. Parents' Perceptions of Personal Knowledge and Skills Scale - Level 1

Por favor indique que tanto usted está de ACUERDO o NO con cada una de las preguntas. Por favor piense en el presente año escolar al contestar cada pregunta.

	En total desacuerdo	Desacuerdo	Poco desacuerdo	Poco en acuerdo	Acuerdo	En total acuerdo
Yo se acerca de oportunidades para ser voluntario (a) en la escuela de mi hijo (a).						
Estoy informado (a) acerca de eventos especiales en la escuela.						
Yo se cómo contactar al profesor (a) de mi hijo (a) de forma efectiva.						
Yo se cómo comunicarme efectivamente con mi hijo acerca de su día en la escuela.						
Yo se cómo explicar las tareas a mi hijo (a)						
Yo tengo los suficientes conocimientos para poder ayudar con las tareas de mi hijo (a).						
Yo se cómo comunicarme efectivamente con el profesor (a) de mi hijo (a).						
Yo se cómo supervisar las tareas de mi hijo (a).						
Yo tengo las habilidades para ayudar a la escuela de mi hijo (a).						

4. Parents' Perceptions of Personal Time and Energy Scale - Level 1

Por favor indique que tanto usted está de ACUERDO o NO con cada una de las preguntas. Por favor piense en el presente año escolar al contestar cada pregunta.

Tengo suficiente tiempo y energía para...

	En total desacuerdo	Desacuerd o	Poco desacuerdo	Poco en acuerdo	Acuerdo	En total acuerdo
...comunicarme efectivamente con mi hijo (a) sobre su día en la escuela.						
...ayudar a la escuela de mi hijo (a).						
...comunicarme efectivamente con profesor (a) de mi hijo (a).						
...asistir a eventos especiales en la escuela.						
...ayudar a mi hijo (a) con sus tareas.						
...supervisar las tareas de mi hijo (a).						

5. Parent Report of Home-based Involvement Activities Scale - Level 2

Padres y familiares hacen diferentes cosas para ayudar con la educación de sus hijos. Estimados padres, por favor indiquen que tan seguido se ha comprometido con las siguientes conductas por lo que va DEL PRESENTE AÑO ESCOLAR.

Alguien en la familia...

	Nunca	Una vez hasta ahora	Una vez al mes	Una vez cada 2 semanas	Una vez a la semana	A diario
...habla con el niño (a) sobre su día en la escuela.						
...supervisa las tareas del niño (a).						
...ayuda al niño (a) a estudiar para el examen.						

...practica matemáticas, ortografía y otras materias con el estudiante.						
...lee con el niño (a).						
...visita la librería con el niño (a).						

6. Su género:

- Femenino
 Masculino
 Otro

7. Por favor describa el empleo que describa su trabajo (por favor escoja uno solamente)

- Desempleado, jubilado, estudiante, deshabilitado
 Obrero, conserje, mantenimiento
 Empleado de almacén, fábrica, construcción
 Chofer (taxi, tráiler, autobús, entrega)
 Servicio de comida, restaurante
 Habilidades especiales (plomero, electricista, etc)
 Empleado de ventas, recepcionista, servicio al cliente
 Servicio técnico (electrodomésticos, computadoras, automóviles)
 Contabilidad, contador, servicios administrativos
 Cantante/músico/escritor/artista
 Agente de bienes raíces/venta de seguros
 Servicios sociales, servicio público, relacionado con el gobierno
 Maestro (a), enfermero (a)
 Profesional, ejecutivo
 Otro

8. En un promedio, ¿cuántas horas a la semana usted trabaja?

- 0-5
 6-20
 21-40
 41 o más

9. Su nivel de educación (por favor marque el grado más alto que atendió)

- Menos de secundaria
 Secundaria o GED
 Bachillerato
 Algunos cursos universitarios, universidad de dos años, o escuela vocacional
 Algunos cursos postgraduados

- Licenciatura superior
- Doctor en filosofía y letras/Ciencias

10. Por favor escoja el trabajo u oficio que mejor describa a su esposo (a) o pareja

- No esposa (o) pareja
- Desempleado, jubilado, estudiante, deshabilitado
- Obrero, conserje, mantenimiento
- Empleado de almacén, fábrica, construcción
- Chofer (taxi, tráiler, autobús, entrega)
- Servicio de comida, restaurante
- Habilidades especiales (plomero, electricista, etc)
- Empleado de ventas, recepcionista, servicio al cliente
- Servicio técnico (electrodomésticos, computadoras, automóviles)
- Contabilidad, contador, servicios administrativos
- Cantante/músico/escritor/artista
- Agente de bienes raíces/venta de seguros
- Servicios sociales, servicio público, relacionado con el gobierno
- Maestro (a), enfermero (a)
- Profesional, ejecutivo
- Otro

11. Nivel educativo que su esposo (a) o pareja atendió (por favor marque el grado más alto que atendió)

- Menos de secundaria
- Secundaria o GED
- Bachillerato
- Algunos cursos universitarios, universidad de dos años, o escuela vocacional
- Algunos cursos postgraduados
- Licenciatura superior
- Doctor en filosofía y letras/Ciencias

12. En un promedio, ¿cuántas horas a la semana su esposo (a) o pareja trabaja?

- 0-5
- 6-20
- 21-40
- 41 o más

13. Ingreso familiar por un año (marque uno)

- Menos de \$5,000
- \$5,000-\$10,000
- \$10,001-\$20,000
- \$20,001-\$30,000
- \$30,001-\$40,000
- \$40,001-\$50,000

Más de \$50,000

14. ¿Cuántos hijos (as) menores (de 19 años) viven en su hogar?

1

2

3

4

5

6 o más

15. Su raza/etnia

Asiático/Asiático Americano

Negro/Americano Africano

Hispano/Hispanoamericano

Blanco/Caucásico

Otro

APPENDIX L

Post-intervention Parent Survey (English)

Link to online survey form: <https://forms.office.com/r/2pyTKfx1JH>

1. Parental Role Construction for Involvement in the Child's Education Scale - Level 1

Please indicate how much you AGREE or DISAGREE with each of the following statements.
Please think about the current school year as you consider each statement.

I believe it is my responsibility to...

	Disagree very strongly	Disagree	Disagree just a little	Agree just a little	Agree	Agree very strongly
...to volunteer at the school						
...to communicate with my child's teacher regularly.						
...to help my child with homework.						
...make sure the school has what it needs.						
...support decisions made by the teacher.						
...stay on top of things at school.						
...explain tough assignments to my child.						
...talk with other parents from my child's school.						
...make the school better.						
...talk with my child about the school day.						

2. Parental Self-Efficacy for Helping the Child Succeed in School Scale - Level 1

Please indicate how much you AGREE or DISAGREE with each of the following statements.
Please think about the current school year as you consider each statement.

	Disagree very strongly	Disagree	Disagree just a little	Agree just a little	Agree	Agree very strongly
I know how to help my child do well in school.						
I don't know if I'm getting through to my child.						
I don't know how to help my child make good grades in school.						
I feel successful about my efforts to help my child learn.						
Other children have more influence on my child's grades than I do.						
I don't know how to help my child learn.						
I make a significant difference in my child's school performance.						

3. Parents' Perceptions of Personal Knowledge and Skills Scale - Level 1

Please indicate how much you AGREE or DISAGREE with each of the following statements with regard to the current school year.

	Disagree very strongly	Disagree	Disagree just a little	Agree just a little	Agree	Agree very strongly
I know about volunteering opportunities at my child's school.						
I know about special events at my child's school.						

	Disagree very strongly	Disagree	Disagree just a little	Agree just a little	Agree	Agree very strongly
I know effective ways to contact my child's teacher.						
I know how to communicate effectively with my child about the school day.						
I know how to explain things to my child about his or her homework.						
I know enough about the subjects of my child's homework to help him or her.						
I know how to communicate effectively with my child's teacher.						
I know how to supervise my child's homework.						
I have the skills to help out at my child's school.						

4. Parents' Perceptions of Personal Time and Energy Scale - Level 1

Please indicate how much you AGREE or DISAGREE with each of the following statements with regard to the current school year.

I have enough time and energy to...

	Disagree very strongly	Disagree	Disagree just a little	Agree just a little	Agree	Agree very strongly
...communicate effectively with my child about the school day.						
...help out at my child's school.						
...communicate effectively with my child's teacher.						
...attend special events at school.						

	Disagree very strongly	Disagree	Disagree just a little	Agree just a little	Agree	Agree very strongly
...help my child with homework.						
...supervise my child's homework.						

5. Parent Report of Home-based Involvement Activities Scale - Level 2

Parents and families do many different things when they are involved in their children's education. We would like to know how true the following things are for you and your family.

Please think about the current school year as you read and respond to each item.

Someone in this family...

	Never	1 or 2 times this year	4 or 5 times this year	Once a week	A few times a week	Daily
...talks with this child about the school day.						
...supervises this child's homework.						
...helps this child study for tests.						
...practices spelling, math, or other skills with this child.						
...reads with this child.						
...visits the library with this child.						

6. Your Gender:

- Female
 Male
 Other

7. Please choose the job that better describes yours (please choose only one)

- Unemployed, retired, student, disabled
 Labor, custodial, maintenance
 Warehouse, factory worker, construction
 Driver (food, truck, bus, delivery)

- Food services, restaurant
- Skilled Craftsman (plumber, electrician, etc.)
- Retail, sales, clerical, customer service
- Service technician (appliances, computer, car)
- Singer, musician, artist
- Real estate/Insurance sales
- Social service, public service, related governmental
- Teacher, nurse
- Professional executive

8. On average, how many hours per week do you work?

- 0-5
- 6-20
- 21-40
- 41 or more

9. Your level of education (please mark highest level completed)

- Less than high school
- High school or GED
- Some college, 2-year college or vocational
- Bachelor's degree
- Some graduate work
- Master's degree
- Doctoral degree

10. Please choose the job that best describes your spouse or partner's

- No Spouse or Partner
- Unemployed, retired, student, disabled
- Labor, custodial, maintenance
- Warehouse, factory worker, construction
- Driver (food, truck, bus, delivery)
- Food service, restaurant
- Skilled craftsman (plumber, electrician, etc.)
- Retail sales, clerical, customer service
- Service technician (appliances, computers, car)
- Bookkeeping, accounting, related administrative
- Singer/musician/artist
- Real estate/Insurance sales
- Social services, public service, related governmental
- Teacher, nurse
- Professional executive

11. Your spouse or partner's level of education (please mark highest level completed)

- Less than high school
- High school or GED
- Some college, 2-year college or vocational
- Bachelor's degree
- Some graduate work
- Master's degree

Doctoral degree

12. On average, how many hours per week does your spouse or partner work?

- 0-5
- 6-20
- 21-40
- 41 or more

13. Family income per year (mark one)

- Less than \$5,000
- \$5,000-\$10,000
- \$10,001-\$20,000
- \$20,001-\$30,000
- \$30,001-\$40,000
- \$40,001-\$50,000
- Over \$50,000

14. How many children (under the age of 19) live in your home?

- 1
- 2
- 3
- 4
- 5
- 6 or more

15. Your race/ethnicity

- Asian/Asian-American
- Black/African American
- Hispanic/Hispanic-American
- White/Caucasian
- Other

16. Did you attend the first parent involvement workshop, or did you watch the video in case you did not attend in person?

- Yes
- No

17. Did you attend the second parent involvement workshop, or did you watch the video in case you did not attend in person?

- Yes
- No

18. Did you attend the third parent involvement workshop, or did you watch the video in case you did not attend in person?

- Yes
- No

APPENDIX M

Post-intervención Encuesta para Padres de Familia (Spanish)

Link to online survey form: <https://forms.office.com/r/Fex3fTge3L>

1. Parental Role Construction for Involvement in the Child's Education Scale - Level 1

Padres de familia tienen diferentes ideas acerca de límite y responsabilidad en la educación de sus hijos. por favor responda a las siguientes preguntas, indicando el nivel de acuerdo o no de las siguientes prácticas.

Yo creo que es mi responsabilidad que yo...

	En total desacuerdo	Desacuerdo	Poco acuerdo	Poco en acuerdo	Acuerdo	En total acuerdo
...sea voluntario (a) en la escuela.						
...comunicarme con el maestro de mi hijo (a) regularmente.						
...ayudar a mi hijo (a) con la tarea.						
...asegurarme que la escuela tenga lo que necesita.						
...apoyar las decisiones que tome el maestro (a).						
...estar pendiente de situaciones que pasen en la escuela.						
...explicar tareas dificiles a mi hijo (a).						
...hablar con otros padres de familia de la escuela.						
...hacer que la escuela mejore.						
...hablar con mi hijo (a) acerca del día escolar.						

2. Parental Self-Efficacy for Helping the Child Succeed in School Scale - Level 1

Por favor indique que tanto usted está de ACUERDO o NO con cada una de las preguntas. Por favor piense en el presente año escolar al contestar cada pregunta.

	En total desacuerdo	Desacuerdo	Poco desacuerdo	Poco en acuerdo	Acuerdo	En total acuerdo
Yo se cómo ayudar a mi hijo (a) para que progrese en la escuela.						
No se si estoy teniendo una buena comunicación con mi hijo (a).						
Yo no se cómo ayudarle a mi hijo (a), para que tenga buenas calificaciones en la escuela.						
Estoy complacido (a) con los esfuerzos que hago para ayudar a mi hijo (a) en aprender.						
Otros niños tienen mayor influencia en las calificaciones de mi hijo (a) que yo.						
Yo no se cómo ayudar a mi hijo (a) a aprender.						
Hago una diferencia significativa en el desempeño escolar de mi hijo.						

3. Parents' Perceptions of Personal Knowledge and Skills Scale - Level 1

Por favor indique que tanto usted está de ACUERDO o NO con cada una de las preguntas. Por favor piense en el presente año escolar al contestar cada pregunta.

	En total desacuerdo	Desacuerdo	Poco desacuerdo	Poco en acuerdo	Acuerdo	En total acuerdo
Yo se acerca de oportunidades para ser voluntario (a) en la escuela de mi hijo (a).						
Estoy informado (a) acerca de eventos especiales en la escuela.						
Yo se cómo contactar al profesor (a) de mi hijo (a) de forma efectiva.						
Yo se cómo comunicarme efectivamente con mi hijo acerca de su día en la escuela.						
Yo se cómo explicar las tareas a mi hijo (a)						
Yo tengo los suficientes conocimientos para poder ayudar con las tareas de mi hijo (a).						
Yo se cómo comunicarme efectivamente con el profesor (a) de mi hijo (a).						
Yo se cómo supervisar las tareas de mi hijo (a).						
Yo tengo las habilidades para ayudar a la escuela de mi hijo (a).						

3. Parents' Perceptions of Personal Time and Energy Scale - Level 1

Por favor indique que tanto usted está de ACUERDO o NO con cada una de las preguntas. Por favor piense en el presente año escolar al contestar cada pregunta.

Tengo suficiente tiempo y energía para...

	En total desacuerdo	Desacuerd o	Poco desacuerdo	Poco en acuerdo	Acuerdo	En total acuerdo
...comunicarme efectivamente con mi hijo (a) sobre su día en la escuela.						
...ayudar a la escuela de mi hijo (a).						
...comunicarme efectivamente con profesor (a) de mi hijo (a).						
...asistir a eventos especiales en la escuela.						
...ayudar a mi hijo (a) con sus tareas.						
...supervisar las tareas de mi hijo (a).						

5. Parent Report of Home-based Involvement Activities Scale - Level 2

Padres y familiares hacen diferentes cosas para ayudar con la educación de sus hijos. Estimados padres, por favor indiquen que tan seguido se ha comprometido con las siguientes conductas por lo que va DEL PRESENTE AÑO ESCOLAR.

Alguien en la familia...

	Nunca	Una vez hasta ahora	Una vez al mes	Una vez cada 2 semanas	Una vez a la semana	A diario
...habla con el niño (a) sobre su día en la escuela.						
...supervisa las tareas del niño (a).						
...ayuda al niño (a) a estudiar para el examen.						

...practica matemáticas, ortografía y otras materias con el estudiante.						
...lee con el niño (a).						
...visita la librería con el niño (a).						

6. Su género:

- Femenino
 Masculino
 Otro

7. Por favor describa el empleo que describa su trabajo (por favor escoja uno solamente)

- Desempleado, jubilado, estudiante, deshabilitado
 Obrero, conserje, mantenimiento
 Empleado de almacén, fábrica, construcción
 Chofer (taxi, tráiler, autobús, entrega)
 Servicio de comida, restaurante
 Habilidades especiales (plomero, electricista, etc)
 Empleado de ventas, recepcionista, servicio al cliente
 Servicio técnico (electrodomésticos, computadoras, automóviles)
 Contabilidad, contador, servicios administrativos
 Cantante/músico/escritor/artista
 Agente de bienes raíces/venta de seguros
 Servicios sociales, servicio público, relacionado con el gobierno
 Maestro (a), enfermero (a)
 Profesional, ejecutivo

8. En un promedio, ¿cuántas horas al día usted trabaja?

- 0-5
 6-20
 21-40
 41 o más

9. Su nivel de educación (por favor marque el grado más alto que atendió)

- Menos de secundaria
 Secundaria o GED
 Bachillerato
 Algunos cursos universitarios, universidad de dos años, o escuela vocacional
 Algunos cursos postgraduados
 Licenciatura superior
 Doctor en filosofía y letras/Ciencias

10. Por favor escoja el trabajo u oficio que mejor describa a su esposo (a) o pareja

- No esposa (o) pareja
- Desempleado, jubilado, estudiante, deshabilitado
- Obrero, conserje, mantenimiento
- Empleado de almacén, fábrica, construcción
- Chofer (taxi, tráiler, autobús, entrega)
- Servicio de comida, restaurante
- Habilidades especiales (plomero, electricista, etc)
- Empleado de ventas, recepcionista, servicio al cliente
- Servicio técnico (electrodomésticos, computadoras, automóviles)
- Contabilidad, contador, servicios administrativos
- Cantante/músico/escritor/artista
- Agente de bienes raíces/venta de seguros
- Servicios sociales, servicio público, relacionado con el gobierno
- Maestro (a), enfermero (a)
- Profesional, ejecutivo

11. Nivel educativo que su esposo (a) o pareja atendió (por favor marque el grado más alto que atendió)

- Menos de secundaria
- Secundaria o GED
- Bachillerato
- Algunos cursos universitarios, universidad de dos años, o escuela vocacional
- Algunos cursos postgraduados
- Licenciatura superior
- Doctor en filosofía y letras/Ciencias

12. En un promedio, ¿cuántas horas al día su esposo (a) o pareja trabaja?

- 0-5
- 6-20
- 21-40
- 41 o más

13. Ingreso familiar por un año (marque uno)

- Menos de \$5,000
- \$5,000-\$10,000
- \$10,001-\$20,000
- \$20,001-\$30,000
- \$30,001-\$40,000
- \$40,001-\$50,000
- Más de \$50,000

14. ¿Cuántos hijos (as) menores (de 19 años) viven en su hogar?

- 1
- 2
- 3
- 4
- 5
- 6 o más

15. Su raza/etnia

- Asiático/Asiático Americano
- Negro/Americano Africano
- Hispano/Hispanoamericano
- Blanco/Caucásico
- Otro

16. ¿Usted participó en el primer taller de involucramiento de padres de familia, o vio el video en caso de no haber asistido físicamente?

- Si
- No

17. ¿Usted participó en el segundo taller de involucramiento de padres de familia, o vio el video en caso de no haber asistido físicamente?

- Si
- No

18. ¿Usted participó en el tercer taller de involucramiento de padres de familia, o vio el video en caso de no haber asistido físicamente?

- Si
- No