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孟母三迁 (MENG MU SAN QIAN) : NEW CHINESE IMMIGRANT
PARENTS' NARRATIVES ABOUT INVOLVEMENT
IN U.S. PUBLIC HIGH SCHOOL EDUCATION



A Capstone in Education
With a Concentration in Curriculum Studies

Haixia Li
Doctor of Education
June 2023

DePaul University
College of Education

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I approve the capstone of Haixia Li.

A handwritten signature in black ink, appearing to read "Joby Gardner", written over a horizontal line.

4/30/23

Joby Gardner, Ph.D.
Associate Professor
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Date

Certification of Authorship

I certify that I am the sole author of this capstone. Any assistance received in the preparation of this capstone has been acknowledged and disclosed within it. Any sources utilized, including the use of data, ideas and words, those quoted directly of paraphrased, have been cited. I certify that I have prepared this capstone according program guidelines as directed.

Author Signature: Haixia Li

Date: 4/30/23

Executive Summary

The phrase 孟母三迁 (Meng Mu San Qian) refers to a traditional Chinese story in which a mother moves three times to better her child's education. The story evokes considerable parental and family sacrifices to provide educational opportunities. Meng Mu San Qian (孟母三迁) offers a powerful metaphor for the experiences of migrant and immigrant parents who undertake tremendous and profoundly life-altering journeys to secure better education for their children. The story is especially useful in capturing the experiences of Chinese immigrant parents, particularly those who moved to the U.S. after 2016 and faced unprecedented challenges, in part due to xenophobia of the political climate after the 2016 election of Former President Donald Trump, the isolating effects of the COVID-19 pandemic, the move to online instruction, and travel and visa restrictions on transnational families.

This exploratory study documents narratives of five new Chinese immigrant parents' involvement in their children's public high school education. Participants all moved from mainland China after 2016 and had access to education in a suburban public school in the mid-western U.S. Participants were interviewed about issues including their involvement in their children's school, their knowledge of their children's school performance, their academic and career expectations for their children, and barriers to their involvement in their children's education. Responses were analyzed using Epstein's research-based framework of six types of family-school-community involvement. Findings and discussion address major barriers to school involvement among recent Chinese immigrant parents as well as opportunities to improve such involvement. Recommendations include that family-school-community partnerships be considered and facilitated as a shared responsibility of the school, family, and community in order to help students succeed in school and beyond. Additional implications of this study for educators, other new immigrant parents, and relevant scholarship are all discussed.

Keywords: immigrant, recently arrived or new Chinese immigrants, parent involvement, extended family members, SES (Socioeconomic Status), Level of English Proficiency

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DEDICATION

To my dear father who lives in my heart forever.

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A journey is easier when you are traveling with someone. Interdependence is certainly more valuable than independence. This capstone project is the result of more than four years of work during which I was accompanied and supported by many people. It is a pleasure that I'm now having the opportunity to express my gratitude to all of them.

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CHAPTER 1 INTRODUCTION

Personal Context

Thirty-five years ago in China, a fourth-grade girl sat in front of her father's bicycle when he was taking her for an interview at a transfer school. The new school was an hour's ride away from her home. She asked her father why she had to transfer so far from home. 孟母三迁 (Meng Mu San Qian) was the story that her father told her while pedaling the bicycle very hard. 孟母三迁 (Meng Mu San Qian) is the name of a traditional Chinese story about a mother who moved tirelessly three times to seek a better education for her son called Mencius, who later became one of the greatest sages in Chinese history. The story symbolizes the tremendous sacrifices that parents are often willing to make in order to obtain suitable educational opportunities for their children. After hearing the story, the little girl understood her parents' boundless love for her and also their expectation for her future educational success. She later graduated from that transfer school as one of its top three students. And when she grew up, she became a teacher.

Eight years ago, the day after that girl had undergone major surgery and was recovering in a Chinese hospital bed, she received the sudden news that her dear father had passed away. In tears, she kept replaying 孟母三迁 (Meng Mu San Qian), the story that her father had told her nearly thirty years ago. She remembered that her father used to tell her constantly how proud he was of her. She asked herself what she could do to live up to her father's faith in her. Right there and then, she decided that she must realize her childhood dream of studying abroad when she graduated from the transfer school.

I am that little girl.

Five years ago, I resigned as a teacher in a business school in China to come to the United States to continue my education in a doctoral program. My son came to the U.S. with me. He enrolled in a public elementary school as an eighth-grade student. When he graduated from elementary school, I carefully researched the schools recommended by the Niche Ranking and through word of mouth as well. I finally decided to move for the third time to a suburban community with a high-ranking public high school (XYZ High School).

During the past four years, I have lived the experiences of Meng Mu San Qian (孟母三迁). I have also met many new Chinese immigrant parents like me, coming from mainland China after 2016 and moving all the way to this community to have access to a high-ranking public high school so that their children could have a better education. Meng Mu San Qian (孟母三迁) offers a powerful metaphor for the experiences of migrant and immigrant parents who undertake tremendous and life-altering journeys to secure a better education for their children. This story is especially useful in capturing the experiences of new Chinese immigrant parents.

Research Problem Statement

The population of Chinese immigrants in the United States has grown nearly seven-fold since 1980, reaching almost 2.5 million in 2018 (about 5.5 percent of the overall foreign-born population), 6% of whom were under 18 (Echeverria-Estrada & Batalova, 2020). With the rapid

increase in Chinese immigration to the United States in recent years, new Chinese immigrant parents and students have become an important part of the school population. Numerous literature reviews and meta-analyses have reported on the effectiveness of parent involvement in promoting educational outcomes (Epstein, 2019; Hornby, 2011). These studies describe the advantages of parent involvement including benefits for children, teachers and schools, parents and families, and communities.

Numerous studies (Anicama et al., 2017; Li, 2005; Qin & Han, 2014; Zhang & Halpern, 2021) indicate that Chinese parents are likely to confront tremendous challenges after migration which negatively impact their efforts to help and support their children in school. Studies describe barriers that Chinese immigrants face in their efforts to be involved in their children's schools (Anicama et al., 2017; Chuang et al., 2018; Dyson, 2001; Jiang et al., 2012; Klein, 2008; Wang et al, 2018; Zhou & Wang, 2019; Zhou & Zhong, 2018). In addition, there are many recent studies that investigate the impact of the COVID-19 pandemic and former President Trump's Chinese policies on Chinese immigrant families (Chu & Lu, 2021; Wu et al., 2020; Zhang & Halpern, 2021). As recent arrivals to the U.S., the new Chinese immigrant parents face unprecedented challenges in their efforts to get involved in their children's education. Unfortunately, few studies intentionally target recently-arrived Chinese immigrant parents (i.e., those with less than five years residency) who migrated here in part to gain access to U.S. public education for their children.

Statement of Research Purpose

The purpose of this research was to describe and analyze the experiences of recently arrived Chinese immigrant parents at a suburban public high school (pseudonym XYZ) in the mid-western U.S., highlighting their efforts to get involved in their children's education, with the intention of making recommendations to help improve their involvement in the future.

To achieve this purpose, this study documented narratives of five recently (during the period of 2017 to 2020) arrived Chinese immigrant parents' involvement in their children's education at a suburban public high school. The method of narrative inquiry through semi-structured interviews was used to investigate their parental involvement experiences. The participants were interviewed about issues including their involvement in their children's school, their knowledge of their children's school performance, their academic and career expectations for their children, and barriers to their involvement in their children's education. Responses were analyzed using Epstein's (1995, 2019) research-based framework of six types of family-school-community involvement.

This study has been encouraged by and conducted in communication with both the Director and Parent Engagement Coordinator of XYZ school's Equity, Diversity, and Inclusion Parent Committee (EDI). The final findings and recommendations of this research will be presented to both school officials and recently arrived Chinese immigrant parents. It is the researcher's wish to be able to collaborate with both these stakeholders in implementing specific changes in order to improve the future involvement of recently arrived Chinese immigrant parents at the school. It is also the researcher's hope that this study will stimulate similar interests and efforts among other recently arrived minority parent communities, schools serving recently arrived minority groups,

and scholars studying Chinese immigrant parents' involvement in public education.

Research Questions

This study examined five Chinese immigrant parents' experiences, focusing on the following research questions:

1. How do new Chinese immigrant parents perceive their school involvement at XYZ High School?
2. What are the challenges for new Chinese immigrant parents in school involvement?
3. What changes can XYZ High School make in order to better facilitate the new Chinese immigrant parents' involvement in their children's learning and development at the school?

Positionality Statement

As a full-time student in a doctoral program since 2018, a parent of a student at XYZ high school, and a former teacher in Beijing, China, in the past four years, I have had the opportunity to experience many facets of school involvement in the U.S. In addition to parenting my own child and pursuing my own doctoral studies, I have been active in the school's parent volunteer work and kept proactive contacts with the teacher and staff.

From my personal experience, I have come to realize that there are some gaps in expectations and involvement practices between China and the U.S. What brought my interest and made me determined into further exploration on this topic were the several recently arrived Chinese parents I met, who were willing to share personal experiences and tried their best to support me whenever needed. Their narrative experiences without reservation guarantee the authenticity and accuracy of first-hand information. In addition, my bicultural insider status allows me to access to the cultural context of the Chinese parents to be examined. My study in the doctoral program provides me with necessary professional knowledge, skills in qualitative research, and enables me to take advantage of both "insider" and "outsider" perspectives as I engage in this study.

In this study, I explored parent involvement narratives based on the three-dimensional concept of narrative inquiry including temporality, sociality, and spatiality. Specifically, temporally, in terms of their past, present, and future; socially, in terms of the interactions between family members, other extended family members, school and community members and so on; and through place, primarily the Chinese settings before immigration, and places involved after immigration. I wrote narrative family profiles that, in varying degrees depending on the family, reflect aspects of this three-dimensional structure. Therefore, each parent's experiences of school involvement were interwoven and studied according to the narratives of the participants as viewed through the lens of the researcher.

Definition of Key Terminology Used in This Study

Immigrant (or "foreign-born") refers to people residing in the United States who were not U.S. citizens at birth (MPI, 2023).

Recently arrived or new Chinese immigrants refers to those Chinese immigrants who resided in the United States between 2017 and 2020. Their children received most of their elementary

school education outside the U.S. and have studied in XYZ high school for at least one year.

Parent involvement has been broadly defined as the parent's engagement at home and in school in order to advance their children's education and development (Fan, 2001; Fan & Chen, 2001; Seginer, 2006). Epstein (2019) defines the concept of parent involvement as "school, family, and community partnerships" (p.19), recognizing the shared responsibility for students' learning and development.

Extended family members are the participants' parents, siblings, and their children's siblings and cousins etc.

SES (Socioeconomic Status) is based on the three variables of income, education, and occupation, including upper-class, middle-class, and working-class.

Level of English Proficiency includes *basic level*: the speaker knows simple words and phrases but may not yet be able to keep up with conversations in the language; *conversational*: the speaker can carry on a conversation, although not fluently and may still express uncertainty in choice of words; *proficient*: the speaker enjoys a high level of comfort with the use of the language in both spoken or written form, but isn't yet at the level of a native speaker; *fluent*: the speaker enjoys the same level of comfort and ease in using the language, in both spoken and written form, as a native speaker.

CHAPTER 2 LITERATURE REVIEW

History of Parent Involvement in U.S. Schools

The development of parent involvement follows the imprint of the times. Parents have always been nurturers and the first educators of their children through modeling, care giving, and guidance to impart their children with their skills, mores, culture, values, and life experiences (Berger, 1991).

With the establishment of state supported public schools and settlement homes for immigrant children, middle- and upper-class women became involved in nursery schools both to ensure cultivation of the natural goodness of a child and to acculturate lower-class immigrant families into the mainstream culture of the United States. Organizations were established to support parents' (overwhelmingly women's) involvement in schools including the American Association of University Women (AAUW) (1882), and the Congress of Parents and Teachers, called the PTA (1897) (Berger, 1991).

After World War I, anti-immigration sentiment increased. During the 1920s, the fallout of Immigration Act of 1917, the Emergency Quota Act in 1921, and the Immigration Act of 1924 further limited the number of immigrants allowed entry into the United States through a national origins' quota. The quota provided immigration visas to two percent of the total number of people of each nationality in the United States as of the 1890 national census. It completely excluded immigrants from Asia (U.S. Department of State, Office of the Historian, n.d.). During the same period, native-born middle-class parents began to form study groups for their own enlightenment about subjects such as tuberculosis, nutrition and other issues related to children's health, development, and education (Berger, 1991).

By World War II during the first half of the 1940s, parent's involvement in their children's education continued, and childcare services were provided to allow mothers to work in the war effort. The emotional and social health of children became more widely recognized as important, particularly since many young recruits had been unable to serve during World War II because of their mental health (Berger, 1991, p.214).

In the late 1950s, many teachers believed that they should teach, and parents should just support their children's education in schools (Berger, 2008).

In the 1960s and 1970s, however, widespread parent involvement was encouraged via the U.S. government's Head Start program, which was designed for particularly disadvantaged families (Wright et al., 2007). One major component of Head Start was parent involvement: Involving parents in the planning and implementation of activities. Parents served on policy councils and committees that made administrative decisions; participated in classes and workshops on child development, and volunteered in the program (NHSA, 2023).

Greatly impacted by the Vietnam War, high inflation, a weak economy, and uncertainty in the 1970s, more than 20 million U.S. mothers joined the workforce (Pulliam & Patten, 2007). Many families faced conflict around issues such as dating, sex, drugs, war, and moral responsibilities, and educators and political leaders once again searched for ways to involve parents in schools and improve education across the country (Berger, 2008). In 1983, the National Commission on

Excellence in Education issued the *Nation at Risk* report reminding parents that the education of children begins at home and calling on parents to actively participate in the schools and in their child's learning (Gardner, 1983).

In March 1994 President Clinton signed *Educate America Act* into law, which emphasizes parent involvement. *Goals 2000* aimed to have every school actively engage parents and families in a partnership to sustain the academic work of children at home and to share educational decision-making at school, including for parents of children who were disadvantaged or bilingual as well as parents of children with disabilities (Epstein et al., 2002).

President Bush signed Title I of the *Elementary and Secondary Education Act (ESEA, or the No Child Left Behind Act, NCLB)* in 2001 to provide supplementary funding to schools that serve disadvantaged children in order to meet these children's educational needs. *NCLB* requires states and school districts to give parents easy-to-read, detailed report cards on schools and districts, telling them which ones are succeeding and why. Included in the report cards are student achievement data broken out by race, ethnicity, gender, English language proficiency, migrant status, disability status and family income, as well as information about the professional qualifications of teachers. With these provisions, *NCLB* ensures that parents have important, timely information about the schools their children attend--whether they are performing well or not for all children, regardless of their background. Parents have options to ensure that their children receive the high-quality education to which they are entitled. That might mean that children can transfer to higher-performing schools in the area or receive supplemental educational services in the community, such as tutoring, after-school programs, or remedial classes (U.S. Department of Education, 2005)

In December, 2015, President Obama signed Every Student Succeeds Act (*ESSA*) into law, replacing the previous education *NCLB* law. In order to help parents to make the best choices for their children, *ESSA* unprecedentedly requires transparency to empower parents with vital information. For example, states are required to report annual statewide assessments that measure students' progress toward those high standards. In addition, *ESSA* recognizes parents are the most important advocates for their children, and requires districts and schools to involve parents in developing comprehensive and targeted support and improvement plans with flexibility to meet every student's success (U.S. Department of Education, 2020).

Impact of Parent Involvement

The importance of parent involvement in schools and the role of parental involvement in improving educational outcomes has been acknowledged by governments, states, and institutions and has been the focus of continuous academic and public policy research (Epstein, 2019).

Extensive research literature published over a period of fifty years indicates that parent involvement is an important element of effective education for children of all ages (Hornby, 2000, 2011). Numerous literature reviews and meta-analyses have reported on the effectiveness of parent involvement in promoting educational outcomes (Epstein, 2019; Hornby, 2011).

These studies describe the advantages of parent involvement including benefits for children, teachers and schools, parents and families, and communities.

For children. For many decades, studies identified parental behaviors related to improved academic achievement (Epstein, 2019; Fan and Chen, 2001; Henderson & Berla, 1994; Henderson & Mapp, 2002; Jeynes, 2005; Lareau, 1989; Wang et al., 1993); higher self-esteem, positive learning attitudes, and low dropout rates (Fan and Chen, 2001; Olsen & Fuller, n.d.); improved school attendance and student attitudes and behavior in school and out (Helm & Burkett, 1989; Licht, Gard, & Guardino, 1991); and improved attitudinal, behavioral and mental health (Hornby, 2011; Wang et al., 2018).

For teachers and schools. Scores of studies confirm the benefits of parent involvement in schools including improved parent-teacher relationships, teacher morale, school program, and school climate (Chavkin & Williams, 1989; Davies, 1996; Emeagwali, 2009; Epstein, 1995, 2019; Gary, 2011; Olsen & Fuller, n.d.).

For parents and families. Some studies report benefits of parent involvement in school such as increased parental confidence and satisfaction with parenting, and increased interest in one's own education; increased parental confidence, satisfaction with their education and interest; and increased parent skills and leadership (Epstein, 1995, 2019)

For communities. The effectiveness of parental involvement applies across socioeconomic and racial groups and has been demonstrated among all ages including primary, secondary, and middle school. Snyder and Patterson (1987) found that the association between socioeconomic characteristics and crime was significantly reduced or eliminated when positive school-family interactions increased. More research showed that family communication patterns and parental support for schooling are associated with lower delinquency rates among white and ethnic minority middle school students (Davalos, Chavez, & Guardiola, 2005). As Epstein stated, "When parents, teachers, students, and others view one another as partners in education, a caring community forms around students and begins its work" (Epstein, 1995, p.701).

Despite all the evidence of the importance and effectiveness of school, family, and community partnerships for student success, the topic also elicits controversies.

These include the fact that parents are often viewed as being either problems or adversaries. Alternatively, they are seen as vulnerable, less able, or in need of treatment themselves. In addition, parents are sometimes considered to be the cause of their children's problems. Finally, for various reasons, perhaps related to the above views, many professionals, such as teachers and psychologists, adopt an attitude of "professional distance" with parents and families (Hornby, 2011, p.4).

While some studies report positive empirical relationships between parental involvement and students' academic achievement (Hill & Tyson, 2009; Singh et al., 1995; Tan et al., 2019), others report no measurable effect of parental involvement on students' academic achievement (Darko-Asumadu & Sika-Bright, 2021; Keith et al., 1986; Reynolds, 1992;). Because of inconsistencies in the literature both about the existence of positive and negative effects of parental involvement on students' academic achievement etc., and about the extent of such effects, there appears to be a continuing need for research exploring the effects of parental involvement.

Parent Involvement from a Conceptual Perspective

Due to the importance of parent involvement in children's education, there has been a long history of considerable attention from researchers, educators, parents, and the politicians (Dearing et al., 2006; Epstein, 2019; Fan & Chen, 2001; Hoover-Dempsey et al. 2001; Sheldon & Epstein, 2002; Tan et al., 2019).

From an intuitive and literal standpoint, parent involvement in children's education seems uncontroversial and perfectly justified as parents are indeed their children's first educators. Yet in practice, parent involvement often becomes broad and ambiguous, as there is no unified definition, and definition and measurements of parent involvement vary from study to study.

Historically, to categorize or describe ways parents are or should be involved in schools, researchers have conceptualized parent involvement in various ways such as Gordon's Family Impact Models (Gordon, 1977); Swap's School-to-Home Transmission; the Curriculum Enrichment and the Partnership Models (Swap, 1993); Comer's School Development Programs (SDP) (Haynes et al., 1988); Bronfenbrenner's (1979) Bioecological Theory; Social Capital Theory (Bourdieu, 1986; Coleman, 1988; Lareau, 1987); Epstein's (1995, 2019) Six types of Involvement; Hoover-Dempsey and Sandler's Model of the Parent Involvement Process (Hoover-Dempsey & Sandler, 1995, 1997; Hoover-Dempsey et al., 2005).

Among this vast body of research, Epstein's (1995) six types model for comprehensive parent involvement is the most widely used and accepted (Hill & Tyson, 2009; Kimu & Steyn, 2013; Yamauchi et al, 2017). In fact, to identify the popularity of different theoretical frameworks modeling family-school partnerships, Yamauchi (2017) and three other researchers and coders analyzed 215 journal articles on family-school partnerships published from 2007 to 2011 to determine the theoretical or conceptual frameworks used. The findings indicate that the authors applied two conceptual frameworks frequently: Epstein's (1987, 1995, 2011) types of family involvement (25 articles), and Hoover-Dempsey and Sandler's (1995, 1997; Hoover-Dempsey et al., 2005) model of the parent involvement process (13 articles) (Yamauchi et al, 2017, p.15).

As founder and director of the National Network of Partnership Schools (NNPS) at Johns Hopkins University, Epstein has initiated numerous influential studies and published more than one hundred works over the past thirty years. She endeavors to join schools, districts, states, and organizations together with research-based approaches and organize and sustain optimum programs of family and community involvement that will increase student success in school. Thus, this study adopts Epstein's parent involvement model into the exploration of new Chinese immigrant parents' involvement in public education in high school. In 1987, Epstein first presented five functional types of parent involvement (Bauch, 1994), and in 2019, she expanded and developed an ecological framework of parent involvement consisting of six types of Involvement, in brief:

- Type 1: Parenting—helping all families establish supportive home environments for children and helping the school understand its families
- Type 2: Communicating—establishing two-way exchanges using varied technologies about school programs and children's progress

- Type 3: Volunteering—recruiting and organizing parent help at school, home, or other locations, including audiences for student activities
- Type 4: Learning at Home—providing information and ideas to families about how to help students with homework and other curriculum-related materials
- Type 5: Decision making—having family members serve as representatives and leaders on school committees, and as advocates for their children and other children on school decisions
- Type 6: Collaborating with the Community—identifying and integrating resources and services from the community to strengthen school programs and to enable students to serve the community (Epstein, 2019, p.34)

It is worth noting that the six types of Involvement are not “levels”, meaning that Type 6 is not “higher” than Type 1 (Epstein, 2019, p.193). Additionally, there’s no “pure” type, which means that “some family and community engagement activities incorporate more than one type of involvement in design, implementation, and/or results” (Epstein, 2019, p.35). For example, parents and teachers may discuss about children’s learning at home (Type 4) through emails or phone calls or a scheduled in-person meeting (Type 2). As a result, parents may improve their parenting (Type 1) and create a better home environment for children.

Barriers for Chinese Immigrant Parents Involvement

Background

In recent years, there has been a dramatic increase of immigrants from China in the United States, and the United States is “the top destination for Chinese immigrants worldwide” (Rosenbloom & Batalova, 2023). While the number of Chinese immigrants in the United States peaked at almost 2.5 million in 2019, it fell to under 2.4 million in 2021. Despite the recent declines, Chinese immigrants still represent the third largest origin group among U.S. immigrants (after those from Mexico and India), accounting for 5 percent of the 45.3 million immigrants in the United States as of 2021. Data show that the numbers of Chinese arrivals have risen in recent months, but it may take some time for pandemic-related population losses to reverse (Rosenbloom & Batalova, 2023).

With the rapid increase in Chinese immigration to the United States in recent years, new Chinese immigrant parents and students have become an important part of the school population and Chinese immigrant parents face particular challenges to being involved in their children’s education. Based on reviews of previous literature (Hornby, 2011; Jafarov, 2015), the following discussion will elaborate the four main factors described as barriers to effective parent involvement, namely, demographic, linguistic, cultural, and knowledge barriers.

Demographic Factors

Demographic factors include age, race, ethnicity, gender, marital status, income, education, and employment. Since 1980s, a growing number of middle-class Chinese immigrants have arrived in the U.S. with financial capital, professional skills, and educational credentials. Unlike Asian immigrants prior to the 1980s who settled in urban enclaves such as Chinatown and often arrived in the US with little financial or human capital, recent Chinese immigrants often come with resources (Guo & DeVoretz, 2006; Li, 2005).

Existing studies indicate that recently arrived Chinese immigrants tend to have considerably higher levels of education than the overall foreign- and U.S.-born populations. In 2021, 52 percent of Chinese immigrants ages 25 and over in the US had at least a bachelor's degree, significantly higher than for immigrants overall and U.S.-born adults (34 percent and 35 percent, respectively). Notably, Chinese immigrants were more than twice as likely to have a graduate or professional degree: 30 percent, compared to 15 percent for all immigrants and 14 percent for the U.S. born. The share of Chinese immigrants with a college degree is even higher among those who arrived between 2017 and 2021 (62 percent) (Rosenbloom & Batalova, 2023).

In addition to be significantly better educated, Chinese immigrants are more likely to be employed in management positions compared to the overall foreign- and native-born populations in the United States (Echeverria-Estrada & Batalova, 2020). In 2021, sixty percent of Chinese immigrants were employed in management, business, science, and arts occupations, a much higher share than among the overall foreign-born population (37 percent) and the native-born population (43 percent) (Rosenbloom & Batalova, 2023). Chinese immigrants had higher median household incomes than both native and foreign-born populations in 2021. Less likely to be uninsured than other groups, Chinese immigrants are more likely to have private health insurance than the overall foreign-born population and less likely than the U.S. born to be covered by public health insurance programs (Rosenbloom & Batalova, 2023).

Previous studies have documented that parent with a low SES participated less in their children's schools than the parents with a higher SES due to inflexible work schedules, the need to take additional jobs and fatigue from work (Benson & Martin, 2003). This also applies to some Chinese immigrant families. In Zhou & Zhong's (2018) study, of the 12 Chinese couples who came from mainland China, a majority of the participants most infrequently involved in school were from low-income and working-class families. In order to support their families, some of them had to have multiple jobs, "when they returned home, they were exhausted and had no time and energy to participate in their children's school activities although they desired" (p.104). Qin & Han (2014) also documented that the problem of lack of time was particularly pronounced in working class families where parents had to work very long hours in Chinese restaurants or other service-sector jobs such as laundry.

As one of the largest immigrant groups in the United States (Rosenbloom & Batalova, 2023), new Chinese immigrants experienced the challenges of anti-Asian rhetoric during the Trump presidency and faced unusual difficulties with the global outbreak of the novel coronavirus disease (COVID-19) pandemic—difficulties related both to US restrictions on entry for Chinese citizens and to the Chinese government's "Zero Covid" policy. In addition to the negative political rhetoric, such as the use of the "China/Chinese virus" against people of Chinese ancestry (Budhwani & Sun, 2020), the global pandemic also instigated hostility and even outright discrimination and crime against U.S.-dwelling Chinese, both immigrants and sojourners (Chung & Li, 2020). Prior to the pandemic, Asian Americans reported fewer mental health conditions than their white American counterparts (Asnaani et al., 2010). Encountering instances of acute discrimination may well impact Asian immigrants' mental health (Lee & Ahn, 2011). Additionally, substantial research has shown that experiences and perceptions of racial discrimination have deleterious mental health

consequences (Benjamin, 2020; Carter, 2007; Gee et al., 2007; Harrell, 2000; Ong, 2021). Most studies in these reviews confirm that discrimination is associated with poorer health, and that there is a significant impact of discrimination on mental health problems.

Cultural Barriers

Hornby (2011) emphasizes the universal role of cultural factors in parent involvement. Historically, reviews of Chinese parenting have highlighted the influence of Confucianism on both family dynamics and relationships with organizations like schools. In this study, the culture of Confucianism will be reiterated due to its over 2,000-year history and position in Chinese moral and philosophical concepts (Bahtilla & Xu, 2021; Muyunda & Yue, 2022; Zhao, 2013).

Confucius' views on a healthy relation between the individual and the collective are based on the balance between individual and collective interests (Yung, 2010), and self-sacrifice of personal needs in the service of family members or for the sake of the group is seen as high virtue (Ho, 1987). Confucius believed that the family unit was the most basic and important unit. Thus, his teachings provided a framework for how family members should interact and how family values should be upheld. The framework included specific rules on family hierarchy, intergenerational conduct, clear lines of authority, and respect for the status of others that needed to be adhered to and followed throughout one's life (Tang, 1992). The cornerstone of Confucianism is filial piety (孝顺 *xiao shun*), which is the guiding principle of general behavioral patterns in the socialization of Chinese society. Filial piety refers to the principle that one's conduct should be honorable and should not disgrace the family's reputation. Children are expected to be loyal and obedient to their parents (Chao & Tseng, 2002). Also, children should provide financial support to their aging parents because children can never repay their parents for the love and care offered during the child's upbringing (Sung, 1998). In return, the elders are supposed to treat the younger generation with emotional closeness and love (Park & Chesla, 2007).

Confucius also clearly defined the role of parents. As master of the family (一家之主 *yi jia zhi zhu*) and the primary breadwinners, the father holds the most powerful position in the family, controlling financial resources, making important decisions about the family and children, and taking responsibility for the business outside the home (男主外 *nan zhu wai*). On the contrary, the mother is only responsible for the daily chores of caring for children and maintaining the household inside home (女主内 *nv zhu nei*). Therefore, men are not allowed to talk about problems within the family, and women are not allowed to talk about problems outside the family. In addition, the traditional Chinese proverb “严父慈母 *yan fu ci mu*” (Wilson, 1974) fulfills the role of “strict father, kind mother”, meaning that the father was a symbol of dignity and sternness, the mother was a symbol of kindness (Lang, 1946). In particular, the father's influence could come in the form of his ability to provide adequate financial backing for the offspring (Li, 1977).

Confucian culture holds that a sound education is the path to upward social mobility as well as the road to fulfil an individual's fullest potential in life (Zhou & Wang, 2019). Confucius advocated the hidden hierarchical relationship between the teacher and the student as father and son, which is to be a teacher for one day meaning to be a father for life (一日为师终身为父 *yi ri wei shi Zhong shen wei fu*). This illustrates the teacher's authoritative role in children's education in China, where teachers must be seen as the authority and power (Li, 1977). For example, it is

teachers to decide which knowledge to be taught, while students are to accept the information readily, rarely questioning, or challenging teachers in the classroom (Chan, 1999).

Additionally, influenced by Confucius' philosophy of choosing "the middle way" (中庸之道 *zhong yong zhi dao*), "silence is gold" (沉默是金 *chen mo shi jin*) is also seen as a life wisdom in Chinese culture, warning people that when you do not know the appropriate thing to say, do not say anything (Zhou & Zhong, 2018).

All these aspects of Confucian philosophy subtly affect Chinese immigrant parents' involvement in their children's education. For example, studies indicate that compared to European American parents, Chinese immigrants care more about children's academic performance and are more likely to obtain supplementary academic materials such as textbooks from China, monitor their children's homework, assign more homework, seek a private tutor, or enroll their children in extracurricular courses or summer school programs (Chan, 1999; Huntsinger & Jose, 2009; Wong-Lo & Bai, 2013). Studies also find that Chinese and Chinese-American parents have higher expectations and aspirations for their children's academic performance than parents from other groups (Chao, 1996; Hong & Ho, 2005; Naumann et al., 2012), which in turn shapes their involvement in children's education.

However, several recent studies challenge the traditional influence of Confucianism on the contemporary Chinese parenting. For instance, with the significant social and economic changes in China, the traditional high aspirations, such as "hope the son to become a dragon, hope the daughter to become a phoenix" (望子成龙 *wang zi cheng long*, 望女成凤 *wang nü cheng feng*) to honor the family and ancestors, are now undergoing transformation from more focus on academics to more concern about children's happiness, mental health, and social and communication skills in preparation for both peer friendship and future employment (Chuang et al., 2018; Way et al., 2013). Besides, the Chinese government's one child policy that emerged in 1979 advocating that each couple has only one child has brought about new ideas on the purposes of child rearing (Ning et al., 1995). The traditional proverb that "children are reared to be a support in old age" (养儿防老 *yang er fang lao*) and filial support and care for elders (Gui & Koropecjy-Cox, 2016) are challenged by the nuclear family, and the notion that parents with one child are shifting toward a child-centered approach, as compared to parents with multiple children (Ngan-ling Chow & Zhao, 1996). Supported by more attention and superior human and material resources, the "only-child generation" has become the hope in their lives (Ngan-ling Chow & Zhao, 1996), and thus these parents' lives revolved more around their one child than was the case for parents with multiple children.

Linguistic Barriers

Language barriers were a salient factor for many Chinese immigrant families. Rosenbloom and Batalova (2023) found that Chinese immigrants are less likely to be proficient in English and speak English at home than the overall U.S. foreign-born population. About 57 percent of Chinese immigrants ages 5 and over reported limited English proficiency in 2021, compared to 46 percent of the total foreign-born population. Eleven percent of Chinese immigrants spoke only English at home, compared to 17 percent of all immigrants. Due to prior educational experiences in home countries, many Chinese immigrant parents see their place at home (Klein, 2008), where they are

used to speaking in native language to maintain heritage language and culture (Guo, 2011).

Limited English proficiency have been suggested as potential barriers for parent involvement among immigrant parents in general (Dyson, 2001; Harper & Pelletier, 2010; Ji & Koblinsky, 2009; Wong-Lo & Bai, 2013; Zhou & Zhong, 2018). Constantino et al.'s (1995) study indicates that the language barrier hindered Chinese immigrant parents from communicating with their children's teachers. Wong-Lo & Bai (2013) find that immigrant parents with limited English proficiency may feel uncomfortable with participation in school events or have difficulties communicating effectively with teachers.

Qin & Han (2014) also found that language was not only a problem for working-class parents with poor education, but also a barrier for middle-class parents with more specialized knowledge. "Parents often knew the technical terms and contents of different subjects in Chinese; however, their ability to help their children with schoolwork was limited by their lack of English language skills" (Qin & Han, 2014, p.14).

Knowledge Barriers

In general, unfamiliarity with the mainstream school system and school culture have been found as potential barriers for parent involvement among immigrant parents (Dyson, 2001; Harper & Pelletier, 2010; Ji & Koblinsky, 2009; Wong-Lo & Bai, 2013; Zhou & Zhong, 2018). Some research attributes the ineffectiveness of Chinese immigrant parents' involvement with schools to parents' unfamiliarity with content knowledge as well as knowledge of the U.S. school system. For example, Qin & Han (2014) found that some Chinese immigrant families had little knowledge of the steps necessary for their children to go to college. Twelve Chinese immigrant families in Canada interviewed by Zhou & Zhong (2018) stated that they "often felt intimidated to talk to teachers since they did not know what they can say and what not to say given their unfamiliarity with the Canadian school culture" (p.89).

Some studies indicate that parents from different ethnic and cultural backgrounds may view and interpret the meaning of parental school involvement differently (Juang & Silbereisen, 2002). For instance, in traditional Chinese culture (Guo, 2011) it can be viewed as rude for a parent to intrude into the life of school. Thus, Chinese American parents are more likely than European parents to spend time helping their children at home (Kao & Tienda, 1998; Li, 2005), unlike the European parents who may spend more time in their children's school for a closer parent-school relationship (Hill & Taylor, 2004).

Recent research by Wang et al. (2018) presents the results of interviews of 19 Asian immigrant families, the majority of whom were from China and were highly educated. This study found that "lack of knowledge among both parents and adolescents was the most common barrier mentioned by parents (89.5%)" (Wang et al., 2018, p.368). Specifically, some parents stated they had never heard of terms such as "bulimia or schizophrenia" and "the symptoms and causes of these mental disorders" (Wang et al., 2018, p.368), which led to "parents blaming adolescents or others for the problem instead of encouraging adolescents to seek professional help" (Wang et al., 2018, p.368). In the same study, other parents reported being unaware of mental health treatments, the difference between psychiatrists and psychologists, and the counseling process and what it involves.

Parents sometimes might misunderstand their teenagers and ignore their academic, social

emotional, and behavioral struggles and so on. For instance, to explain the widely acknowledged phenomenon that “parental involvement decreases as children grow older and is at its lowest level for children of secondary school age” (p.16), Hornby (2011) found that “adolescents are still considered to desire and benefit from their parents being involved in other ways, such as helping them with homework and making subject choices” (p.16). Similarly, in their study of 872 fourteen-year-old children in the U.S., Deslandes and Cloutier (2002) found that over three quarters of these adolescents were willing to show their parents what they learned or did well on at school, ask parents for ideas for projects, listen to parents tell them about when they were teenagers, and take-home notes, notices, and newsletters.

CHAPTER 3 METHODOLOGY

This chapter includes the theoretical framework that guides the study, an explanation of narrative inquiry and its use in here, a description of methods of data collection and analysis, and a discussion of issues of ethics, and trustworthiness, and researcher positionality.

Theoretical Framework

Epstein (2019) utilized a “better term” (p.19) to define parental involvement, which is “school, family, and community partnerships” (p.19). Partnerships are about the shared responsibility of parents, educators, and others in the community to help students succeed in school and beyond. “The term partnership includes concepts of involvement, engagement, participation, collaboration, and other favorite terms that show that people at home, at school, and in the community work together to improve schools and increase the success of all students” (Epstein, 2019, p.19).

To emphasize the roles of the school, the family, and the community in working collaboratively to influence “children’s learning and development” (Epstein, 2019, p.26), Epstein further developed the overlapping spheres of influence theoretical model, which includes external and internal structure (Epstein, 1995, 2019).

The external structure of the overlapping spheres of influence model (See Figure 1) shows that some sections are conducted separately, while other sections are conducted jointly by schools, families, and communities. “The areas of overlap indicate that the family, school, and community share responsibility for children’s success in school” (Epstein, 2019, p.189). Various experiences, philosophies, practices from schools, families, and communities draw the spheres together or pull the spheres apart, resulting in “more or less overlap—more or fewer connections between individuals in the three contexts” (Epstein 2019, p.189). The practices and extent of overlap change over time with age-appropriate activities such as higher grade level and with students’ increasing participation in communications and decisions about their education (Epstein, 2019).

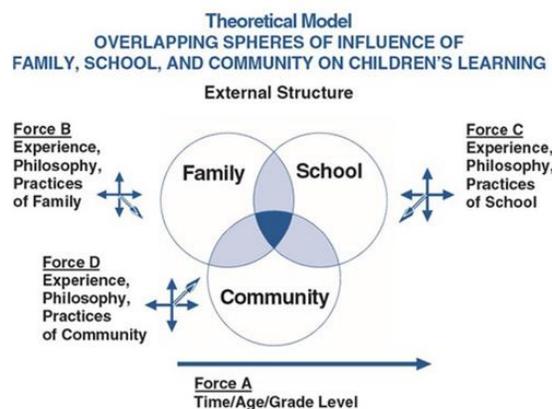


Figure 1. Overlapping Spheres of Influence Model - External Structure (Epstein, 2019, p.194)

When people in schools, families, and communities communicate and work together, the interactions occur. The internal structure of the overlapping spheres of influence model (See Figure 2) demonstrates the complexity and essentiality of “interpersonal relations, interactions, and

patterns of influence occur between individuals at home, at school, and in the community” (Epstein, 2019, p.29). “Connections of home, school, and community may be at an institutional level—involving all families, children, educators, and the community, or at an individual level—involving one teacher, parent, child, community partner, or a small group” (Epstein., 2019, p.189).

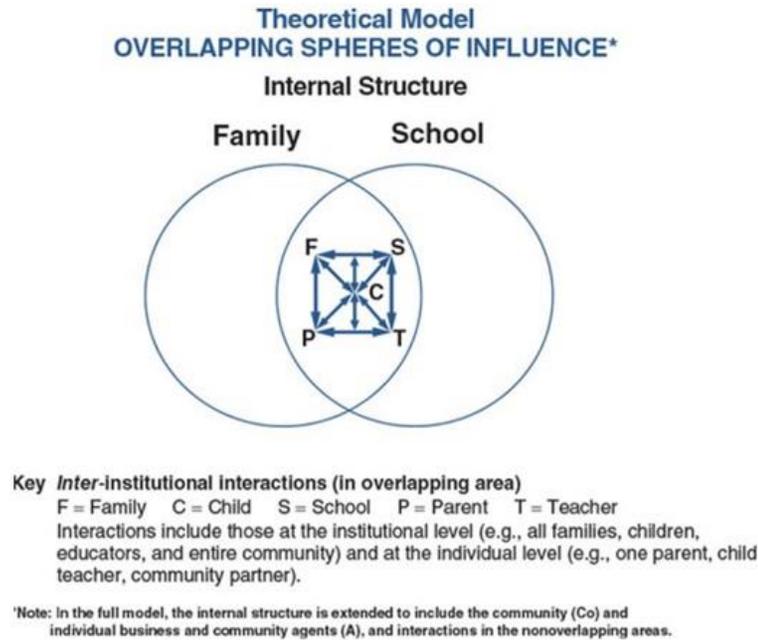


Figure 2. Overlapping Spheres of Influence Model - Internal Structure (Epstein, 2019, p.194)

No matter in the external or internal structure, “the child is at the center of these interactions and is the main actor in education” (Epstein, 2019, p.189). In fact, successful students aren’t produced through school, family, and community partnerships, but by the engagement, guidance, energization, and motivation through partnership activities to stimulate students to produce their own successes (Epstein, 2019).

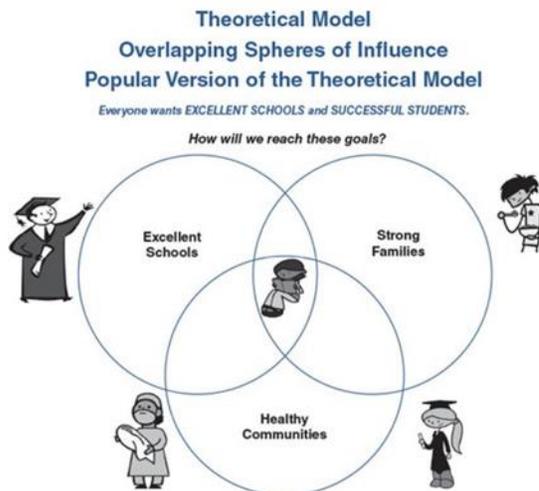


Figure 3. Overlapping Spheres of Influence Model – Popular Version (Epstein, 2019, p.195)

Figure 3 used animated images of the spheres of influence to provide a quick view and basic understanding of the importance of meaningful connections of excellent school, strong families, and healthy communities for students' success (Epstein, 2019). Teachers and administrators create family-like schools, recognizing each child's individuality, making each child feel special, valued, and included, and welcoming all families (Epstein, 2019). Parents create school-like families, recognizing the importance of school and school related activities while encouraging children's education success (Epstein, 2019). Communities create both school-like opportunities by recognizing and rewarding students' efforts and success, and family-like settings, services, and events by facilitating families in children's education success (Epstein, 2019).

Narrative Inquiry

The term narrative inquiry was pioneered by Clandinin and Connelly in 1990 when describing an already developing approach to teacher education that focused on personal storytelling. At the beginning of their book *Narrative Inquiry: Experience and Story in Qualitative Research*, Clandinin and Connelly (2000) narrated the conceptualization of narrative inquiry as a research methodology. First and foremost, strongly influenced by John Dewey's two criteria of experience—continuity and interaction—as well as by his notion of situation, Clandinin and Connelly (2000) “learned to move back and forth between the personal and social, simultaneously thinking about the past, present, and future, and to do so in ever-expanding social milieus” (pp. 2-3). Narrative inquiry also draws inspiration and insights from the humanities and social sciences including anthropology, psychology, psychotherapy, organizational theory, etc. One commonality for narrative researchers, is the idea that “experience happens narratively. Narrative inquiry is a form of narrative experience. Therefore, educational experience should be studied narratively” (Clandinin & Connelly, 2000, p.19).

Narrative inquiry can offer unique insights in efforts to understand people's lived experiences. According to Creswell (2018), it is one of the most commonly used qualitative research methods. People make their lives understood by telling their stories. Those stories do not exist in a vacuum, and they are constantly rebuilt according to new events composed of a lifetime of personal and community stories. Narrative inquiry “arises from puzzles around people's experience” (Caine et al., 2013, p. 576) and enables researchers to present the narrators' holistic experiences with complexity and richness. In order to inquire into experience, researchers utilizing narrative inquiry “must begin their inquiries with narrative self-studies into their own experiences” (Clandinin & Caine, 2008, p.543). Effective narrative inquiry involves collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus (Clandinin & Connelly, 2000). Clandinin and Connelly (2000) emphasize the active involvement of participants as central to their work. The researcher needs to collect extensive information about the participant and needs to have a clear understanding of the context of the individual's life. It takes a keen eye to identify in the source material that gathers the particular stories to capture the individual's experiences (Creswell, 2018).

In this study, a narrative epistemological stance originates from Connelly and Clandinin (1990) and their concept of the three-dimensional narrative inquiries, that is, research which explores

temporality, sociality, and place, along the dimensions of time, place, the personal, and the social. Temporality is the continuity of the experience, including past, present, and future in a chronological dimension. Sociality means the social aspects that influence the experience. They could be social, cultural, institutional, familial, linguistic etc. Places “attends to the specific concrete physical and topological boundaries of inquiry landscapes” (Clandinin & Connelly, 2000, p.51). Specifically, narrative inquiry in this study explores new Chinese immigrant parents’ involvement through the dimensions of temporality, sociality, and spatiality. The aspects among these dimensions provide an exploratory structure for narratives surrounding parent involvement experiences in a public high school. For example,

- Temporality – what were the parent involvement experiences prior to the U.S.? How will the past parent involvement experiences influence the experiences after they move to the U.S.? What are their current parent involvement experiences?
- Sociality – social, cultural, psychological, and personal influences on parent involvement. How is their parent involvement impacted by the factors in terms of social, cultural, psychological, personal, and other factors?
- Spatiality – surroundings in both China and the U.S. What are the differences between values and practices on parent involvement in China and the U.S.?

Narrative inquiry not only provides a deep understanding of the investigated phenomena, it also provides a rich vibrant narrative presentation of findings for the reader and user of research.

Data Collection

The one-on-one semi-structured interviews in Chinese and my observation during the interviews were conducted through an in-person meeting in a private, relaxed, and comfortable environment. Before the interview, I would start with my own personal stories of Meng Mu San Qian so as not to distance myself from the participants. My special interest and purposes in this research were repeatedly and continuously delivered to and negotiated with the participants. “Therefore, the way we enter the inquiry field influences what we attend to... Field texts, in an important sense, also say much about what is not said and not noticed” (Clandinin & Connelly, 2000, p.93).

Additionally, carefully selected and deliberately designed bilingual questions, being asked in a conversational and personal tone, helped make the participants more relaxed and comfortable.

For privacy reasons, I didn’t record videos but used a voice recorder and my iPhone as a backup to record our talk. Tape recorders were important in order to get the genuine stories. While listening and communicating, I also took field notes, if necessary, about the participants’ key words and feelings. In fact, the data collection and meaning making in the narrative research took place simultaneously. Member checking included repeating the uncertain meaning for the participants’ clarification. I also wrote a personal reflection after each interview as a journal entry.

All the recordings in the format of MTP files were encrypted with a password and saved in name of “Voice_Fake Name_Date” in a hard disk in my laptop and my personal hard drive. The transcription could highlight the researcher as a listener or a questioner, emphasize the interaction between the researcher and the participant, and convey a conversation that moves through time or

include shifting meanings that may emerge through translated material. (Creswell, 2018, p.72) I used a software named “Xunjie 迅捷” to assist me with the transcriptions, and compile a separate word-by-word Word document in Microsoft Office Windows 10 regarding each interview. The document has a total of 106 pages including 137,670 Chinese characters. According to the research needs, I later translated from Chinese to English the important part of the documents that I planned to summarize or quote in my research. Field texts were continually referenced by narrative inquirers and needed to be “routinely and rigorously kept” (Clandinin & Connelly, 2000, p.95). All the Word documents in both Chinese and English were encrypted with a password and saved in name of “Date_Fake Name_Chinese/English” in a hard disk in my laptop and my personal hard drive.

Besides, being context-sensitive is considered essential to narrative inquiry (Czarniawska, 2004). Narrative researchers situated individual stories within participants’ personal experiences (their jobs, their homes), their culture (racial or ethnic), and their historical contexts (time and place), which were embodied in the well-designed questionnaire.

Data Analysis

Recording, listening, transcribing the stories were only one step. Later, I explored the use of the valuable field texts, not limited to parents’ personal stories, field notes, journal writing, recruitment letters to participants, participants reply letters, conversations, research interviews; family’s stories and life experiences. Field texts were essential because narrative inquirers need to be sensitive to the temporal shifts that take place in all sorts of ways at any point in time. The tape recorder freed me to participate, observe, and take notes in the conversation. During the interview, I tried to write down as many details as I can, as I valued an old Chinese saying, “Good memory is not as bad as bad writing” (好记性不如烂笔头 hao ji xing bu ru lan bi tou). Field notes were written in detail with interpretive content. A minor expression, shocked, sad, smiling, were indicated in my journal notes during the in-person interview. Usually in a matter of seconds, a conversation with the Chinese-born parents’ participants often changed regarding place and time, from their home town to different places in the U.S., before the year they arrived in the U.S. to the current; a discussion of their child at home, in the classroom, a reference to his pre-immigrant parent involvement experience, an interpretation offered from a traditional Chinese cultural and values perspective, and a reference to the challenges migrating to a strange public high school in an unfamiliar country. Writing the journal entries could be time-consuming, but the timely records with fresh memory and reflection then and there were proved to be a powerful backup and amendment for the later analysis and discussions. I tried to keep in mind and interwoven all the details of place, time, and the complicated personal and social relationships and networks within the three-dimensional narrative inquiry of temporality, sociality, and spatiality. As Clandinin and Connelly (2000) stated, “A sensitive inquirer will spontaneously, almost without forethought, live these shifts in place and time and along the personal and the social” (p.91).

Ethical Considerations

Confidentiality and Anonymity

To protect the identity of the participants, each chose one letter from the twenty-six letters as their family pseudonyms, accordingly, the first letter of their child's pseudonyms started with the family pseudonyms (e.g., Adam is the son of Family A). Further, other details that could potentially reveal identity were deleted or replaced in interview transcriptions in order to ensure anonymity and work toward confidentiality. The school's name was also be replaced by a pseudonym.

Voluntary Participation

Participants came forth voluntarily and were notified that they might withdraw from the study at any time. They were also notified in written form, that participating in this study, or declining to participate, would not have any consequences. All participants, whom I interviewed at the time of data collection, were informed that their participation in this study would not impact their relationship with the school. All participants were notified that all data to be collected would be solely for the purpose of a possible contribution to the field of education. In case any sensitive issues might come up throughout the data collection phase of this study, I would discuss them at length with my capstone project advisor.

Issues of Trustworthiness

Guba (1981) define four criteria for trustworthiness: credibility, transferability, dependability, and confirmability. These criteria are interconnected and essential to the reliability of a study and our need to take note of it.

Researchers show and demonstrate their trustworthiness by explaining the process they underwent to document their study so that it may be duplicated, and so that a reader may understand the relationship between the data and the analysis offered by the study.

During the study, I disclosed the purpose of this research to all participants, and kept them informed about my personal and professional connections to this work, so that participants would potentially understand not only the ethical risks involved in their participation, but also the ways that my own biases might affect the outcomes of the study.

Limitations & Delimitations

Limitations

There were only five Chinese immigrant parents, and this small number might limit access to a more diverse sample. Besides, my own personal involvement experiences might be different from others, and might lead to bias in my perspective and analysis.

Delimitations

First, the study focused on five Chinese immigrant parents with children in a suburban public high school in the mid-western U.S. All the participants are my acquaintances, who could contribute data with high quality rather than mass quantity and less quality based on the mutual trust and understanding for more than four years of common experiences in the U.S.

Second, the study was conducted with a narrative inquiry, which best fit my research questions. As Creswell (2018) stated, narrative research was best for capturing the detailed stories

or life experiences of a single individual or the lives of a small number of individuals. Thus, the size of five would delimitate the fact of limited samples.

Third, as a student having completed doctoral-level qualitative research method courses, I know how important it is to observe and analyze as an outsider rather than only an insider, in order to show my professionalism and trustworthiness through the whole process of research.

CHAPTER 4 FINDINGS

The purpose of this research is to describe and analyze the involvement experiences of recently arrived Chinese immigrant parents in their children's education in XYZ high school, a suburban public high school in the mid-western U.S., with the intention of recommending specific changes that can help improve their involvement. To achieve this purpose, in this chapter I will explore the biographies, school involvement experiences (drawing on Epstein's six-type model), and conclusions of five Chinese immigrant parents, all of whom have a less-than-five-year living period in the U.S. (in this study 2017-2020). Different thematic subheadings will be presented to document their narratives of moving to XYZ high school district. The length and depth of their experiences are fundamentally based on their contribution and sharing during the interviews. The sequence of the stories presented hereafter follows the sequence of the last pseudonym of the participants.

Meng Mu San Qian's Biographies of Moving to XYZ High School

Mrs. A- I came here to work. But why did I apply for this job? It's for my child to go to school. (我来是工作, 但为什么申请来这工作? 是为了孩子上学。)

In June 2018, Mrs. A arrived in the U.S. with her husband and their only son Adam, who just completed Grade 7 in Shanghai, China. Mrs. A accepted the job offer in the U.S. mainly for Adam's education.

While in China, both Mr. and Mrs. A were very busy with work, and Adam used to eat the meals alone cooked by the babysitter, or wait to eat with his parents until seven or eight o'clock in the evening. Mrs. A was mainly involved in Adam's education, such as homework signing, tutoring and the like. Although she was busy with work, Mrs. A still felt inexplicable pressure every time she heard from friends, classmates and colleagues who were eager to talk about enrolling their children in remedial classes. Therefore, searching for weekend tutoring information, registration for Adam, and transportation became important tasks for Mrs. A during the weekends. As the parents were busy with their own work, and family life was lacking, gradually, Adam's condition worsened, and he was addicted to computer games. Mrs. A was worried that Adam would not be able to enter a university in China in the future, explaining that because in Shanghai, junior high school had a very high entrance threshold, under normal circumstances "about 50% of the children could not enter ordinary high school then go to university in the future, but could only go to vocational high school then to work." (Mrs. A, April 17, interview) This was unacceptable to Mrs. A. At that time. Occasionally, Mrs. A heard that teachers in the U.S. encouraged children to be "sunnier" (Mrs. A, April 17, interview), which specifically gave Mrs. A an impression that United States teachers were friendlier and gave more positive energy to their students, which could help the children to be more mentally positive. Then she "blindly" (Mrs. A, April 17, interview) thought that it would be good to come to the U.S. to study, believing that as long as Adam was healthy and had a good mindset, he would be fine.

When we first came here, I thought, wow, everything is beautiful, you know? I just felt that everything was beautiful in life. We had a lot of time to eat, and the three of us could play in the community, and

Adam played basketball with his dad. Adam had a soccer training three or four times a week, and he was also very happy. At that time, I thought it was really good. Though I heard that everyone had that kind of adaptation problem, it seemed that my child had already adapted very quickly and happily, and everything was just good at that time. (Mrs. A, April 17, interview)

After completing Grade 8 in a local junior high school, Adam went to XYZ high school in 2019. By the time the interview was conducted, Adam had studied in XYZ high school for three years. When asked how she learnt about XYZ high school, Mrs. A explained,

I didn't hear about this high school or had a school tour, but I chose this high school after I came here. Because I had a friend who did the same too. Well, we worked in the same company, and my friend also relocated to this school district. Besides, before I came here, I also knew my current boss. Both my friend and the boss recommended me to live in this area, saying that both junior high school and secondary high school were better. (Mrs. A, April 17, interview)

But gradually, many problems emerged. For example, Adam continued to be addicted to games, disliked that Mr. A was unemployed in the United States, and the relationship between husband and wife was very tense. By and by, Mrs. A often lost her temper at Mr. A. Before the outbreak of the COVID-19 pandemic, Mr. A had to return to China to find a job. Not long after, XYZ High School started remote learning. Adam gradually stopped attending classes and often fought with Mrs. A, staying in his room playing computer games at night and sleeping in the daytime. Soon his grades deteriorated, and he even dropped out of school. During this time, Mrs. A even thought of returning to China. Encouraged by a therapist located in China who had a similar experience, Mrs. A began to change her mind, realizing the importance of seeking to turn bad things into good things.

When the family was extremely bad, it was actually the beginning of its turnaround in a sense, whether it was extremely peaceful or not, that is, after Adam changed to that state, I was forced to reflect on what happened to this family, what's wrong with me, and how I could get this child back on track. (Mrs. A, April 17, interview)

After staying in China for more than one year, Mr. A finally decided to return to the United States and reunite with the family, Adam continued his study at XYZ high school, and the couple made changes in order to create a harmonious family atmosphere. "At least when the child came back, we would seldom argue in front of him. When he was around, we both got along as harmoniously as possible, making him feel the harmony between the two." (Mrs. A, April 17, interview) In private, the topic of discussion between the husband and wife has changed from the previous priority of academic performance to the priority of children's mental and physical health. Now, for Mr. and Mrs. A, as long as Adam could graduate from high school, if he could continue to go to college, even a community college, and chose his favorite major and career, they would be happy.

***Mrs. C- I'm here to study, can I say study? This is for the education of my children
(我来这是学习, 我可以学习吗? 就是说是为了孩子们的教育)***

In April 2019, Mrs. C and her two sons arrived in the U.S. from Shenzhen, China, leaving her husband at home responsible for making money. Mrs. C's elder son, Chris, who was always "other people's child in many parents' eyes," meaning he was a role model and performed excellently in

school, had completed Grade 9 with honors in Shenzhen before transferring to XYZ high school, where he had studied three years and was in Grade 12 when the interview was conducted. The reason for Mrs. C's choice of XYZ high school for Chris was because of acquaintances.

My husband's classmate living here was the only one we knew in the United States at that time. Because he said that this XYZ high school was very good, then I checked it myself. Well, yes, so we decided to live here as soon as he recommended it and after a short visit around this area in 2016. (Mrs. C, April 25, interview)

Right before the start of the interview, Mrs. C asked me whether the other participants cried during the interview since she was not aware what kind of questions I was going to ask and thought that she needed some tissues so as not to interrupt me in the middle. She narrated that "the process of going abroad is really painful" (Mrs. C, April 25, interview).

Before coming to the United States, Mr. C's job was to earn money. Mrs. C was a "full-time mother" (Mrs. C, April 25, interview). She was fully responsible for the education of her two sons.

One of the merits of my husband's role in our family was that he was an absentee master, he basically followed what I said, because he didn't participate, and he didn't want to participate as well, so he had no right to speak. (Mrs. C, April 25, interview)

In addition to daily necessities while in Shenzhen, the main parent involvement for Mrs. C had included reminding her sons to complete homework on time, following up their study progress and test results, keeping regular communication with the teachers, volunteering for some activities initiated by the school, and participating in the parent committee. The parent committee often organized some activities in the class, such as the celebration activities during the class meetings after the monthly exam. Regarding children's education, the husband and wife would only talk if they had problems, and they would not talk if they had no problems. Usually, the most discussed topic would be school education and academic performance, and the least would be family life. When asked to rank the popular topics that the couples used to discuss in order, Mrs. C murmured, "I actually don't even know what family life really means" (Mrs. C, April 25, interview).

But after living in the United States for three years, the merit of Mr. C's "absentee" seemed not attractive to Mrs. C.

I found that Americans have a strong family concept. When in China, it is basically the father who earns money, and the mother takes care of the family affairs including educating their children. But after coming here, I found that fathers have been involved in a lot of family life, not just working to earn money. Yes, this was a big shock to me. I said, oh, it turns out that Dad doesn't just need to make money, he doesn't just need to do this one thing. (Mrs. C, April 25, interview)

Under normal circumstances, Mr. C originally planned to visit his wife and children once every six months and stay with the family for four or five months during the visit. However, during the COVID-19 pandemic, due to the reasons such as air traffic restrictions, air tickets prices, and the transportation policies, Mr. C had to stay in China and separate from his family for a year and nine months. Fortunately, during the time when the interview was conducted, Mr. C had been reunited with his family in the United States for half a year, but he could not return to China for the same reasons in the pandemic. Different from before, Mrs. C found that there was a barrier in communication between the husband and wife, and parent-child relationship.

The longer I have been in the United States, the more I will accept some ideas and lifestyles here. My difficulty and challenge are to communicate with my husband, because he is basically in China, and he is still very Chinese. You know when my younger son was playing the violin that day, his father kept on saying, oops, why are you playing the same as you played the first day when I was here? Do you know what my son said? EVIL GUY, Dad is EVIL GUY. I said don't say that. Dad can't appreciate it. His ears can't hear it because he doesn't understand music. But deep in my heart, I don't think American parents would say like that. They will encourage their children, which I may not have realized it before. But now I realize that, oh, it can be expressed in this way. You should learn from others if it is a good thing, you have to accept it, right? So, this is the biggest challenge. (Mrs. C, April 25, interview)

Mrs. C had two sons and she felt “extremely blessed” (Mrs. C, April 25, interview) to have her second son. The two sons were nine years apart, and their relationship was also very good. In her opinion, having two children is really better than being an only child,

Maybe because Chris is the elder brother, and because his father has been away in China for a long time, I think he has taken on a lot for me, such as helping me cleaning up the room, cooking, and shopping. Sometimes when I was tired or not free, I would ask Chris to take care of his younger brother. Then if his younger brother did something wrong, Chris would also educate him and play with him. At times when I had a conflict with my younger son, I often said to him, ‘if you don't believe me, ask your brother’, then he would turn to his brother. I think having two children is helpful both emotionally or in terms of interpersonal relationships. Therefore, Chris is not so self-centered. (Mrs. C, April 25, interview)

After living in the United States for three years, Mrs. C no longer paid more attention to Chris's studies than she used to in China, but now she would care more about his life skills and interpersonal relationships. For example, she reported that she would tell Chris things like,

You don't just need to have good grades. Because you are a boy with multiple identities, you will also have to undertake certain housework after you get married in the future. If you have a wife and children, you will have to undertake and share some housework with your wife and take care of your children instead of saying that I just need to fulfill one duty, that is to work to earn money. I say this because that's a typical pattern I've seen from your dad. Yeah, I don't think that's okay. (Mrs. C, April 25, interview)

Unsatisfied with being a full-time mother, Mrs. C has been studying at a community college and planning to take a nurse's license.

I always thought I had a goal, but I didn't have the energy to do my own things because I was taking care of the children. Because when I was in China, I might have four or five hours a day to pick up and drop off the children, and then I had to cook for two or three hours. I have very little time to catch my breath. Now I just need to prepare for a simple breakfast, and then the school bus is at the gate. I feel that my material conditions can no longer be better. I am very satisfied, so I can pursue what I want to do. I feel like I have to focus on myself. Because Chris is a grown-up already. I just need to let my younger son form a good habit, and put myself in a learning state, and I can also set an example for my sons. Why don't we do that? We will get two birds by one stone. Right? (Mrs. C, April 25, interview)

Mrs. O- I'm here for my child's education. My husband's business is in China, and there are a lot of things to deal with, so he just travels around and takes care of making money. Then we live here.

(来这是为了孩子的教育。我先生在中国有业务，所以有很多事情要处理，所以他就是两边跑吧，兼顾着赚钱，然后我们在这边生活。)

In February 2017, the O couple and their only daughter Olive came to the United States from Shanghai, China after Olive finished fifth grade in a local elementary school. Mr. O had his own company, and the family's economic conditions were relatively good. For Mrs. O, going abroad was simply an “impulsive” (Mrs. O, April 18, interview) thought, which the couple had not prepared for when they suddenly learned that their visas were approved. On the same day, the furniture they just bought was on the way to their newly renovated house. “We thought this was a good opportunity, so we wanted to go out and have a look. Well, then we just came out without any preparations” (Mrs. O, April 18, interview).

When she was in China, Mrs. O was mainly responsible for participating in her daughter's education, including cooking, enrolling in cram schools, transportation, attending parent meetings, communicating with the teachers, and participating in volunteer activities initiated by schools or teachers, such as giving small gifts to teachers on festivals, assisting with parking the students' bikes in the school's parking spaces, and some manual labor, etc. As Mr. O was very busy and often on business trips, his main responsibility was making money, taking the whole family out to travel, and sharing parent-child moments during the holidays. The couple usually talked about Olive's education once a week or once a month. The topic of family life such as where to travel for their next holidays was ranked first, followed by school education and academic performance. In general, Mrs. O had no expectations for Olive's academic performance. She just wanted to let Olive come to the United States with her parents to “broaden her horizon, as long as the teachers wouldn't come to the parents” (Mrs. O, April 18, interview), because in Chinese public school, usually it is the teachers who take the initiative to contact the parents if needed. Regarding whether Olive could go to a prestigious school, although the couple did not have a clear goal of going to a top ten university in the United States, they still have some expectations.

Of course it's better if you go to Ivy League, right? If you could go to Ivy League, then who wouldn't want it, right? We are also proud to say it, right? But if you could not, we won't have a great sense of loss or something. Our starting point is that you have come to a free platform like the United States, which means there are many opportunities. Then you have to do what you like to do. It's not about how much money you're going to make or what else, maybe it's more about hoping that she can broaden her horizons. (Mrs. O, April 18, interview)

At the beginning, the family lived in a busy downtown area, where Olive spent three years and finished her Grade 8. While living downtown, the family made some friends, who lived there for many years. They used to ask the family why they sent their daughter to school in this area rather than moved to the suburbs, where there was a great high school called XYZ. Then the family decided to move to the suburb after walking around and looking at the houses nearby.

We didn't visit the school. Because every time when we chatted with others, they would say that XYZ high school was very good, that was to say, everyone said that they had heard of the school, or that it

was good. Then you would think that such a good school should not be wrong anyway. Actually, I didn't know many of these things, including the fact that schools here were open to the public, which meant that anyone could go in for a visit, etc. (Mrs. O, April 18, interview)

Living in the suburb, Olive began her Grade 9 at XYZ high school, where she had studied for three years and was in Grade 11 when the interview was conducted. During their time in XYZ high school, the parents' roles in Olive's education changed compared to what they had been in China. Now Mr. O was mainly responsible for Olive's education, including inquiries about her academic performance, homework guidance, extracurricular classes enrollment and communications with teachers. Besides daily necessities such as cooking and cleaning, Mrs. O began to focus on Olive's social emotional aspect, and to coordinate and reconcile the conflicts between the daughter and her father. This kind of conflict between families became more apparent during the epidemic.

I felt like we quarreled a lot during the first half year of the COVID-19 pandemic when I didn't care about my husband's affairs, and neither did he care about mine. At that time, I had a sudden feeling that we had been married for more than ten years but we didn't understand each other at all. Though we were together every day, we had quarrels on small things such as cooking. Sometimes when one came in without knocking, the other would complain. When we sat around the table for dinner every day, we had nothing to talk about. Well, it's embarrassing, and I had the feeling that I didn't want to have dinner with him. Then gradually, Olive might also be affected by this atmosphere. It seemed that although she was learning online in her own room and didn't know what happened to her parents, she could feel that the family atmosphere was not particularly good, then she didn't want to go out of her room. At that time my husband didn't pay much attention to the teacher's emails, and we just asked Olive if she could solve the problems herself. When she replied that she would go to the teacher, we thought anyways she would go to the teacher, so let her reach out to the teacher herself. Then as there were more and more emails from the school, and the teachers often called us, and then we realized, oh, the seriousness of the matter. (Mrs. O, April 18, interview)

It was also at that time that Mrs. O began to realize that building mental health is crucial to cultivating a child's "sustainable character" (Mrs. O, April 18, interview), as she narrated her understanding of psychotherapy as follows,

If not being exposed to psychotherapy before, I didn't mean rejection, but would think it unbelievable. Why did you need such a help? It's the feeling like how someone could turn things around with just a few words. Likewise, you didn't realize that language is a very lethal, or a very powerful thing. (Mrs. O, April 18, interview)

After Mrs. O received psychotherapy herself for a while through an online psychotherapy platform founded in China, she realized that psychotherapy to her alone was not effective. One day, Olive fought against her father again. Mrs. O had to reconcile the two of them. She was not in good health that day and felt helpless because she couldn't manage her emotions, so she told Olive,

"It's impossible for mom to stay with you for the rest of your life, right? You have to learn to find a method, which I'm putting in front of you now. And you can decide whether or not you want to use it. I will deposit enough money in this platform. If you have a fight with your dad and feel that you want to shout at him, or you want to vent your emotions, then you may choose whether to call this online

therapy”. In fact, I think the effect is quite good. (Mrs. O, April 18, interview)

Though Mr. O questioned the qualifications of the therapist and refused to spend money talking with the therapist online, when the mother and daughter made changes day by day, the family relationship gradually became more harmonious. The husband and wife now basically talked about their daughter’s education every two or three days. During the conversation, their priority topic was Olive’s physical and mental health, followed by external communication and interpersonal relationships. Then there is family life, behaviors at home or school, and school education and academic performance, which they had once paid much attention to in China, began to become the least important topic.

Mr. J- For one thing, I personally prefer a free lifestyle. In addition, I have a fanatical interest in land, and of course it includes giving my children one more opportunity to choose and education being considered as well

(一个是我个人比较崇尚自由的生活方式, 另外我对土地有狂热的爱好, 当然还包括给小孩多一种选择的机会, 教育也有考虑过)

Mr. J had traveled between China and the U.S. for several years before he resided in the U.S. with his elder daughter Jade from Hangzhou, China in July 2018, while his wife and the other two children were still living in China and waiting for their visas. Jade completed Grade 8 before moving to XYZ high school, where she had studied for almost four years when the interview was conducted.

Mr. J did well at school in China, but he believed that what he learnt at school, including good grades, or contest winners, were based on “mountain of homework” (Mr. J, April 27, interview). In other words, “sea of questions tactics” (*ti hai zhan shu*) (Mr. J, April 27, interview) just meant doing all the questions one by one, but in fact, it doesn’t necessarily mean that he had learned it well. Then Mr. J learned that the Americans paid more attention to quality education, “the way of learning in the United States is relatively in a free style.” (Mr. J, April 27, interview) So he wanted to move to the United States and give his children more opportunities. “Of course, after coming here I learnt about later, that the United States may not have paid more attention to such things as quality education, but at least I thought so at that time.” (Mr. J, April 27, interview)

In fact, two months before Mr. J and Jade’s arrival, he purchased a house in the school district without having a school tour in advance. “I have friends living near here. I heard from them that this school district is better. At that time, I was considering public school rather than private school. So, I checked the score of XYZ school, which was more important to look at when purchasing a house.” (Mr. J, April 27, interview)

While in China, Mr. J was only busy with his company affairs, and basically seldom involved in Jade’s education except playing with her and “helping her develop various extracurricular knowledge through play.” (Mr. J, April 27, interview). Mr. J generally didn’t talk about Jade’s education with his spouse. If he did, Jade’s school education and academic performance must come first. Thus, Mrs. J and Mr. J’s parents were more involved in Jade’s education. Their main responsibilities included supervising Jade’s homework, registering extracurricular classes, picking up, and participating the regular parent-teacher meetings.

I talked less about the textbooks with Jade because I had a bad temper. When I failed to make her

understood about the textbooks after a trial of several times, my voice would get louder, so Jade didn't want to talk with me anymore. On the contrary, if I taught her some things through playing, we would have a better parent-child relationship. Because my father was a retired teacher and he was relatively patient, Jade liked him to teach her. So, at that time, it was mainly grandparents, especially grandpa who would be more patient in tutoring and teaching Jade. But on the other hand, grandparents became doting on her, and letting her do everything. That was not a good thing, and there would definitely be conflicts between my parents and me. For example, once I told Jade that she was not allowed to eat before finishing her homework. Then the grandparents gave her something to eat secretly when she hadn't completed her homework at all. But this was normal, because grandparents loved her more. (Mr. J, April 27, interview)

Due to the COVID-19 pandemic, people had to wait a longer time to obtain their immigrant visas. It was not until the end of 2021, almost three and a half years after Mr. J and Jade resided in the U.S., that Mrs. J and their two other children finally arrived in the U.S. and the whole family finally united, which was at least one year later than they had originally expected.

Therefore, after arriving in the United States, Mr. J became mainly involved in Jade's education, and the content of his participation changed with the growth of Jade.

When Jade started her ninth grade, I checked the school emails very carefully to know what was going to be done, and I would cooperate for sure. For example, I helped her choose courses, and accompanied her to participate in chorus performances. In addition, I gave her some theoretical support, such as telling her what kind of friends to make. But when she grew up, especially after the third year of high school, she didn't listen to me that much and had her own thoughts. At that time, I felt that my involvement was just futile, and it even became a kind of pressure for her. I knew adolescents were particularly disgusted with some things. So at that time, I gradually stopped my involvement, which was useless. On the other hand, it was the time to cultivate her own independent ability. For example, in the third and fourth year, I just let her decide which courses to choose on her own, so I wouldn't participate. Once in her third year, I occasionally checked her test scores and academic performance. But now she was a senior, old enough to take care of herself. (Mr. J, April 27, interview)

Located in China, Mrs. J basically didn't participate in Jade's education except "psychological counseling" (Mr. J, April 27, interview), that was to answer Jade's phone call and chatted with her when she didn't feel well. The couple rarely talked about Jade's education. If they did, they mainly talked about school education and academic performance, behavior at home or school, and physical and mental health. The communication between the grandparents and Jade was completely different now, and the grandparents had become "more encouraging" (Mr. J, April 27, interview) to Jade, not just telling her what to do as they did before. "Since they stayed in China and didn't understand the specific situation here, and because there was less communication, the conflict basically did not exist at all." (Mr. J, April 27, interview)

Regarding to the aspirations of Jade's future, before coming to the United States, Mr. J felt that because he could not do what he liked when he was young, he hoped that Jade could do whatever she liked. However, while in the U.S., there's a little change and he once tried to suggest some traditional careers, such as doctors and lawyers that he longed for, "But Jade didn't like it, it's useless to persuade her. My biggest hope now is that she can do whatever he wants to do.

Though it keeps on changing, I will remind her and analyze for her appropriately.” (Mr. J, April 27, interview)

At the end of the interview, I learned that Jade had accepted an offer from one university, which was not the “safety” (Mr. J, April 27, interview) university that Mr. J had expected when they first came to the United States. Mr. J explained, “I thought she might be better, in fact, I was a little disappointed that she didn’t go to the university that I expected when we just arrived in the United States four years ago.” (Mr. J, April 27, interview)

Mr. T- I’m here for education, my child’s education.

(来这是为了教育，孩子的教育)

In January 2020, Mr. T’s family came to the United States from Beijing, China. At that time, their only daughter Tina finished the ninth grade. Through “the recommendations of friends and the ranking of the school” (Mr. T, April 30, interview), the T family settled in the XYZ school district without visiting the school in advance. Both Mr. and Mrs. T obtained their doctoral degrees in China. The purpose of their work in the United States is for their daughter Tina’s education. Soon after Tina began to study in XYZ High School in February 2020, the school announced the start of remote learning. Tina had been attending XYZ High School for two years at the time of the interview.

Whether in China or the United States, the T couple’s involvement in Tina’s education was very stable, continuous, and rarely changed, as is shown in the following aspects:

First, apart from attending two or three parent-teacher meetings in one semester when they were in China, the T couple’s participation remained the same, that is, they participated equally and did not divide the work, and the main responsibilities included mentoring Tina’s study and caring for her mental health.

Second, the T couple often talked about Tina’s education. Whether in China or the United States, physical and mental health came first, followed by school education and academic performance, then communications and relationships, behavior at home or school, and finally family life.

Third, Mr. and Mrs. T were consistent in their aspirations for Tina’s academic performance and future careers.

She can get good grades, be promoted to a high-ranking university, and get advanced degree. Yes, I have such aspirations, but meanwhile, I hope that she will study a major that suits her and interests her in the future. This is more important. In addition, financial stability in the future career is enough. She doesn’t need high income, just need to have her own interests, and be able to do what she is doing.
(Mr. T, April 30, interview)

During the interview, around half of the time, Mr. T was complaining to me about an unpleasant communication experience with some school teacher. He confirmed with me several times whether the research was anonymous and asked me the purpose of the research and whether the research results could be reflected to the school, hoping to get attention. It seemed that Mr. T had a dissatisfying experience in communicating with the school. He thought that when choosing a school in the future, the parents should focus on “whether the school suits their children rather than the school ranking, because it (the ranking) is useless.” (Mr. T, April 30, interview)

Summary

According to Table 1, in general, all the participants came to the United States after 2016 from large cities and belonged to the middle-class based on variables of income, education, and occupation. For example, Mr. T was from Beijing, Mrs. A and Mrs. O were from Shanghai, Mr. J was from Hangzhou, and Mrs. C was from Shenzhen in China. All these cities are well developed economically and culturally, and well known globally. These parents and their spouses have accepted a good education in China, the highest diploma they completed was at least associate's degree. They moved to the U.S. for their children's education and selected XYZ high school by words of mouth. The participants' English proficiency levels are conversational, meaning that they can carry on a conversation, although not fluently and may still express uncertainty in their choice of words or proficient, indicating that they have a high level of comfort with the use of a language in spoken or written form, but aren't yet at the level of a native speaker. However, their spouses' English proficiency levels are either proficient or basic, meaning that they know simple words and phrases, yet may not be able to keep up with conversations in the language. At home while in the U.S. they continue to speak in Chinese as they did in China.

Three families, the A, O, and T family, have only one child, specifically, Family A has one boy, and both Family O and Family T have one daughter. And the other two families have more than one child, Family C has two sons, and Family J has two daughters and one son. Their children who went to XYZ high school completed at least Grade 5 in China before coming to the U.S. and had studied at XYZ high school for at least 2 years when the interview was conducted. All their purposes coming to the United States are basically for their children's education and they all learnt about XYZ high school from friends then decided to move to this school district without any school tour except for Family C. They keep a regular contact with their extended family members, especially their parents. Before the COVID-19 pandemic, the parents of Mrs. A, Mrs. O, and Mr. J, once visited the families and stayed with them for at least one month. Whether in China or in the U.S., most of them educated their children by themselves, and their extended family members, such as grandparents, were seldom involved in the grandchildren's education.

Table 1. *Participants' Family Profile*

Participants	Mrs. A	Mrs. C	Mrs. O	Mr. J	Mr. T
Background Information					
Year arrived in the U.S.	2018	2019	2017	2018	2020
Chinese city they came from	Shanghai	Shenzhen	Shanghai	Hangzhou	Beijing
Reason they came to the U.S.	For my child to go to school.	For my children's education.	For my child's education.	Freedom, land, and education opportunity.	For my child's education.
Marital status	Married	Married	Married	Married	Married
Highest degree	Master	Associate	Associate	Bachelor	Ph.D.
Level of English proficiency	iii	ii	ii	iii	iii
Did spouse initially come and live with the family	Yes	No	No	No	Yes
Is spouse currently living with the family	Yes	Yes	Yes	Yes	Yes
Spouse's employment status	Unemployment	Work in China but was stuck here because of the pandemic	Work full-time and get a work visa	Unemployment	Full-time Employment
Spouse's visit frequency/duration	N.A.	Every half year/ 4-5 months	N.A.	The visa was postponed due to the pandemic	N.A.
Spouse's highest degree	Bachelor	Bachelor	Master	Bachelor	Ph.D.
Spouse's level of English proficiency	i	i	iii	iii	iii
Number of children	1	2	1	3	1
Gender/Name of the child at XYZ high school	Male/Adam	Male/Chris	Female/Olive	Female/Jade	Female/Tina
Child's highest degree before coming to the U.S.	Grade 7	Grade 9	Grade 5	Grade 8	Grade 9
The year the child began to study at XYZ high school	2019	2019	2019	2018	2020
Number of years the child has been studying at XYZ high school	3	3	3	almost 4	2
Primary language spoken at home	Chinese	Chinese	Chinese	Chinese	Chinese
Family's Socioeconomic Status (SES)	Middle Class	Middle Class	Middle Class	Middle Class	Middle Class
Visits by extended family members	Yes, my parents	No	Yes, my mom	Yes, my parents and brothers	No
Contact with extended family members	Yes/my parents, siblings	Yes/my parents, siblings	Yes/my parents	Yes/my parents	Yes/my parents
How parent learned about XYZ high school	Recommended by friends	Recommended by spouse's friends	Recommended by friends	Recommended by friends	Recommended by friends
Did parent visit XYZ high school before registration	No	Yes	No	No	No

Note: The main points are the synthesis from the five interviews dated from April 17 to April 30 by the author.

Parent Involvement Experiences Based on Epstein's Six Type Model

The five new Chinese immigrant parents' biographies above provide a general description about their involvement experiences in both China and the United States, before and after their moving to XYZ high school district. Next, more detailed experiences will be observed and analyzed based on Epstein's model of parent involvement with six major types, including parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. This framework has been widely used for investigating parent involvement activities and for using results to inform educational practice (Epstein, 2019).

Type 1 — Parenting

According to Epstein's six type of involvement, the first type Parenting is "helping all families establish supportive home environments for children and helping the school understand its families" (Epstein, 2019, p.34).

Usually, supportive home environments for children are children's basic needs include living, eating, clothing, and transportation, etc. Besides, one more important task for parents is to create rules and cultivate good habits at home for children to better adapt at school.

From Table 2, we can see that all the participants purchased a house in the school district for various reasons. For example, Mrs. A wanted her father to think that she was doing pretty well in the United States; Mrs. C wanted to have a stable living environment; Mrs. O thought about her daughter's privacy, distance to the school, and the better environment friendly space; Mr. J aimed to provide a stable and comfortable environment for his children; and Mr. T considered the qualification of the school district, because the general practice was that families would be asked to provide residency documents and verify to reside within the school district before school started.

In general, the parents' involvement at home included cooking, cleaning, and picking up after their children. They also paid attention to cultivating children's independence. For example, all the children in the five families made their own decisions in buying their own clothes. For Mrs. O, she encouraged her daughter to cook together with her if Olive said what she wanted to eat. During cooking, some life principles would be passed on to Olive, as Mrs. O narrated,

I will teach my daughter the philosophy of tolerance and sharing of feelings while cooking. I will tell her to treat me as roommates, that is, at least she has to taste the food I have made and gives me some feedback. Similarly, I may dislike what she has made, but I will have a taste and give a good review. (Mrs. O, April 18, interview)

Differently from Mrs. O, Mrs. C encouraged Chris to drive and go shopping for the family, and Mr. J asked Jade to clean the clothes and the house when she got older.

However, supervision and discipline vary among the families. Some participants could not handle their children's behavior and ceased regulating them while others set stricter rules for their children. For example, Mrs. A and Mr. J decided to let go and do nothing after they failed to regulate their children's behavior; Mrs. O and Mr. T asked their children to plan their own schedules and merely kept an eye on them and reminded them when needed; Mrs. C was very strict with her two sons' time management. She also paid attention to their mood. Mrs. C explained, "When Chris was in a bad mood, I specially cooked some delicious dishes for him," (Mrs. C, April

25, interview), which could to some extent help reduce tension in the parent-child relationship.

Table 2. Type 1 – Parenting

Participants Type 1	Mrs. A	Mrs. C	Mrs. O	Mr. J	Mr. T
Purchase a house	Yes. I bought a house to let my father think that I am doing well.	Yes. We bought a house in order to stabilize.	Yes. We bought a house to give my daughter more private space, closer to the school with better greening.	Yes. Buying a house provides a stable and comfortable environment for my children.	Yes. Buying a house is for my daughter's study.
Involvement in daily routine and necessities	Meals, transportation	Meals, transportation	Meals, transportation	Cooking, cleaning, transportation	Most of dinner are take-away food, transportation
Involvement in establishing home environment to supervise and discipline the children	Tried but with poor results, so let it go.	Set strict rules on time management. Encourage him more and give both kindness and authority.	Remind her by making a list to do for her and the family.	Various methods in controlling watching TV and using mobile phones, with little effects, then let it go.	Not very supervised, and sometimes she will be reminded.
Challenges and difficulties in your involvement in child/children's basic needs	So many challenges and difficulties. If it were not for the support from the psychologist, I found by myself, I could not get through.	After he went to school, he would meet more people than me, but I was limited by my English level, so I rarely participated in the school education.	In terms of cultural background and living habits, the U.S. is different from China. It is very difficult for my daughter and me to deal with this difference.	For the supervision of children, the resistance will become more and more serious, and later I realize that this SUPERVISION is not a good way.	Mainly from the school, the working hours of the school are relatively short, and sometimes it is not very convenient to contact the teacher. During the pandemic, sometimes it is not easy to communicate.
Difficulties in communicating with child/children regarding their basic needs	In your eyes, the child is poor in learning and addicted to computer games, and all you see are his shortcomings. this is all you have in your mind.	The biggest difficulty is the conflict of ideas, and it is difficult to convince him; he will have his own pressure, which I cannot understand.	As she gets older, she'll have a lot of ideas of her own, but she won't necessarily tell us.	Difficulty in communicating. Academic mentor is a bit difficult.	Occasionally there are some difficulties. For example, how does she study, and the time to participate in some activities.

Note: The main points are the synthesis from the five interviews dated from April 17 to April 30 by the author.

In general, most of the participants found it difficult to supervise and discipline their children at home. The conflicts between the parents and the children were obvious in order to cultivate children's self-reliance and self-management. However, some might have difficulty in adaptation to the new environment because of language barriers, different concepts, cultural conflicts, and other reasons. The parents also found it difficult to communicate with the teenagers. For example, in Mrs. A's eyes, the child "is poor in learning and addicted to computer games, and all you see are

his shortcomings. This is all you have in your mind.” (Mrs. A, April 17, interview). Two moms, Mrs. A and Mrs. O, also mentioned the importance of psychotherapy during the darkest time when there were conflicts between the parents and the child. Mrs. A recalled were it not for the continuous and timely support from the online psychologist in China she found by herself, she could not get through. Only one participant, Mr. T, stated that his challenges and difficulties in involvement in his child’s basic needs were “mainly from the school” (Mr. T, April 30, interview). More findings will be presented on the next level about communication with teachers and school.

Type 2— Communicating

Epstein’s second type of parent involvement is communicating, which means “establishing two-way exchanges using varied technologies about school programs and children’s progress” (Epstein, 2019, p.34).

In general, the frequency of communication with the school showed two opposing extremes (See Table 3). Mrs. C and Mrs. J seldom communicate with the teachers and school, and the family of A, O, and J kept a constant contact with the school teachers. Primarily, their main contacts were counselors. But two families, O and T’s family, were exceptions. Mr. O often contacted “the teachers of the classes in which his daughter did not do well” (Mrs. O, April 18, interview) and the O couple encouraged their daughter Olive to contact the counselor herself, and they “would only contact the counselor if it involved meeting parents” (Mrs. O, April 18, interview). For Mr. T, all the teachers listed in the interview, including counselors, teachers of the classes, deans, social workers, psychologists, etc. had been contacted, and “it’s hard to say who are more contacted with” (Mr. T, April 30, interview).

Usually, the contact with the school teachers was initiated by the family members through emails or phone calls in English. When asked if they mind that the school know their family background and structure (e.g., the family migrated to the U.S. recently; some couples have to separate for a while), all the participants did not mind at all. Mr. T even thought that the school “should know about that information” (Mr. T, April 30, interview).

In general, the results of communication between parents and teachers are positive, and the participants shared some of their past experiences communicating with the teachers as follows,

The teacher will send an email on mandatory program to the parents and the student with poor grades, and ask him to go to the tutor for guidance. I think that system is quite perfect in supporting the students. If the student didn’t go to the tutor, the teacher would send the email again until he came out of this mandatory program and didn’t need help any more then. (Mrs. A, April 17, interview)

While Mrs. A mentioned her experience of getting emails on the mandatory program from the teachers was supportive to the student, she was regretful if she could have known this information earlier correctly and timely, for at the very beginning when she received the teachers’ emails on the mandatory program, she thought that was “bad news” (Mrs. A, April 17, interview), but now she knew that some supportive methods have been provided to her son.

Differently from Mrs. A’s roller coaster feeling, Mrs. C narrated her satisfaction of her contact with the counselor. Before her son’s application for college, Chris often contacted his counselor and scheduled an appointment with parents through a zoom meeting.

I could understand, I just couldn’t speak well, and was a little stuttering. Then my son mainly talked

with the counselor, and I just listened. I thought it was very good. Because the counselor knew quite well about Chris, maybe because my son kept a close connection with the counselor, and the advice was reliable. For example, the counselor told Chris directly that the ones he applied for were too challenging, that was, don't apply too many, just one or two schools was fine.” (Mrs. C, April 25, interview)

Table 3. Type 2 – Communicating

Type 2	Mrs. A	Mrs. C	Mrs. O	Mr. J	Mr. T
How often do you interact with the teachers and school about school programs and children's performance and progress?	Often	Seldom	Once or twice a week	Seldom	Once every half a month or a month
Who do you contact the most? (counselors, teachers of the classes, deans, social workers, psychologists, etc.)	Counselor	Counselor	Teachers of the classes and counselor	Counselor, social worker, dean	All are included
Who takes the initiative to contact the school?	Myself	My son	My husband and my daughter	Counselor, social worker, dean	My whole family
By what means and in which language do you communicate?	Through phone calls or emails; In English	Zoom meeting; In English	Through emails; in English	Through phone calls or emails; In English	Through emails; in English
Do the teachers and school know your family background and structure? (e.g., newcomers; parents temporarily separated)	Yes.	They may not know.	They don't know exactly.	They may know.	They know.
Do you mind if they know that information?	No, I don't.	No, I don't.	No, I don't.	No, I don't.	No, I don't. They should know.
How do you feel about the communication with teachers and the school?	Generally good experiences yet with some unpleasant experiences.	The only communication with the counselor is great.	I think the effect is pretty good.	Two good experiences.	Some are okay, some are not.
What are the challenges and difficulties you have experienced during the communication with teachers and the school?	Not clear about the school system.	Do not have a better understanding of the school system due to limited language level.	Do not know that teachers can provide certain resources etc.	Hard to say due to limited contacts. But should be solved through communication.	Lack of ways to contact the teachers.

Note: The main points are the synthesis from the five interviews dated from April 17 to April 30 by the author.

Unlike Mrs. A and Mrs. C's experiences, Mrs. O shared her husband's "perseverance spirit" (Mrs. O, April 18, interview) in communicating with Olive's teachers. Usually, Mr. O wrote emails to the teachers whose classes Olive did not do well in and asked them if there was any way to make up and what needed to be done for Olive to get a high score. Mrs. O recalled that at the beginning, Mr. O raised a bunch of questions without thinking carefully, which might make some teacher feel

stressed and consider Mr. O to be “rude, as the teacher replied with few words to the many questions” (Mrs. O, April 18, interview). That made Mr. O think about two possibilities, either the teacher didn’t want to talk to him, or the way he raised questions made the teacher feel that there was no way to answer. For example, Mr. O would ask the teacher if he could prohibit the students from using electronic products in class. Later Mr. O realized that “this had something to do with culture and the school practice, which the teacher could do nothing at all” (Mrs. O, April 18, interview). Except for the ignorance of the culture factors, Mr. O also reflected the way he asked and the many questions he raised, which made the teachers responded with few words. Then Mr. O began to make changes in the subsequent communications with the teachers.

The good thing was that my husband might have realized the problem during the process, that was, he shouldn’t ask the teacher like this, and then he would change the question and try it in another way. Then it came back and forth, the teacher would gradually think that this person was quite funny, you know? Yes, and then sometimes when the email was unclear, the teacher would say that I would give you a call. But it was through the communications that the teachers could feel that, for example, Olive’s father was a relatively positive person. On the call my husband would explain that he had no malicious intentions that he was going to embarrass the teachers, but because his culture or his language was limited. Slowly, after communicating for several times, all the teachers could tolerate or understand, for after all, they were educators. (Mrs. O, April 18, interview)

As Mrs. O’s comments indicate, Mr. O’s communication with the teachers went smoothly after several trials back and forth. And Mr. J’s description of his communication with the social worker when his daughter Jade just started her freshman year went very smoothly. He recalled that one day he received a phone call from the social worker, saying that they just cleared up a misunderstanding. It was because Jade misunderstood the meaning of an answer in the questionnaire and made another choice that made the school realize that she might have suicidal intentions. After the confirmation with Jade, the social worker was certain that Jade was safe and then gave Mr. J a call. Though it’s a misunderstanding in languages, in his few communications with the school Mr. J felt it went “quite smoothly” (Mrs. J, April 27, interview). Mr. J also remembered clearly that once he was randomly selected as a parent representative to attend a school meeting to collect feedback from parents. During the meeting,

I complained to the principal that the school bus time was very unpunctual yet with no feedback. Of course, I raised the question not for the feedback. But anyways, there was no such occasion in China when the top-level of the school communicated with the parents. (Mrs. J, April 27, interview)

Unlike most of the other participants, Mr. T described his “communications with the counselor were ok because the counselor considered more on mental issues”, however, he “was not satisfied talking with some teacher who taught his daughter and did not reply to the emails.” (Mr. T, April 30, interview)

Finally, based on their interactions with the teachers, the participants also talked about their challenges and difficulties during the communication which can be generalized as two parts. One is lack of knowledge, the other is culture and language barrier. For instance, on one hand, Mrs. A and Mrs. C mentioned their ignorance about the school system; Mrs. O talked of her ignorance of the information that the teachers could provide; Mr. T complained that he was not clear about the

ways and the channels to contact the teachers; on the other hand, Mrs. C and Mr. T mentioned they were unconfident about their English proficiency; For Mr. O, it took him a while to make himself understood during the several communications back and forth.

Type 3— Volunteering

Epstein’s third Type of parent involvement is volunteering, which refers to “recruiting and organizing parent help at school, home, or other locations, including audiences for student activities.” (Epstein, 2019, p.34)

According to Table 4, two participants, Mrs. A and Mrs. O, had a one-time parent volunteer experience, while the other three participants had never participated in any volunteer activities, though they were aware of the opportunities for parent volunteers. Meanwhile, all the participants showed interests in becoming parent volunteers in future under some circumstances, for instance, time availability, no language barriers and so on.

Table 4. Type 3 – Volunteering

Participants	Mrs. A	Mrs. C	Mrs. O	Mr. J	Mr. T
Type 3					
Have you had experience volunteering to assist teachers, students, administrators, and other parents in classrooms or other areas of the school, or have you participated as a volunteer for school events?	Yes (only once)	No	Yes (only once)	No	No
If not, did you know that there are volunteer opportunities available for parents?	N.A.	Yes	N.A.	Yes	Yes
What are the barriers for being a parent volunteer?	Child’s interest and companion.	Language barriers	Feeling unmotivated, language issues, and lack of time.	Background check	I don’t have information.
Are you interested in becoming a parent volunteer? In what circumstances do you think you can be a volunteer at school?	Yes. If my son is happy, I might be more involved.	Yes. If I can communicate in English normally.	Yes. With conditions (e.g., making friends, meaningful activities, or time available)	Yes. If time is available, and the activities are meaningful.	Yes. If time is available and the activities are meaningful.

Note: The main points are the synthesis from the five interviews dated from April 17 to April 30 by the author.

Mrs. A stated her volunteer experience once when of her son Adam first attended the school. She participated in a parent volunteer activity which was very simple: to check tickets at the gate. Her purpose was to learn more about this school with Adam and to know what American high schools looked like. But it turned out that Adam was not very active in participating in the school activities. So later when Mrs. A found out that Adam was unwilling to do this, she lost interest to do the volunteer work. Mrs. O also had once experienced the parent volunteer and gave up then for different reasons from Mrs. A, as she narrated,

Once I volunteered to stick name tags and the number on the boxes for a dance party. I talked with

several parents and felt that they were tiger parenting. Their children were excellent, all of whom wanted to go to very good schools. Unlike me who was curious and simply wanted to see what the parent volunteers were doing here and whether it was like that in China, the parents I talked with usually participate if volunteers were needed. But after participating, I felt that I was not motivated. For one thing, it was impossible for me to know someone similar to my situation through this activity. On the other hand, I felt a little cramped. Just because they seemed very skillful, you know? That is, when someone asked for something, someone would respond immediately. But for me, when someone asked for something, glue, for example, even it was right at my hands, and I could not even react. There was also the problem of language and communication, and the other was that I had no time. (Mrs. O, April 18, interview)

Like Mrs. A and Mrs. O, other participants listed the reasons why they did not participate in the volunteer activities, for example, the language barrier and the time available. But all the participants expressed their interests in being parent volunteers.

Type 4— Learning at Home

Epstein's fourth Type of parent involvement is learning at home, which refers to "providing information and ideas to families about how to help students with homework and other curriculum-related materials." (Epstein, 2019, p.34)

In general, all the participants except Mrs. C have been involved in their children's home learning (See Table 5). And the feelings during the mentoring seem somewhat unpleasant. For example, Mrs. A narrated while continuously nodding her head that,

I helped him with his mathematics, but it was not I who wanted to help him, it was he who came to me for help right before the test and I didn't want him to do poorly. But as long as he spent some time learning, it would become simple, but he was just the kind to grab the 'fast food' at the last minute. And I learnt the fundamental concepts in China many years ago, so I had to google or check YouTube videos and summarize the key points then try to teach him. But I thought he was already a high school student and able to teach himself. If he did not understand in class, he could do as what I did after school, and then listened to the teacher the next day. Little by little, he would grasp the knowledge. But he just wouldn't learn at home. (Mrs. C, April 17, interview)

In another instance, Mrs. O recalled that her husband mentoring their daughter's mathematics was like "a fight. My husband was impatient at the beginning of the communication process, and he would get angry when she didn't get to that point" (Mrs. O, April 18, interview). Mr. J also said that though he was not patient enough, he tried to give support as much as he could when Jade reached out to him, such as recording her performance, etc. But Mr. J also admitted that "it was getting more and more difficult to guide her" (Mr. J, April 27, interview).

Unlike the most of the other parents' feelings during their helping their children's learning at home, Mr. T complained more about the school,

I mainly tutored the problems that my daughter didn't know. In fact, my feeling is that the education in the school is not enough. That is to say, the school provides a platform for learning, that's all, it doesn't provide enough education. The school is equivalent to an institution that supervises and provides classrooms. It only provides a platform, which is equivalent to that of chanting, like well, let me tell you, this is what to test, and what is today's content. There are no textbooks, and some things

they notified are not transparent. There are a lot of people in this school, so I don't have a good impression on this school. (Mr. T, April 30, interview)

Table 5. Type 4 - Learning at Home

Type 4	Participants	Mrs. A	Mrs. C	Mrs. O	Mr. J	Mr. T
Have you worked with guidance from schools to become involved in children's home learning, such as helping children with homework or curriculum-related activities?		Yes.	No.	Yes.	Yes.	Yes.
If not, or if your mentoring did not have favorable results, in what ways did your support your child academically, e.g., to advise a school tutor, find afterschool tutors, buy tutoring materials, or anything else?		I didn't find a tutor. I want to find someone for him, but he didn't want.	I found someone to train my son for the SAT, which lasted nearly ten classes.	We suggested that my daughter go to school to find a tutor, and we also asked for after-school tutoring, but the result was not very good.	The tutoring in the school was quite good. I didn't find an afterschool tutor, but I provided some methods.	N.A.
What are the challenges and difficulties you have experienced with learning at home? (e.g., do you have conflicts or debates with your teenagers on setting student goals and planning for college?)		Conflicts with the child	Persuade the child	Contradictions in the communication process	Lack of textbooks and guidance materials; Conflicts with the child	The content of the school's examination was not clear, and lack of communication with the school.

Note: The main points are the synthesis from the five interviews dated from April 17 to April 30 by the author.

While facing the challenges of mentoring at home, most of the participants adjusted or sought external support. For example, Mrs. A encouraged Adam to finish his assignment at school with friends or classmates; Mr. O tried to calm down himself without personal emotions, which had impact on Olive. Gradually, Olive was willing to interact with her father “on an equal, and mutual understanding and caring family atmosphere” (Mrs. O, April 18, interview). For Mr. J, after several adjustments, he decided not to force Jade and supervise her but to encourage her to ask for solutions from the peers, saying that “my influence on her was limited, and more influence came from her friends” (Mr. J, April 27, interview). The participants also talked out their experiences with seeking tutors at XYZ high school or outside the school. For instance, Mrs. C found an afterschool tutor help Chris' SAT preparation; Mrs. O suggested Olive go to the school tutor and found an afterschool tutor for her as well; Mr. J said that “the tutoring in the school was quite good. I didn't find an afterschool tutor, and I provided some methods” (Mr. J, April 27, interview).

Though most of the participants tried various methods to help improve their children's learning at home, they were still facing the challenges and difficulties such as conflicts with the children, and lack of textbooks, except for one participant, Mr. T complained about not knowing the channels to communicate with.

Type 5— Decision Making

Epstein’s fifth Type of parent involvement is decision making, which refers to “having family members serve as representatives and leaders on school committees, and as advocates for their children and other children on school decisions” (Epstein, 2019, p.34).

In general, except for language barriers and time availability, all the participants were not XYZ High School Parent Association (XPA) members, or they were not aware about the details of XPA and the qualifications to be a member of XPA (See Table 6). Thus, most of them didn’t know the regular announcements and activities initiated by XPA. And one participant, Mr. T, even gave a very negative comment, saying that “What the school did was negligent. After the school became more famous, the whole system of this school was more chaotic” (Mr. T, April 30, interview).

Table 6. Type 5 - Decision Making

Type 5	Participants	Mrs. A	Mrs. C	Mrs. O	Mr. J	Mr. T
Are you a member of XYZ Parent Association (XPA) at XYZ high school?		No.	No.	I seemed to have heard of it, but I didn’t know about it.	I know XPA, but I’m not a member.	No.
If no, do you know the regular announcements and activities from XPA? Have you ever thought about being a member of XPA or parent organizations, advisory committees, or school-based parent groups?		No, I don’t know what kind of organization this is.	No, I don’t know.	No, I don’t know. If I knew, I might think about being a member	I once thought about being a member, but gave up later.	No, I don’t know.
Can you tell me what are the barriers for you to be a member of XPA or other similar parent groups?		First, I don’t know. Second, I am not the kind of person who is particularly enthusiastic about school public affairs or the like. Third, I am also very busy with my work.	Language barriers	Because I have no idea what kind of organization this is.	Because I have no idea.	The school is dereliction of duty, the whole system is in chaos.
In what circumstances do you think you could be a member of XPA or other similar parent groups?		There are two prerequisites. First, I have time. Second, my child is very active and in good condition.	I can communicate normally.	I know there is such an association and have gotten some help through it, or it has been beneficial to me.	The most important thing is that it is more important for my child.	I hope to help some students and promote communication between schools and parents, especially for those teachers who do not fulfill their responsibilities, there are some channels to remind them.

Note: The main points are the synthesis from the five interviews dated from April 17 to April 30 by the author.

However, some of the participants were still interested in being a member if they knew more about XPA, and they could benefit from it and could be more supportive. For example, Mrs. A said that “One prerequisite is that the child is very active in volunteers and in a good (mental) state” (Mrs. A, April 17 interview), Mrs. O mentioned that she would think out the involvement in the circumstance that she knew “there was such an association and had gotten some help through it,

or she benefitted from it” (Mrs. O, April 18 interview), and Mr. J emphasized that “the most important thing is that it is more important for my child” (Mr. J, April 27 interview).

Type 6— Collaborating with the Community

Finally, Epstein’s sixth type of parent involvement is collaborating with community, which means “identifying and integrating resources and services from the community to strengthen school programs and to enable students to serve the community” (Epstein, 2019, p.34).

Similar to Type five on decision making, generally speaking, all the participants had never experienced working with community to access services that strengthen school programs and student learning (See Table 7).

Table 7. Type 6 – Collaborating with the Community

Type 6	Participants	Mrs. A	Mrs. C	Mrs. O	Mr. J	Mr. T
Have you had experiences working with community educational, health, cultural, recreational, or other programs to access services that strengthen school programs and student learning?		No.	No.	No.	No.	No.
If not, what are the barriers for you to collaborate with the community?		I think I was still in the adaptation period some time ago.	Language barrier.	I have no idea about community.	The community is too loose.	I have no idea. Besides, I’m very busy.
Are you interested in being a volunteer collaborating with the community? In what circumstances do you think you could be a volunteer collaborating with the community?		Not particularly interested. If my family is harmonious and there are not too many things, then I can make good friends in it, and there are like-minded friends. I don’t think I can communicate with people smoothly so that they can understand what I mean.	Not interested, because I have a hard time doing my own things, and I can only serve the community after I have taken care of my own affairs. I need to solve my own language problems first and understand American culture.	If I’m interested and available.	If it’s meaningful I will participate.	I’d like to when it comes to some communications relevant with public safety, public welfare, social convenience, and issues related to life, etc.

Note: The main points are the synthesis from the five interviews dated from April 17 to April 30 by the author.

And one participant, Mrs. O even was unfamiliar with the concept of “community”, which usually means the specific neighborhood her house was in when she was in China. It seemed that two participants, Mrs. A and Mrs. C, were not interested in the community activities at all due to reasons such as pressure to adapt and language barrier. In Mrs. A’s instance, she especially narrated why she was reluctant to participate in the community activities as follows,

I think I was still in the adaptation period some time ago. I just immigrated here, and there were so many things to do. Identity issues, housing issues, all kinds of miscellaneous things, such as water, electricity, gas bills, etc., I had to start from scratch, which was equivalent to re-starting my life again. I don't know anything about everything, including banks, utilities, and my own identity. These things

are all done by myself. Besides, I have to spend time on work, right? I have to adapt to the work environment here, and build the relationship with my colleagues, all of which are enough to keep me busy. In the first three years, I probably never stopped living in chaos and I couldn't even think about working with the community. (Mrs. A, April 17, interview)

Similarly, Mrs. C also explained her reasons not interested in collaborating with community, "I have a hard time doing my own things, and I can only serve the community after I have taken care of my own affairs. I need to solve my own language problems first and understand American culture" (Mrs. A, April 17, interview). Though all the participants are newcomers and have been experiencing challenges similar to or different from what Mrs. A and Mrs. C experienced, most of the participants expressed their interests in becoming a volunteer collaborating with the community if they knew more about the activities, had no language barrier, had time availability, and the activities were meaningful to them.

Summary

According to Epstein's six types of parent involvement, the data shows that the five participants are more engaged in Type One, Two and Four, and seldom involved in Type Three, Five, and Six (See Table 8).

Table 8. Participants' general involvement (based on Epstein's six types of parent involvement model)

Types	Participants	Mrs. A	Mrs. C	Mrs. O	Mr. J	Mr. T
Type 1: Parenting		Yes	Yes	Yes	Yes	Yes
Type 2: Communicating		Yes	Yes	Yes	Yes	Yes
Type 3: Volunteering		Yes (only once)	No	Yes (only once)	No	No
Type 4: Learning at Home		Yes	Yes	Yes	Yes	Yes
Type 5: Decision Making		No	No	No	No	No
Type 6: Collaborating with the Community		No	No	No	No	No

Note: The main points are the synthesis from the five interviews dated from April 17 to April 30 by the author.

During their parent involvement experiences based on Epstein's model, they are mainly facing the following challenges and difficulties, namely,

First, cultural ignorance and language barriers.

Second, lack of knowledge about the school system and the various activities.

Third, difficulties in communicating with their spouses and teenagers. Fortunately, a big change is that they are now paying more attention to children's mental health.

From Table 9, we can see that before coming to the U.S., among the indexes such as behavior, communications and relationships, school education and academic performance, mental health and physical health, family life, etc., what the priorities had been that each couple would focus most attention on. As is shown in Table 2, three participants selected "school education and academic performance", which the other two participants ranked number two. However, after living in the U.S. for several years, the focus on school education and academic performance has changed dramatically in average. For Mrs. A and Mrs. O, their focus on the school education and academic performance has become the least important of all the indexes. Meanwhile, the striking similarities

for the two families, Family A and Family O, are that mental health and physical health has become the most important index they focus on. In fact, Mr. T's family has always been concerned about the health issues and put mental health and physical health as the No. One priority both in China and in the U.S. On average, the focus on communications and relationships increased after living in the U.S., while the focus on family life dropped. For Mrs. O's family, family life has become as important as No. One, replacing school education and academic performance. The focus on behavior at home or school is the only stable index remaining unchanged in average.

Table 9. Rankings of the importance that the participants and their spouses mainly focused on

Participants Focus	Mrs. A		Mrs. C		Mrs. O		Mr. J		Mr. T		Average		
	Before	After	Before	After	Difference								
A. Behavior	2	4	2	2	4	4	4	2	4	4	3.2	3.2	0
B. Communications and relationships	4	2	3	3	5	2	5	6	3	3	4	3.2	-0.8
C. School education and academic performance	1	5	1	1	2	5	1	1	2	2	1.4	2.8	1.4
D. Mental health and physical health	3	1	4	4	3	1	3	3	1	1	2.8	2	-0.8
E. Family life	5	3	5	5	1	3	2	6	5	5	3.6	4.4	0.8
F. Others, if applicable	6	6	6	6	6	6	6	6	6	6	6	6	0

Notes:

1. Before means before their children studied at XYZ high school and while they were in China; After means after their children studied at XYZ high school;
2. Difference: 0 means no changes in average; -0.8 means the ranking for B and D goes higher; 1.4 and 0.8 means the ranking for C and E goes lower;
3. The figures are from the five interviews dated from April 17 to April 30 by the author.

Fourth, limited time availability.

Fifth, challenges in adapting to a new culture and new environment.

Though facing challenges and difficulties, most of the participants still think home education and school education should be combined, they have made some changes and are willing to improve themselves in a better involvement with their children's education.

Social Factors' Impact on Parent Involvement

All the participants with their XYZ high-school student arrived in the United States from 2017 to 2020. Family O arrived in 2017, Family A and Family J arrived in 2018, Family C arrived in 2019, and Family T arrived in 2020.

Substantial research has begun to document the negative effects of the Trump presidency on the Asian Chinese ethnicity, such as stigma, hostility, or violence since 2017 (Benjamin, 2020; Gover et al., 2020; Man, 2020; Noland, 2019). Additionally, these newly arrived Chinese parents also suffered from the unexpected global COVID-19 pandemic since 2019. Next, the findings on these social factors' impact on the participants' involvement in their children's education will be

presented based on their narratives.

Trump-era China Policy

The data (See Table 10) shows that except three participants Mrs. C, Mrs. O, and Mr. J didn't perceive any impact for the adverse political atmosphere at all, the other two participants, Mrs. A and Mr. T expressed their concern about children's safety in Epstein's Type 1 model. The difference is that Mrs. A's concern was not about the living environment as she thought her family was "living in a safe area" (Mrs. A, April 17 interview), but about "the drugs and guns" and she's "not worried about the Anti-Asian and discrimination at all" (Mrs. A, April 17 interview). However, Mr. T was especially worried about the living place since his family had stayed in U.S. for a short period of time. Research has documented how broader racial and ethnic stereotypes that may not directly speak to education can shape how schools reach out and interact with immigrant families (Villavicencio et al., 2021), which was reflected by Mr. T's concern in Type 2. "Why the teacher I mentioned earlier didn't reply might be because of the impact of Trump's policies, but I can't say this, well, I feel that it may have an impact, and it may have an impact on individual teachers" (Mr. T, April 30 interview).

Table 10. Social Factors' (the current adverse political climate) impact on parent involvement & aspirations

Participants	Mrs. A	Mrs. C	Mrs. O	Mr. J	Mr. T
i. Your parenting	Yes	Basically, no impact, but it may have impact on flights and visas.	No impact.	I don't think your statement is acceptable to me. I have not encountered these aspects. So, they were not affected.	Yes
ii. Your communications with teacher and school	No				Yes
iii. Your volunteering	No				No
iv. Your child/children's learning at home	No				No
v. Your decision making at school	No				No
vi. Your collaborating with community	Yes				No
vii. Your academic expectations to your child/children	No				No
viii. Your future career expectations to your child/children	Yes				Yes

Note: The main points are the synthesis from the five interviews dated from April 17 to April 30 by the author.

Global COVID-19 Pandemic

The data shows that the COVID-19 pandemic had great impact on these parents' involvement (See Table 11). For, Mrs. A, all the six types have all been mentioned relating to her involvement. Mrs. C had difficulties in Type 1 and Type 4; Mrs. O had difficulties except for Type 1 and Type 4; Mr. J and Mr. T both had difficulties from Type 1 to Type 4. In general, all the participants mentioned difficulties communicating with school and teacher, and supporting and supervising children's learning at home during the pandemic.

Mrs. A lamented that,

The epidemic has had a significant impact on my son. When he was just about to resume his normal life, the school was online, and he had no classmates. He was at home every day, resulting in poor condition. And it's difficult to communicate with the teachers. For example, when he had a problem at

the beginning, how I wish he had a teacher to talk to him, or a social worker to talk to him. I think under normal circumstances, if there was no pandemic, the teacher might come home immediately, right? Hmm, I hoped teachers come to visit my home. In case he didn't want to see the psychologist at school, there might be social workers in society and schools, who might be able to provide better guidance psychologically. But in fact, due to the epidemic, they could not come home at all. (Mrs. A, April 17 interview)

Mrs. O also recalled her difficulties in communicating with the teachers during the pandemic. I felt the teacher's mood was not particularly high. Sometimes you asked something, maybe he/she didn't reply for two days, or meant that he/she had already sent you an email, and it's useless if you kept sending emails. (Mrs. O, April 18 interview)

Table 11. Social Factors' (COVID-19 pandemic) impact on parent involvement & aspirations

Impact on	Participants	Mrs. A	Mrs. C	Mrs. O	Mr. J	Mr. T
i. Your parenting		Yes	No	No	Yes	Yes
ii. Your communications with teacher and school		Yes	Yes	Yes	Yes	Yes
iii. Your volunteering		Yes	No	Yes	Yes	Yes
iv. Your child/children's learning at home		Yes	Yes	No	Yes	Yes
v. Your decision making		Yes	No	Yes	No	No
vi. Your collaborating with community		Yes	No	Yes	No	No
vii. Your academic expectations to your child/children		No	No	Yes	Yes	No
viii. Your future career expectations to your child/children		No	No	Yes	Yes	Yes

Note: The main points are the synthesis from the five interviews dated from April 17 to April 30 by the author.

Summary

In general, contrary to the most existing studies, the Trump Administration's policies towards China had little effect on almost all the parents' six types of Involvement in this research, which may suggest that the environment and community surrounding XYZ high school are relatively safe and Asian-friendly. However, all the participants suffered from the unexpected pandemic in almost every aspect of Epstein's six types of Involvement. Additionally, because of the pandemic and move to online learning, communication with the school was difficult, and the children's mental health issues were taken more seriously by the parents.

CHAPTER 5 DISCUSSION AND RECOMMENDATIONS

Thousands of years ago, Mencius' mom moved her house three times in search of a better education for her son. Likewise, the five new Chinese immigrant parents in this research moved thousands of miles, from China to the U.S., to seek a better education for their children. There is one major difference: they experienced more challenges and difficulties than Mencius' mom did, based on the vivid narratives of their experiences. The main barriers that these new Chinese immigrant parents faced in trying to get involved in their children's education echo the ones identified in existing research: demographic, cultural, linguistic, and knowledge barriers. More specific challenges for the five participants, supplemented by my own personal narrative, will be described later in this chapter.

Epstein (2019) defines the concept of parent involvement as “school, family, and community partnerships” (p.19) which “recognizes that parents, educators, and others in the community share responsibility for students’ learning and development” and “includes concepts of involvement, engagement, participation, collaboration, and other favorite terms that show that people at home, at school, and in the community work together to improve schools and increase the success of all students” (Epstein, 2019, p.19). Applying Epstein’s typology, opportunities for an optimized partnership between parents and school will be examined using her six types of challenges and redefinitions. Based on the results of this examination, a list of recommended actions will be suggested to help XYZ High School improve the involvement of new Chinese immigrant parents at the school to ensure their children’s success.

Challenges for Partnership

The five participants in this study had all been confronted with the major challenges to school involvement documented in the existing literature; such as cultural, linguistic, and knowledge barriers. Besides, their parent involvement was impacted by the unexpected COVID-19 pandemic. However, these challenges vary from case to case. Epstein (2019) summarized and presented the main challenges “based on the results of many studies and many years of field work by researchers with educators and families in preschools and elementary, middle, and high schools” (p.33) and “Each type presents particular challenges that must be solved to involve all families” (p.34). Additionally, each type does not exist in isolation as a “pure” type (Epstein, 2019, p.35), meaning that “some family and community engagement activities incorporate more than one type of involvement in design, implementation, and/or results” (Epstein, 2019, p.35). Therefore, based on the overlap and relevance among the six types of Involvement, the challenges for the participants in this research will be classified into two groups, including challenges in Types 1, 2, and 4, and challenges in Types 3,5, and 6.

Challenges in Type 1, Type 2, and Type 4

The data (See Table 12) shows that in general, except for language barriers, most of the participants expressed unfamiliarity with the mainstream culture, school system, and information; had difficulties in talking with their teenage children, spouses, school teachers, and extended family members.

Table 12. Challenges in Type 1, 2, & 4 for the participants vs for the six types of involvement in Epstein's framework

Challenges Types	Challenges for the Participants					Challenges for the six types of involvement in Epstein's framework
	Mrs. A	Mrs. C	Mrs. O	Mr. J	Mr. T	
Type 1 Parenting	1. unfamiliar with the mainstream culture (All) 2. difficult to talk with teenagers (All) 3. traditional culture conflicts, difficult to talk with the couple (A,C,O,T) 4. seldom talk the adversary with extended family members (all)					Provide information to all families who want it or who need it, not just to the few who can attend workshops or meetings at the school building; Enable families to share information about culture, background, and children's talents and needs; Make sure that all information for families is clear, usable, and linked to children's success in school.
Type 2 Communicating	1. unfamiliarity with the school system and the information (All) 2. language barriers (C,O)					Review the readability, clarity, form, and frequency of all memos, notices, and other print and electronic communications; Consider translators and interpreters for parents who do not speak or read English well; Review the quality of communications (e.g., the schedule, content, and structure of conferences, newsletters or e-connections, report cards, and others); Enable clear, two-way channels for communications from home to school and from school to home using traditional tools and emerging social media.
Type 4 Learning at home	1. conflicts with the child (A,C,O, J) 2. lack of textbooks and guidance materials (J,T) 3. do not know the content of the test and have difficulty communicating with the teachers (T)					Design and organize a regular schedule of interactive homework (e.g., weekly or bimonthly) for students to discuss important things that they are learning and for families to stay aware of the content of their children's classwork; Involve families with their children in all important curriculum-related decisions (e.g., choosing courses, programs); Provide timely information to students and families on credits required for high school graduation, credits earned, and steps for planning postsecondary education.

Note: The main points are the synthesis from the five interviews dated from April 17 to April 30 by the author and quotation from Table 1.1.2. Challenges and Redefinitions for the successful Design and Implementation of the Six types of Involvement (Epstein, 2019, p.38).

Studies have found that, compared with White parents, Chinese American parents had much lower rates of participation in school meetings, teacher-parent conferences, and school events (Pearce & Lin, 2007). Part of the reason is the continuous influence of traditional Chinese cultural values, which tend to distinguish between the parents' role at home and the teachers' role in school. For instance, in traditional Chinese culture (Guo, 2011) it can be viewed as rude for a parent to intrude into the life of the school. Thus, Chinese American parents are more likely than European parents to spend time helping their children at home rather than participating in the school (Kao & Tienda, 1998; Li, 2005).

In this study, the participants' views of their respective roles are heavily influenced by traditional Chinese cultural values: except for Family T, most of the parenting (Type 1), communications with teachers (Type 2), and learning at home (Type 4) are the mothers' responsibility, whereas making money is the fathers' main responsibility (See Table 13).

Table 13. General information on parent involvement in China vs in the U.S.

Participants General Info	Mrs. A		Mrs. C		Mrs. O		Mr. J		Mr. T	
	in China	in the U.S.	in China	in the U.S.	in China	in the U.S.	in China	in the U.S.	in China	in the U.S.
Which parent involved more	Mother	Mother	Mother	Mother	Mother	Father	Mother, Grandma, or grandpa	Father	Both	Both
Mother's main duties	sign the assignment; search the information of extra-curricular classes; transportation	Meals, transportation, tutor	Remind time & check learning progress and test grades	Daily life, transportation, spiritual encouragement, and supervision	Meals, find extra-curricular classes, transportation ; attend parents meeting	In terms of life, emotions, reconciling father-daughter conflicts	Supervise her assignment, and extra-curricular classes.	Seldom involved when she's in China. And the involvement was largely psychological aspect	Academic study and Counseling, including some extra-curricular classes	Academic study, social contacts, and mental issues
Father's main duties	Transportation	Transportation	Make money	Make money	Travel together during holidays	Mentor homework, find afterschool classes, and talk with teachers	Make money and play with kids in spare time.	Deal with school's email in every detail. Course selection, attend some school activities	Academic study and Counseling	Academic study, social contacts, and mental issues
Frequency to talk about children's education	very often, e.g., after dinner	Not as often as every day	Only communicate if there's a problem.	Once a week	Once every a week or every a month	Once every two or three days	Seldom	Seldom	Often	Often
Who else involved	Grandma in summer vocation	No one else	Grandma	No one else	No one else	No one else	Grandparents	Grandparents	No one else	No one else
Conflicts or different opinions with spouses	Yes. Conflicts with educational philosophy	Yes. Conflicts in hiring broker for college application	Seldom because seldom involved.	The biggest conflict with my spouse is that he doesn't care about the children.	No	No	Not mentioned.	There is less communication, so there is basically no conflict	Yes. Different opinions about my daughter's behavior and interpersonal communications	Yes, mainly about social contacts

Note: The main points are synthesized from the five interviews dated from April 17 to April 30

According to Mrs. A, Mrs. C, and Mrs. O, the Chinese mothers' duties often include "cooking, signing the assignment, searching and signing up for extracurricular classes; picking up and waiting, attending parents meeting" (Mrs. A, April 17 interview, Mrs. C, April 25 interview, Mrs. O, April 18 interview); and volunteering on rare occasions when provided by the classroom teacher.

In a typical Chinese public high school, every classroom has a head teacher (班主任 ban zhu ren) whose job is to take charge of the class and also to teach some of the subjects. In big cities such as Beijing, Shanghai, Shenzhen, and Hangzhou, there are usually around forty students in each classroom and about ten to twelve classrooms in each grade. In other provinces or rural areas, there are likely even more students in one classroom and more classes in each grade. Unlike the typical American high school, those in China are non-departmentalized, which enable the head teachers to stay with their students for the entire day. As a result, the head teachers in Chinese public high schools are very familiar with each student's performance and will take the initiative to contact the parents of the students whenever problems arise; otherwise, parents will simply take it for granted that their children are doing well in school. Naturally, most parents believe "The child will be handed over to the head teachers and feel very relieved" (Mrs. O, April 18 interview).

After their migration, however, these parents found that the school culture and education system in XYZ High School are totally different from what they and their children were once familiar with back in China. For example, in XYZ High School, there are school buses that carry students to and from school and parents no longer need to provide transportation for their children as they did in China. Also, once students are registered, the school will issue students with iPads rather than thick, heavy textbooks, as they are considered to be better learning tools for school. Counselors are also available to offer guidance to students and to suggest appropriate electives for them before each school year. Unfortunately, there are no longer head teachers who take the initiative to contact parents about their children's performance at school. As a result, new Chinese immigrant parents faced different challenges in adapting to the new school system. These challenges are reflected in the parents' narratives. For example, Mrs. O complained about the constant use of the iPad and hoped that teachers would prohibit its use by students in class. In the same vein, Mr. J, and Mr. T complained that they didn't have paper textbooks or guidance materials to use when they mentored their children at home.

Similar to the previous findings, the experiences of several parents--Mrs. A, Mr. O, and Mr. T--in communicating with their children's teachers reflected their unfamiliarity with the American school culture and system. This unfamiliarity often caused misunderstandings and poor results. My own personal experiences provide a good example. At my first meeting with my son's counselor, when he had finished talking with Mike about his electives, he asked Mike if he had any questions. Mike said no, but I said I had one. While answering my question, the counselor looked exclusively at Mike and didn't make any eye contact with me at all, as if the question had come from Mike and not from me. This unpleasant incident made me feel that students should be independent and responsible at school and parents shouldn't get involved in their children's work. So later on, whenever I have concerns about Mike's performance at school, I would feel too afraid to reach out to his counselor or his other subject teachers.

All the parents in this study expressed conflicts they had encountered talking with their

teenagers, especially during the COVID-19 pandemic online learning period. My personal experiences agreed with theirs. During this time, my teenage son would often lock his door and refused to let me enter his room even after I had knocked on his door repeatedly. Like the other participants in this study, all information about our children's progress in school could only come to us through them. As a result, whenever interpersonal dialogue with our children was disconnected, we would know little about the school and their performance. One day when I was having my own online class in my room, I suddenly received a phone call from my son's counselor and social worker. The counselor asked me to hold the phone and go check if Mike was all right, as Mike had just sent him an email saying that he just finished a half marathon on the treadmill in the basement and couldn't move any more. At that time, though Mike and I hadn't spoken with each other for a while, I didn't reach out to any of his teachers at school. After talking to Mike and confirming that he was all right, the counselor and the social worker talked with me for a while. They comforted me, who was already in tears, and sent me a list of community-based support resources in Chinese and also a document on self-care practices to help me weave through my day. It was also at that time that I realized what a silly mistake I had made during the first meeting with the counselor. I should have got more support and guidance from him and other teachers by reaching out to them proactively. I should not have encouraged my teenage son to be independent all by himself after transferring to the high school.

Research identifies acculturation gaps between parents and children. For instance, children tend to learn English and U.S. culture at a faster pace than their parents (Suarez-Orozco & Suarez-Orozco, 2002). Hornby (2011) illustrated four sub-factors that include children's age; learning difficulties and disabilities; gifts and talents; and behavioral problems as barriers for effective parent involvement. When parents have no knowledge about these aspects of their teenagers, conflicts often arise.

In addition, Chinese parents exhibit the tendency to compare their children with those of other families (Sue & Okazaki, 1990) or to set high expectations for their children (Goyette & Xie, 1999; Kao, 1995). The data (See Table 14) indicates that, except for Family A, after migration most of the participants and their spouses in this study held relatively high aspirations for their children, such as good university, high salary, financially stable and interesting major or profession. Though Mrs. A had a relatively lower aspiration for her son, she still expressed embarrassment when her current colleagues talked proudly about their Ivy League School kids. For me, the aspiration for my son was complicated. On the one hand, when Mike felt frustrated after getting a "B" rather than an "A" in one subject, I would comfort him by encouraging him to enjoy life in the here and now, find his interests, and not worry about his grades or the college he would go to after graduation from high school. On the other hand, I often asked myself if I was being honest whenever I told my son not to care too much about his grades and the college he would go to in the future. I felt especially stressful hearing that some acquaintance's child had been accepted by a prestigious school and then being asked about Mike's situation when I was congratulating their child.

Table 14. Participants' and their spouses' academic and future career expectations before and after in the U.S.

Participants		Mrs. A	Mrs. C	Mrs. O	Mr. J	Mr. T
Aspirations						
Your academic expectations for your child/children in general	Before coming to the U.S.	To be admitted to the university	Learn English well	No, just don't let the teacher come to me	There are no requirements, but she can do what she wants	She has a major that suits her
	Now that you have moved to the U.S.	The school will be OK, and the school will not be any better anyway. But I hope he can do what he likes.	In addition to academics, he needs to have a sense of responsibility.	High-ranking universities	No change, but I am still a little disappointed with her current academic results.	No change.
Your spouse's academic expectations for your child/children in general	Before coming to the U.S.	Didn't mention it	Go to a good university	Achieve a certain goal in grades, and hope to have a certain return	No	The same as I do
	Now that you have moved to the U.S.	Graduate from high school	No change	High-ranking universities	Don't know, because there is little communication	No change
Your future career expectations for your child/children	Before coming to the U.S.	Didn't think about the long-term. But to do what he likes to do, and then have a job for a living.	Financially stable, can support himself and his future family; Major in engineering.	Engage in her own specialty and favorite work, and broaden her horizon more.	Relevant to academic studies	Financial stability, can do her own thing
	Now that you have moved to the U.S..	Major in business or trade	Major in computer or biology, financially stable	Major in the media, business, and the like, but they are not very clear	No change	No change
Your spouse's future career expectations for your child/children	Before coming to the U.S.	No	High salary	No	Relevant to academic studies	The same as I do
	Now that you have moved to the U.S..	N.A.	High salary	Top 50 or Top 20 universities	No change	No change

Note: The main points are the synthesis from the five interviews dated from April 17 to April 30

Another challenge for the participants after moving to the U.S. is the conflicts that often arose between them and their spouses (See table 13). Except for Family J, all the participants had faced conflicts with the spouse. Most of the participants had to endure geographic separation from their spouse due to various reasons: Mr. A once tried to return to China to find a job; Mr. C and Mr. O had their own business in China and would regularly travel between the two countries; Mrs. J and her two other children had to wait for three and half years before they could obtain their entry visas. Additionally, the unexpected pandemic exerted a tremendous impact on the family members' original plans. The roles of parenting were also forced to undergo changes for the families. Now Mr. O and Mr. J had to get more involved in their children's education as making money is no

longer their main task.

According to Atkinson (1983), acculturation takes place when an individual begins to interact with the dominant culture. During this process, some individuals become quite assimilated into their new culture and can easily abandon their native one, while others may cling almost completely to their heritage culture and struggle to define their ethnic identity (Baptiste, 1993). Therefore, interfamily conflicts often occur during the acculturation process between the traditional and the new values. Take me for example, like Mrs. C, Mrs. O, and Mr. J, I had to face separation from my spouse as he continues to teach in a university in China. I could only see my husband twice a year when he had holidays to visit me and my son. While during the pandemic, we hadn't seen each other for almost three years due to the travel restrictions. In emergencies, like the previous example when Mike ran a half-marathon, I desperately wanted to talk to my husband immediately, but it's late at night because of time-zone differences and he couldn't answer my call. When dawn finally came in China, I got through to his phone and he would say it's not a big deal. So gradually over time, I would learn to only rely on myself to solve problems. Both Mrs. C and Mrs. O shared their differences of opinions with their spouses in the interviews. Mrs. C complained about her husband "speaking too loud when answering calls in public places such as the restaurant and the supermarket" (Mrs. C, April 25 interview), while Mrs. O was dissatisfied that her husband "ordered food for her without asking her opinions" (Mrs. O, April 18 interview). Both Mrs. C and Mrs. O did not feel uncomfortable with their spouses at all when they were still in China.

Studies show that Chinese grandparents are typically more involved in raising grandchildren and often have a direct and large influence on their grandchildren's educational development. They perform activities such as daily care, tutoring, and giving advice whenever the young ones need to make important decisions (Griggs et al., 2009). Also, in traditional Chinese culture, filial piety (孝顺 xiao shun) is the cornerstone of Confucianism, mandating children to be loyal and obedient to their parents (Chao & Tseng, 2002). Therefore, Chinese grandparents play an important role in children's education. The data in this study (See Table 15) shows that all participants kept regular contact with their parents, regardless of whether they were in China or the U.S. Except for Mrs. A, Mrs. C, and Mr. J who mentioned their parents' partial involvement while in China, most families raised children by themselves without their parents' involvement. Mrs. O and Mr. J mentioned that their parents would often worry about their safety, especially when learning news about gunshots or hate crimes against Asians in America. However, they would "selectively tell the parents about good things rather than the bad to reassure them that everything is ok" (Mr. J, April 27 interview). Qin and Han (2014) documented that the Chinese parents in their study often developed a general feeling of powerlessness and helplessness after migration.

Challenges in Type 3, Type 5, and Type 6

The data (See Table 16) shows that, except for language barrier, time availability, unfamiliarity with the information and benefits of school activities were the main challenges that the participants had faced. Epstein (2019) states that the challenges in Type 3, 5, and 6 include wide recruitment and information, organization, and training, training representative, providing opportunities and programs to meet parents' various needs.

Table 15. Participants' extended family members' involvement before and after in the U.S.

Participants General Info	Mrs. A		Mrs. C		Mrs. O		Mr. J		Mr. T	
	in China	in the U.S.	in China	in the U.S.	in China	in the U.S.	in China	in the U.S.	in China	in the U.S.
Who else involved	Grandma in summer vocation	No one else	Grandma	No one else	No one else	No one else	Grandparents mentored her.	Grandparents encouraged her.	No one else	No one else
Regular contact with extend family members	Yes. My parents		Yes. My parents		Yes. My parents		Yes. My parents		Yes. My parents	
Conflicts or different opinions with extended family members	No	No	No. Grandma would give some advices, but it's us as parents to make decisions.	No	No	No. They relatively cared about physical safety issues.	Yes. Discipline issue	No. Selectively tell grandparents good things.	No	No

Note: The main points are the synthesis from the five interviews dated from April 17 to April 30

Table 16. Challenges in Type 3, 5, & 6 for the participants vs for the six types of involvement in Epstein's framework

Challenges Types	Challenges for the Participants					Challenges for the six types of involvement in Epstein's framework
	Mrs. A	Mrs. C	Mrs. O	Mr. J	Mr. T	
Type 3 Volunteering	1. language barriers (C,O,J) 2. time availability (All) 3. do not know the information (T)					Recruit volunteers widely so that all families know that their time and talents are welcome; Make flexible schedules for volunteers assemblies, and events to enable employed parents to participate some of the time; Organize volunteer work; provide training; match time and talent with school, teacher, and student needs; and recognize efforts so that participants are productive; Inform families that they are volunteers when serving as audience for student events, sports, and other presentations.
Type 5 Decision Making	1. time availability (a) 2. language barriers (c) 3. have no information (A,O,J,T) 4. if the child can benefit from the activity(A,O,J,T)					Include parent leaders from all racial, ethnic, socioeconomic, and other groups in the school on committees; Offering training to enable leaders to serve as effective representatives of other families with input from and return of information to all parents; Include students (along with parents) in decision making groups.
Type 6 Collaborating with the community	1. time availability (A,C,O) 2. language barriers (C) 3. if it is meaningful and beneficial(O,J,T)					Solve turf problems of responsibilities, funds, staff, and locations for collaborative activities; Inform families of community programs for students, such as mentoring, tutoring, and business partnership; Assure equity of opportunities for students any and families to participate in community programs or to obtain service including summer programs (e.g. camps, arts, music, other talent development); Match part-time employment of high school students with school goals and requirements.

Note: The main points are the synthesis from the five interviews dated from April 17 to April 30 by the author, and quotation from Table 1.1.2. Challenges and Redefinitions for the successful Design and Implementation of the Six types of Involvement (Epstein, 2019, p.38).

There are very few opportunities for Chinese parents to perform volunteer activities in public high schools in China. Of the five participants, only Mrs. C and Mrs. O mentioned their occasional volunteer activities in China. According to Mrs. C, the parent committee of each classroom often organized some activities, especially the celebration after the monthly exam designed “to give a prize to those who did well in the exam to boost morale” (Mrs. C, April 25 interview). Mrs. C participated in some activities and volunteer work initiated by the teacher as well. Mrs. O recalled her several volunteer activities initiated by schools or teachers; for example, giving small gifts to teachers on festivals, assisting with parking the students’ bikes in the school’s parking spaces, and some manual labor, etc.

Two parents, Mrs. A and Mrs. O had both worked as a parent volunteer only once after they had emigrated to the U.S. Mrs. A stopped participating in the volunteer work because her son was not interested in it and so she could not find meaning and benefit to continue. Except for the language barrier and time availability, Mrs. O felt frustrated by her one-time experience as a volunteer. When she discovered that the other parents’ children were doing well for good colleges and the parents were more capable of the volunteering task, she felt that it was “impossible to know someone similar to her situation through this activity” (Mrs. O, April 18 interview). As a result, she believed that it would be purposeless for her to continue to volunteer at school.

Due to my research and interest in serving as a parent volunteer, I participated in as many volunteering opportunities as I could. Unfortunately, I also had some unpleasant experiences. When I arrived at my first volunteering event, I realized that the other parents had already talked with each other before we were given tasks. I introduced myself to the parent next to me, telling her that I was in a doctoral program and had been living in the U.S. for only a short time. I also asked her to forgive my poor English. She replied immediately that she could “understand every single word of mine” but she didn’t “speak the way I spoke”. That made me feel really embarrassed. From then on, I tried to select only the volunteering work that seldom required me to speak English.

Mr. J’s experience as a parent volunteer was different. He stated that he was initially interested and eager but was forced to give up when he was asked to fill out the Background Check Consent Form which authorized the school to investigate whether he had any prior criminal record. It turned out that he had had a drunk-driving conviction when he first arrived in the U.S. This conviction prevented him from volunteering at the school. Since then, Mr. J felt that he was unqualified to serve as a parent volunteer and stopped paying attention to information about volunteering opportunities. Although most parents in this study rarely participated in volunteer activities, they still showed an interest in activities that could benefit their children and which were meaningful to them.

As for the challenges of time availability mentioned in this study, Epstein (2019) also documented the importance of making “flexible schedules for volunteers assemblies, and events to enable employed parents to participate some of the time” (p.38).

Opportunities for Partnership

Though the new Chinese immigrant parents all confronted challenges in all six types of parent involvement, opportunities for partnership between them and the school still remain.

First, though substantial research documented that Asian American families have experienced high levels of stress due to anti-Asian sentiment and acts of discrimination and violence against them (Hahm et al., 2021; Havewala et al., 2022; Lee & Waters, 2021), most of the families in this study, including Mrs. C, Mrs. O, and Mr. J, didn't perceive any impact caused by the adverse political atmosphere at all. This common response indicates that the XYZ school district is a relatively Asian-friendly community. When I mentioned during the interview the xenophobic political climate after the 2016 election of Donald Trump, Mr. J even argued that "I don't think your statement is acceptable to me. I have not encountered these aspects. So, they didn't affect me" (Mr. J, April 27 interview). However, the other two participants, Mrs. A and Mr. T, expressed their concern about children's safety in Epstein's Type 1 model. It is note-worthy that Mrs. A's concern was not about the living environment as she thought her family was "living in a safety area" (Mrs. A, April 17 interview), but about "the drugs and guns" (Mrs. A, April 17 interview); and Mr. T was especially worried about the living place since his family had stayed in the U.S. for only a short period of time. He also questioned the Trump policy's impact on individual teachers: "Why the teacher I mentioned earlier didn't reply might be because of the impact of Trump's policies, but I can't say this, well, I feel that it may have an impact, and it may have an impact on individual teachers" (Mr. T, April 30 interview).

Second, nearly all the families in the study suffered from the consequences of the global pandemic in all of Epstein's six types. Mrs. A's experiences relating to her involvement fell under all six types; Mrs. C's difficulties in Type 1 and Type 4; Mrs. O's difficulties fell under all types except Type 1 and Type 4; Mr. J and Mr. T both had difficulties from Type 1 to Type 4. In general, all the participants expressed difficulties in communicating with the school and teachers in their efforts to support and supervise their children's learning at home during the pandemic. With the end of the pandemic and the re-opening of schools, the restoration of normal life may begin to decrease the negative impact of the pandemic.

Third, most of the participants realized the importance of mental health. Some parents even took the initiative to find mental health resources and assistance when they struggled with communicating with their children or spouses. Two moms, Mrs. A and Mrs. O, mentioned the importance of psychotherapy during the darkest time when they suffered conflicts between the parents and the child. Mrs. A emphasized that if it were not for the continuous and timely support from the online psychologist in China which she found by herself, she could not have gotten through. Similarly, Mrs. O thought that psychotherapy was an amazing tool that guided both her and her daughter in making necessary changes. These changes gradually reduced the conflicts with Mr. O, thereby bringing about a more harmonious family atmosphere. Nevertheless, Mrs. A, Mrs. O, and Mr. J expressed the shortage of Chinese-speaking mental health providers who fully understand traditional Chinese culture. This shortage is confirmed by a recent study that concludes that Asian American parents often found the lack of culturally competent mental health providers to be a barrier for their youth in seeking mental health services (Wang et al., 2018).

Fourth, according to Wang et al. (2019), while Asian American youths experience high levels of stress, they are also less likely to seek mental health services compared with their peers in other racial or ethnic groups. Therefore, Asian American parents play an important role in supporting

youth mental health. Recent studies indicate the effectiveness of training for Chinese immigrant parents in their efforts to improve their children's mental health (Wang et al., 2018). For example, in Havewala et al.'s (2022) empirical study of thirty-five Asian American adults (of which thirty-three were born in China), the researchers identified "promising findings" that demonstrate that the culturally-appropriate Youth Mental Health First Aid (YMHFA) virtual training provides an effective way for the Asian American population in promoting mental health awareness, helpful attitudes, and confidence in supporting youths facing mental health challenges.

Finally, as shown in Epstein (2019) *School, Family, and Community Partnerships: Your Handbook for Action*, countless studies, conducted by researchers in many countries over a period of thirty years, confirm that "partnerships are important for helping students succeed at all grade levels" (p.33). Epstein (2019) developed a research-based theoretical model of overlapping spheres of influence which demonstrates the importance of shared responsibilities of home, school, and community for children's learning and development. Grounded in the framework of six types of parent involvement, the handbook also describes widely-used "effective strategies to engage all families and community partners in ways that support student success in school" (Epstein, 2019, p.18). This study will draw on these research results to tailor the following recommendations for new Chinese immigrant parents.

Recommendations for Partnership

Epstein (2019) emphasized that the practices identified are based on numerous years of research conducted at thousands of schools; and they are "only a few of hundreds that may be selected or designed for each type of involvement" (Epstein, 1995, p.707). Even though the framework of six types may be used by all schools as a general guide, "each school must chart its own course in choosing practices to meet the needs of its families and students" (Epstein, 1995, p.707). Based on the challenges and opportunities that new Chinese immigrant parents are confronted with, I recommend that XYZ High School take the following actions to meet the challenges for each type of involvement. By doing so, the school can transform the deficit-based relationship into asset-based "well-designed and well-implemented partnership practices" (Epstein, 2019, p.26).

Type 1— Parenting

According to Epstein (2019), the challenges in Type 1 aim to provide information to all families who want or need it rather than just to the few who can attend workshops or meetings in the school building. It also allows families to share information regarding culture, background, and children's talents and needs; and to guarantee that all information for families is clear, usable, and directly-linked to children's success in school.

"Many families have questions about how to relate to and support their children through adolescence" (Epstein, 2019, p.232). First, school can provide their basic parenting obligations through family support programs such as workshops, parent-to-parent networks, and other forms of parent education, training, and information sharing. All workshops, training sessions, and information-sharing should be made available through a variety of forms, including traditional channels (such as face-to-face communication, newsletters or e-connections, report cards) and new

social media technologies (such as videos, zoom meetings, Instagram, Twitter, etc.). Activities that promote parent involvement should not only be limited to the school building or other physical locations. Utilizing the help of translators and interpreters can also offset language barrier issues. Workshops or training programs should be designed to facilitate easy access for all new Chinese immigrant parents, especially those who could not attend for various reasons; for example, parents with busy schedules, spouses, or extended family members such as grandparents living in another country.

The recommended topics for workshops addressing all six types of Involvement include but not limited to the following:

- Overview of the American education system and the structure of the American schooling system
- XYZ High School's policies, course offerings, student placements and groups, college and career planning, special services, tests and assessments, annual test results for students, and evaluations of school programs
- XYZ High School's security and early warning system
- XYZ High School's XPA parents volunteer recruitment and training opportunities
- Effective ways to communicate with school leadership, teachers, and staff
- Effective ways to monitor your child's progress in school
- Effective ways to help your child get involved in mainstream school life
- Effective ways to help your child cope with and overcome the growing pains of adolescence
- Effective ways to communicate with your spouse in discussing your children's education

Second, families are responsible for establishing supportive home conditions (such as housing, health, nutrition, clothing, and basic safety); helping children manage schedules to balance family chores, homework, and leisure activities and fun; and helping children cultivate the attitudes, behaviors, beliefs, customs, talents, and skills valued by the family outside of the school curriculum. "At the heart of Type 1 activities are two-way and three-way exchanges that connect home, school, and community" (Epstein & Sanders, 2002, p.419). School and community should create opportunities in various forms for new Chinese immigrant families to share information regarding their culture, background, children's talents, hobbies, needs, or any other special features they want to share.

Type 2— Communicating

The challenges in Type 2 charted by Epstein et al. (2019) can be generalized as forms and channels between the communications. School should emphasize the readability, clarity, quality, and frequency of all forms of communications (such as face to face, memos, notices, phone calls, newsletters, report cards, conferences, open-house nights, other print and electronic communications, and new social media). Translators and interpreters should be utilized to aid parents who do not speak or read English well. Clear, two-way channels for communications between school and home should be established using both traditional tools and emerging social media (Epstein, 2019).

Good communication enables families to know in a timely fashion information about students' progress at school. Usually, it is the students who act as couriers, mediators, and interpreters delivering many communications from teachers to families and from parents to teachers. Connors

and Epstein (1994) found in a survey of high school students that about 24% reported that they promptly delivered notices from school to their families. For the new Chinese immigrant parents with language barriers and limited knowledge about the school education system, the school should create not only two-way, but also multiway channels of communication connecting schools, families, students, and the community in various forms. Through these multiple channels, parents can gain more sources to obtain information; they can be guided to ask their children about possible notices from the school; and they can more easily give teachers feedback about the information on their children or school programs. During each school year all families should also have opportunities to ask questions, express concerns, share reactions, raise suggestions about school programs and policy. More importantly, parents can help teachers better appreciate their children's progress and the families' goals for students' learning and success (Epstein et. al., 2002).

Type 3— Volunteering

Epstein (2019) charted the challenges in Type 3 to include the following tasks: the wide recruitment and distribution of information to all families to make them feel that their time and talents are welcome; providing flexible schedules; organizing volunteer work; providing training; matching time and talent with school, teacher, and student needs; recognizing efforts so that participants are productive; informing families that volunteers also serve as audience for student events, sports, performances, and other activities.

The school should communicate with new Chinese immigrant parents in a bilingual manner using various forms whenever it wishes to inform them about the varying schedules and tasks so that the parents will feel welcome and prepared to participate as volunteers and as audiences. Volunteers can be any family member, including extended family members such as grandparents. “Various activities may be designed that tap parents and others’ talents and draw lessons from their occupations, hobbies, interests, and experiences in order to enrich students’ classes and expand students’ career explorations” (Epstein & Sanders, 2002, p.420). In addition, the school can organize and welcome volunteers for different purposes so that “all families can help their children’s schools by offering to make phone calls or talk with other parents, community groups, and other helpful contacts” (Epstein & Sanders, 2002, p.420).

Type 4— Learning at Home

Epstein (2019) charted the challenges in Type 4 to include the following tasks: designing and organizing a regular schedule of interactive homework assignments (e.g., weekly or bimonthly) for students to discuss important things that they are learning and for families to get familiar with their children’s classwork; involving families and their children in all important curriculum-related decisions (e.g., choosing courses, programs); providing timely information to students and families on credits required for high school graduation, credits earned, and steps for planning postsecondary education.

Teachers can guide parents to monitor, assist, and interact with their children at home on learning activities that are coordinated with the classroom curriculum (Epstein & Sanders, 2002, pp.420-421). Due to the cultural factors and the common practice in China, new Chinese parents are used to mentoring their children’s homework at home. Epstein (2019) pointed out that “‘Homework’ includes not only work done alone in a quiet place, but also interactive activities

shared with others at home or in the community, linking schoolwork to real life; ‘Help’ at home mean encouraging, listening, reacting, praising, guiding, monitoring, and discussing-not ‘teaching’ school subjects” (Epstein, 2019, p.38).

“In the upper grades, students know more about many topics and have much to share with parents. Older students should be encouraged to lead conversations about schoolwork” (Epstein & Sanders, 2002, p.421). Therefore, teachers are encouraged to design homework guiding students in how, when, where, what, or why to interact with a family member or a member in the community, so that students may show, share, and demonstrate skills they have learnt at school. For example, the homework can be designed as reading poems written in class, conducting a science experiment with parents as their assistants, or interviewing grandparents in China about their education history, etc. Such homework activities enable parents “to ask students to show and explain new math skills, new words learned in a foreign language class, or new technology skills without thinking that they are supposed to know or teach these skills” (Epstein & Sanders, 2002, p.421).

Type 5— Decision Making

The challenges in Type 5 charted by Epstein (2019) to include the following tasks: recruiting parent leaders from all racial, ethnic, socioeconomic, and other groups in the school or the community; offering training to enable leaders to serve as effective representatives of other families with input from and return of information to all parents; including and enabling students (along with parents) to participate in decision-making groups or processes.

“Parents may have different perspectives from teachers about many school issues” (Epstein, 2019, p.239). “Schools strengthen parents’ participation in school decisions by encouraging the organization of strong parent associations, and by including parents and community representatives on school councils and committees” (Epstein & Sanders, 2002, p.421). Due to the knowledge and cultural barriers, new Chinese immigrant parents should be given clear and specific information on the duty of school counsel such as the XPA. They also need to know that “An effective PTA or PTO focuses its work on helping students reach school goals and working on all other types of involvement” (Epstein & Sanders, 2002, p.421).

Not all parents take leadership roles and participate actively on school improvement teams, councils, parent organizations, and committees, but “parents’ concerns and needs should be periodically and systematically addressed, either through school- or parent-initiated procedures” (Epstein & Sanders, 2002, p.422). There are some new Chinese immigrant parents who do not want to be active or have little time for participation in decision-making activities, and yet would like to be kept informed about and consulted on school decisions that affect their children. These parents should be able to reach out to the parent leaders and receive opportunities and support to communicate with other families (Epstein, 2019). In a well-planned program of school, family, and community partnerships focusing on solving problems instead of creating conflict, it is essential that “parents and educators understand their shared goals and have the organizational structures, decision-making skills, and support they need to work together” (Epstein & Sanders, 2002, p.422). Thus, the school may provide parents and teachers with training on “leadership, decision making, advocacy, and collaboration” (Epstein, 2019, p.239) and “identify and distribute information desired by families about school policies, course offerings, student placements and

groups, college and career planning, special services, tests and assessments, annual test results for students, and evaluations of school programs” (Epstein, 2019, p.239). All in all, “‘Decision making’ means a process of partnership, of shared views and actions toward shared goals, not a power struggle between conflicting ideas” (Epstein, 2019, p.38)

Type 6— Collaborating with the Community

Epstein (2019) charted the challenges in Type 6 to include the following tasks: solving turf problems of responsibilities, funds, staff, and locations for collaborative activities; informing families of community programs for students, such as mentoring, tutoring, and business partnership; assuring equity of opportunities for students and families to participate in community programs or to obtain service including summer programs (e.g. camps, arts, music, other talent development); matching part-time employment of high school students with school goals and requirements.

Due to the demographic, cultural, linguistic, and knowledge barriers, new Chinese immigrant parents are often confronted with additional challenges. “School and parent groups may work together to inform students and families about community programs and support services, and may arrange procedures to increase opportunities for families and children to access these programs and services” (such as after-school programs, summer enrichment and remedial activities, health services, cultural events, and other beneficial programs in a broader community) (Epstein & Sanders, 2002, p.422).

The concept of “community” means not only “the neighborhoods where students’ home and schools are located, but also neighborhoods that influence student learning and development” (Epstein, 2019, p.38). The community is “rated not only by low or high economic qualities but also by strengths and talents to support students, families, and schools” (Epstein, 2019, p.38) and it includes “all who are interested and affected by the quality of education, not just families with children in the schools” (Epstein et al., 2019, p.38). Parents can also “draw from their own networks of friends and acquaintances to help schools make productive connections with business, community, fraternal, and other organizations” (Epstein & Sanders, 2002, p.422).

Summary

In this chapter, applying Epstein’s model of the six types of parent involvement challenges and drawing upon my own narratives, I classified parent involvement challenges into two broad categories. First, challenges in Type 1, Type 2, and Type 4 can be generalized to include language barriers, unfamiliarity with the mainstream culture, school system, and information; difficulties in talking with their teenage children, spouses, school teachers, and extended family members. Second, challenges in Type 3, Type 5, and Type 6 can be generalized to include language barriers, time availability, ignorance about the information and benefits of school activities.

Epstein (2019) defines the concept of parent involvement as “school, family, and community partnerships” (p.19) that recognize the shared responsibility for students’ learning and development. This study further discusses the opportunities for an optimized partnership between new Chinese immigrant families and the school. First, most of the families didn’t perceive any impact caused by the adverse political atmosphere, indicating that the XYZ school district is a

relatively Asian-friendly community. Second, the negative effect of the pandemic will decrease as it comes to an end and normal life resumes. Third, most of the participants realized that mental health for teenagers is more important than academic performance. Fourth, results of the recent empirical research (Havewala et al.'s (2022) demonstrate that the culturally-adapted Youth Mental Health First Aid (YMHFA) virtual training provides an effective way for the Asian American population to promote mental health awareness, helpful attitudes, and confidence in supporting youths facing mental health challenges. Finally, substantial practices based on the research-based theoretical model of overlapping spheres of influence (Epstein, 1995, 2019) provide widely-used “effective strategies to engage all families and community partners in ways that support student success in school” (Epstein, 2019, p.18)

Based on the challenges and opportunities that new Chinese immigrant parents are confronted with, I recommend that XYZ High School implement the following steps to tackle the challenges for each type of involvement. By doing so, it can change the deficit-based relationship into asset-based “well-designed and well-implemented partnership practices” (Epstein, 2019, p.26). “True partnerships among parents, teachers, and community members and groups occur when all parties engage in conversations and actions that focus on student learning and success” (Epstein & Sanders, 2002, p.423).

Type 1— Parenting

First, schools can fulfill their basic parenting obligations through family support programs such as workshops, parent-to-parent networks, and other forms of parent education, training, and information sharing. They can employ a variety of methods, including traditional channels (such as face-to-face communication, newsletters or e-connections, report cards) and new social media (such as videos, zoom meetings, Instagram, Twitter, etc.). The following list contains some recommended topics for workshops which cover all six types of Involvement:

- Overview of the American education system and the structure of the American schooling system
- XYZ High School’s policies, course offerings, student placements and groups, college and career planning, special services, tests and assessments, annual test results for students, and evaluations of school programs
- XYZ High School security and security early warning system
- XYZ high school XPA parents volunteer recruitment and training opportunities
- Effective ways to communicate with school leadership and staff
- Effective ways to monitor your child’s progress in school
- Effective ways to help your child get involved in mainstream school life
- Effective ways to help your child cope with and overcome the growing pains of adolescence
- Effective ways to communicate with your spouse in discussing your child’s education

Second, families are responsible for the following: establishing supportive home conditions (such as housing, health, nutrition, clothing, and basic safety); helping children manage their schedule to balance family chores, homework, and leisure activities; and teaching children the attitudes, behaviors, beliefs, customs, talents, and skills valued by the family outside of the school curriculum.

Type 2— Communicating

The school should create not only two-way, but also multi-way channels of communication connecting schools, families, students, and the community in various forms, using translators or interpreters whenever necessary. Good communication enables parents to enjoy more sources for timely information and opportunities to ask questions, express concerns, share reactions, and make suggestions about school programs and policies. By the same token, it helps teachers better understand their students' situations at home and hear feedback from parents about their children or school programs, etc.

Type 3— Volunteering

The school should inform new Chinese immigrant parents in bilingual language and various forms about the varying schedules and tasks so that they feel welcome and are able to participate as volunteers and as audiences. A “volunteer” is a “talent pool” from families including extended family members such as grandparents offering specific skills, talents, and time matching school needs and goals. Various activities may be designed to tap parent volunteers' talents and draw lessons from their occupations, hobbies, interests, and experiences in order to enrich students' classes and expand students' career explorations. Besides, the school can create various opportunities to welcome volunteers so that all families can talk with other parents, community groups, and other helpful contacts.

Type 4— Learning at Home

The teachers are encouraged to design homework linking schoolwork to real life and promoting interactive activities shared with others at home or in the community. When the homework guide students in how, when, where, what, or why to interact with a family member or a member in the community, students may show, share, and demonstrate skills they have learnt at school, and the family member or the member in the community will be involved by encouraging, listening, reacting, praising, guiding, monitoring, and discussing rather than “teaching” school subjects. For example, the homework can be designed as reading poems written in the class, conducting a science experiment with parents as their assistants, or interviewing their grandparents in China about their education history etc.

Type 5— Decision Making

The school should give more clear and specific information on the duty of school counsel such as XPA, create opportunities and support to enable the parents communicate with other families, and provide parents and teachers with training on “leadership, decision making, advocacy, and collaboration” (Epstein, 2019, p.239), and “identify and distribute information desired by families about school policies, course offerings, student placements and groups, college and career planning, special services, tests and assessments, annual test results for students, and evaluations of school programs” (Epstein, 2019, p.239).

Type 6— Collaborating with the Community

The school should broaden the concept of “community” beyond the geographical location, socioeconomic background and so on. It should also inform students and families about available community programs and support services, and to arrange procedures to increase opportunities for families and children to access to such programs and services (such as after-school programs,

summer enrichment and remedial activities, health services, cultural events, and other beneficial programs in the broader community). Finally, the school should create opportunities for parents to share their own networks of friends and acquaintances in order to help it make productive connections with business, community, fraternal, and other organizations.

CHAPTER 6 CONCLUSIONS

This exploratory study documents the narratives of five new Chinese immigrant parents' involvement in their children's education at a suburban public high school (XYZ High School) in the mid-western U.S. All participants had moved here from mainland China after 2016. Based on the findings and analyses of this research, I will attempt to answer the research questions stated at the beginning of this study. Recommendations for action and for future research will also be discussed. Finally, my own personal reflection on the journey of this research will be presented.

Research Questions of This Study

Question One

How do new Chinese immigrant parents perceive their school involvement at XYZ High School?

In the study, Family T is the only family in which the mother and the father have no clear division of duties and work together in their child's academic study, social contacts, and mental health issues. The other four families all have clearly-defined duties for their respective mothers and fathers.

For family A, the mother, Mrs. A, is responsible for earning money by working full-time, taking care of daily necessities (e.g., cooking, cleaning, travelling etc.), and communicating with teachers; whereas the husband, Mr. A, is primarily responsible for the child's transportation.

For family C, Mrs. C takes charge of all daily necessities, transportation, emotional support, and supervision of the child; whereas Mr. C is responsible for making money in China. Mr. C comes to the U.S. to visit his wife and children every six months or so.

For family O, Mrs. O is responsible for all daily necessities. She also serves as the mediator between the father and daughter during their frequent conflicts. Originally, the arrangement was for Mr. O to continue to work and earn money in China and to travel regularly between the two continents. Due to the COVID-19 pandemic and the consequent travel restrictions, Mr. O ended up being stuck in the U.S. and could not return to his job in China. He gradually became more involved in his child's education, by performing, for example, the following activities: asking about the child's academic performance, mentoring homework, signing up for extracurricular classes, and communicating with teachers.

For Family J, the mother, Mrs. J, and the other two children were forced to remain in China in order to wait for their visa applications to be approved. As a result, the father, Mr. J, who had already arrived in the U.S. with their eldest daughter, had no choice but to become involved in his daughter's education even though he had seldom done so back in China. Mr. J's main duties on parent involvement included taking charge of all daily necessities such as cooking, cleaning, checking school emails, selecting courses, and attending school activities like singing performances, etc.

Question Two

What are the challenges for new Chinese immigrant parents in school involvement?

Existing research documents the main barriers facing new Chinese immigrant parents; they include demographic, cultural, linguistic, and knowledge barriers.

Demographic factors include age, race, ethnicity, gender, marital status, income, education, and employment. Previous studies have documented that parent with a low SES participated less in their children's schools than the parents with a higher SES, due to inflexible work schedules, they need to take additional jobs and fatigue from work (Benson & Martin, 2003). This pattern also applies to some Chinese immigrant families. In Zhou & Zhong's (2018) study, out of twelve Chinese couples who came from mainland China, the majority of the participants least frequently involved in school were from low-income and working-class families.

As one of the largest immigrant groups in the United States (Rosenbloom & Batalova, 2023), new Chinese immigrants experienced two additional challenges: the anti-Asian rhetoric during the Trump presidency, and the harsh realities brought about by the global outbreak of the novel coronavirus (COVID-19) pandemic—strict travel restrictions imposed by both the U.S. and the Chinese governments. Prior to the pandemic, Asian Americans reported fewer mental health conditions than their white American counterparts (Asnaani et al., 2010). But this situation might have changed for the worse during the pandemic. Substantial research has shown that experiences and perceptions of racial discrimination have deleterious mental health consequences (Benjamin, 2020; Carter, 2007; Gee et al., 2007; Harrell, 2000; Lee and Ahn, 2011; Ong, 2021). Most studies confirm that discrimination has a significant negative impact on health in general and mental health in particular.

Cultural barriers refer to the deeply-entrenched influence of the more than 2000-year-old Confucian philosophy over how most Chinese parents educate their children. Some of the dominant concepts in Confucian philosophy include: filial piety (孝顺 xiao shun), meaning to be loyal and obedient to their parents; self-sacrifice of personal needs in the service of family members or for the sake of the group; the father as master of the family (一家之主 yi jia zhi zhu), taking responsibility for the business outside the home (男主外 nan zhu wai) while the mother taking responsibility only for the daily chores inside the home (女主内 nv zhu nei), primarily caring for the children and maintaining the household; choosing “the middle way” (中庸之道 zhong yong zhi dao); and “silence is gold” (沉默是金 chen mo shi jin) as a life wisdom reminding people when you do not know the appropriate thing to say, do not say anything. Also dominant in Confucian philosophy is the hidden hierarchical relationship between the teacher and the student that is parallel to that between father and son. To be a teacher for one day is to be a father for life (一日为师终身为父 yi ri wei shi zhong shen wei fu).

Linguistic barriers are also a salient factor for many Chinese immigrant families. Constantino et al.'s (1995) study indicates that the language barrier hindered Chinese immigrant parents from communicating with their children's teachers. Wong-Lo & Bai (2013) find that immigrant parents with limited English proficiency may feel uncomfortable with participation in school events or have difficulties communicating effectively with teachers. Qin & Han (2014) also found that language was not only a problem for working-class Chinese parents with poor education, but also a barrier for middle-class Chinese parents with more specialized knowledge.

Unfamiliarity with the mainstream school system and school culture have been suggested as potential barriers for parent involvement among immigrant parents in general (Dyson, 2001; Ji & Koblinsky, 2009; Wong-Lo & Bai, 2013; Zhou & Zhong, 2018). Some research attributes the

ineffectiveness of Chinese immigrant parents' involvement with schools to parents' unfamiliarity with content knowledge as well as knowledge of the U.S. school system. For example, Qin & Han (2014) found that some Chinese immigrant families had little knowledge of the steps necessary for their children to go to college. Some studies indicate that parents from different ethnic and cultural backgrounds may view and interpret the meaning of parental school involvement differently (Juang & Silbereisen, 2002; Mau, 1997).

The findings and analyses of the experiences of the five new Chinese immigrant parents in this research demonstrate that their main challenges in general conform with the existing studies on demographic, cultural, linguistic, and knowledge barriers. However, most of these parents were not affected by the former President Trump's hostile China policies. According to their own accounts, the main challenges that these parents faced include: language barrier; scarcity of time; unfamiliarity with the mainstream culture, school system, and information; difficulties in talking with their teenage children, spouses, school teachers, or extended family members; and lack of psychological support after migrating from China to the United States.

Question Three

What changes can XYZ High School make in order to better facilitate the new Chinese immigrant parents' involvement in their children's learning and development at the school?

Based on the challenges and opportunities that the new Chinese immigrant parents were confronted with, I recommend that XYZ High School take the following actions to tackle the challenges inherent in each type of parent involvement.

TYPE 1— PARENTING. First, school can provide their basic parenting obligations through family support programs such as workshops, parent-to-parent networks, and other forms of parent education, training, and information sharing through various forms including traditional channels (such as face-to-face communication, newsletters or e-connections, report cards), and new social media (such as videos, zoom meetings, Instagram, Twitter, etc.). The recommended topics for the workshop covering all the six types of Involvement include but not limited to the following:

- Overview of American education system and the structure of the American schooling system;
- XYZ high school policies, course offerings, student placements and groups, college and career planning, special services, tests and assessments, annual test results for students, and evaluations of school programs;
- XYZ high school security and security early warning system;
- XYZ high school XPA parents volunteer recruitment and training opportunities;
- Effective ways to communicate with school leadership and school staff;
- Effective ways to monitor your child's progress in school;
- Effective ways to help your child get involved in mainstream school life;
- Effective ways to help your child cope with and overcome the growing pains of adolescence;
- Effective ways to communicate with your spouses in discussing your children's education.

Second, families are responsible for establishing supportive home conditions (such as housing, health, nutrition, clothing, and safety), helping children manage schedule to balance family chores, homework, and leisure activities and fun, and teaching children the attitudes, behaviors, beliefs, customs, traditions, talents, and skills valued by the family other than the school curriculum.

TYPE 2 — COMMUNICATING. The school should create not only two-way, but also three-way, and many-way channels of communication connecting schools, families, students, and the community in various forms and with the help of translators or interpreters as requested. Good communications not only enable parents to have more sources to obtain the timely information and have opportunities to ask questions, express concerns, share reactions, suggestions about school programs and policy, and provide more information about the children, but also let teachers know the parents' feedback about the information on their children or school programs etc.

TYPE 3 — VOLUNTEERING. The school should inform the new Chinese immigrant parents in bilingual communications and various forms about the varying schedules and tasks so that they feel welcome and are able to participate as volunteers and as audiences. A "volunteer" is a "talent pool" from families including extended family members such as grandparents offering specific skills, talents, and time matching school needs and goals. Various activities may be designed to tap parent volunteers' talents and draw lessons from their occupations, hobbies, interests, and experiences in order to enrich students' classes and expand students' career explorations. Besides, the school can create various opportunities to welcome volunteers so that all families can talk with other parents, community groups, and other helpful contacts.

TYPE 4 — LEARNING AT HOME. The teachers are encouraged to design homework linking schoolwork to real life and promoting interactive activities shared with others at home or in the community. When the homework guide students in how, when, where, what, or why to interact with a family member or a member in the community, students may show, share, and demonstrate skills they have learnt at school, and the family member or the member in the community will be involved by encouraging, listening, reacting, praising, guiding, monitoring, and discussing rather than "teaching" school subjects. For example, the homework can be designed as reading poems written in the class, conducting a science experiment with parents as their assistants, or interviewing their grandparents in China about their education history etc.

TYPE 5 — DECISION MAKING. The school should give more clear and specific information on the duty of school counsel such as XPA, create opportunities and support to enable the parents communicate with other families, and provide parents and teachers with training on "leadership, decision making, advocacy, and collaboration" (Epstein, 2019, p.239), and "identify and distribute information desired by families about school policies, course offerings, student placements and groups, college and career planning, special services, tests and assessments, annual test results for students, and evaluations of school programs" (Epstein, 2019, p.239).

TYPE 6 — COLLABORATING WITH THE COMMUNITY. The school should broaden the concept of "community" beyond the location, socioeconomic background and so on, inform students and families about community programs and support services, and arrange procedures to increase opportunities for families and children to access programs and services (such as after-school programs, summer enrichment and remedial activities, health services, cultural events, and other beneficial programs in a broader community). Besides, the school should create opportunities for parents to share their own networks of friends and acquaintances to help schools make productive connections with business, community, fraternal, and other organizations.

Implications for Practice

Chinese Americans are the largest group of Asian Americans in the United States, the study of this special group will contribute to the partnership of XYZ high school and the scholarship on the study of Chinese immigrant parents' cultural adaptation and school involvement.

Even the perfect well-designed plan needs well-implemented partnership practices. True partnerships occur when all parties among parents, teachers, students, and community members engaged in implementation of the recommended actions that focus on student learning and success. Proactive actions are needed for all parties to change the deficit-based relationship into an asset-based partnership practice.

- All families should create more school-like families recognizing child as a student, reinforcing the importance of school, homework, and activities, and remaining good partners in their children's education.
- All teachers and administrators should build more family-like schools, create positive and productive programs and, consequently understand that family and community engagement is an essential component of good school organization and part of their professional work.
- All students at all levels should make fully use of the guidance and support from parents, school, and community to take active roles in assisting important information exchanges about homework, school activities, afterschool activities, and school decisions etc.
- Communities, including groups of parents, should work together to create both school-like and family-like opportunities, events, settings, services, and programs to better support students.

Recommendations for Future Research

This study only documents the narratives of the recently arrived parents' involvement experiences, further research should be conducted from the perspectives of the school teachers and administrators, the students from the new Chinese immigrant families and their peers, their spouses, their extended family members such as the grandparents, the other parents such as those Chinese families who have been living in the U.S. for many years with their native-born children, and the parents from the mainstream culture. The research will focus on their experiences and suggestions in working with the recently arrived Chinese immigrant parents for the success of the recently arrived Chinese students.

Additionally, this study focuses on a small group of Chinese immigrant parents with high SES and good education in a high-achieving community, who arrived in the U.S. during 2017 to 2020, more research should be made to address a wide range of Chinese immigrant parents regardless of socioeconomic status, education background, and living conditions etc., and other minority group's challenges and opportunities in the family-school-community partnership.

Final Reflection

While I was in Chicago and even after returning to Beijing, I was often asked the similar question, "My son/daughter does not do well at school, shall I accompany him/her to study in the U.S. just like Mencius's mom once did?" Being a parent is one of the toughest jobs in the world.

We need training and tests to drive a car, and we need to read the manual and training to operate a machine, but as parents, we have never been trained before we go to work directly. I recalled Mrs. A's narrative speaking to the difficult journey that many of the new Chinese immigrant parents had experienced.

I think I was still in the adaptation period some time ago (even after living in the U.S. for over four years). I just immigrated here, and there were so many things to do. Identity issues, housing issues, all kinds of miscellaneous things, such as water, electricity, gas bills, etc., I had to start from scratch, which was equivalent to re-starting my life again. I don't know anything about everything, including banks, utilities, and my own identity. These things are all done by myself. Besides, I have to spend time on work, right? I have to adapt to the work environment here, and build the relationship with my colleagues, all of which are enough to keep me busy. In the first three years, I probably never stopped living in chaos and I couldn't even think about working with the community. (Mrs. A, April 17, interview)

The way that family members including parents, grandparents, and other caregivers interact with a child serves as a mirror for the child's thoughts, feelings, perceptions, imitations, and behaviors. Children are always watching, always listening, and always behaving. Just as we know exactly how we look by our reflection in a mirror, we know who we are by the accurate feedback from those around us. However, if we are looking in a funhouse mirror, that gives a distorted picture of who we are. Thus, parents who intend to travel or who have already resided in the U.S. recently like Mencius mom once did for their child's education, should be told about the narratives in this study and be fully prepared before making decisions on transnational migration.

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APPENDIX A INTERVIEW QUESTIONNAIRE FOR XYZ HIGH SCHOOL PARENTS

XYZ 高中家长访谈问卷

NAME OF PARENT INTERVIEWED

被采访家长姓名

ENGLISH NAME: CHINESE NAME: PSEUDONYM:
英文名: 中文名: 化名:

RELATIONSHIP TO STUDENT:

与学生关系

NAME OF STUDENT

学生姓名

ENGLISH NAME: CHINESE NAME: PSEUDONYM:
英文名: 中文名: 化名:

DATE:

访谈日期:

LOCATION OF INTERVIEW:

访谈地点:

BEGINNING TIME:

开始时间:

ENDING TIME:

结束时间:

~~~~~  
Read the following questions EXACTLY as printed

按照印刷文字如实朗读以下问题

This interview is being audio-recorded for research purposes. You may ask for the recording to stop at any time. Do you consent to being audio-recorded? Recording starts now.

应研究需要本访谈将被录音。您可以在任何时间要求停止录音。您同意录音吗？现在开始录音。

### 1. General Background

#### 背景概要

#### ● About Yourself

关于您自己

a. In what year did you come to the U.S.? \_\_\_\_\_

您哪一年来的美国？

b. Which region/city in China did you come from? \_\_\_\_\_

您从中国哪个地区/城市来的？

c. Why did you come to the U.S.?

您为什么来美国？

i. To work

工作

ii. To study

学习

iii. To invest

投资

iv. Others, please illustrate \_\_\_\_\_.

其他，请具体说明

v. N/A

不适用或无可奉告

d. What is your marital status? \_\_\_\_\_

您的婚姻状况是什么？

i. Single

单身

ii. Married

已婚

iii. Widowed

丧偶

iv. Divorced

离婚

v. Separated

分居

e. What is the highest degree or level of school you have completed? \_\_\_\_\_

您的最高学历是什么？

f. What's your English level of proficiency? \_\_\_\_\_

您的英语水平属于以下哪个级别？

i. Basic: indicates you know simple words and phrases. You may not yet be able to keep up with conversations in the language.

初级：表示您知道简单的单词和短语，可能还无法用这种语言进行对话。

ii. Conversational: indicates that you can carry on a conversation, although not fluently. You may still express uncertainty in your choice of words.

对话级别：表示尽管不流利，但您可以进行对话，可能在用词上仍表现出不确定性。

iii. Proficient: indicates a high level of comfort with the use of a language in spoken or written form, but isn't yet at the level of a native speaker. Proficient speakers are more comfortable with a language than conversational speakers.

熟练级别：表示您在使用口头或书面表达时有很高的舒适度，但尚未达到母语人士的水平。

iv. Fluent: indicates a high level of comfort using the language and can converse in the same

manner as a native speaker.

流利级别：表示使用该语言时有很高的舒适度，并能以与母语人士相同的方式交谈。

● About Your Spouse (The following questions will be asked only to those applicable based on the response to the marital status above.)

关于您的配偶（根据上述婚姻状况的答复，以下问题只针对适用人士提问。）

a. Did your spouse live with you and your child/children in the U.S.? \_\_\_\_\_

您的配偶和您，以及您的孩子（们）一起在美国居住吗？

b. If yes, what's your spouse' employment status?

如果是一起居住，那么您配偶的就业状态是什么？

i. Full-time employment

全日制工作

ii. Part-time employment

兼职工作

iii. Temporary or contract employment

临时工或合同工

iv. An internship or apprenticeship

实习生或学徒

v. Others, please illustrate \_\_\_\_\_

其他，请具体说明

vi. N/A

不适用或无可奉告

c. If not,

如果没有一起居住，

i. why didn't your spouse live with you and your child/children in the U.S.? \_\_\_\_\_

为什么您的配偶不和您在美国居住？

ii. How often did your spouse visit you and your child/children then? \_\_\_\_\_

您的配偶多久来探望一次您和孩子？

iii. Usually how long did your spouse stay during the visit? \_\_\_\_\_

您的配偶每次探望您和孩子时通常待多久？

iv. How has the pandemic affected your spouse's visit to you and your child/children? \_\_\_\_\_

冠状病毒疫情怎样影响到您的配偶来探望您和孩子？

d. What is the highest degree or level of school your spouse has completed? \_\_\_\_\_

您配偶的最高学历是什么？ \_\_\_\_\_

e. What's your spouse's English level of proficiency? \_\_\_\_\_

您配偶的英语水平属于以下哪个级别？

i. Basic: indicates you know simple words and phrases. You may not yet be able to keep up with conversations in the language.

初级：表示您知道简单的单词和短语，可能还无法用这种语言进行对话。

ii. Conversational: indicates that you can carry on a conversation, although not fluently. You may still express uncertainty in your choice of words.

对话级别：表示尽管不流利，但您可以进行对话，可能在用词上仍表现出不确定性。

iii. Proficient: indicates a high level of comfort with the use of a language in spoken or written form, but isn't yet at the level of a native speaker. Proficient speakers are more comfortable with a language than conversational speakers.

熟练级别：表示您在使用口头或书面表达时有很高的舒适度，但尚未达到母语人士的水平。熟练级别比对话级别更适应该语言。

iv. Fluent: indicates a high level of comfort using the language and can converse in the same manner as a native speaker.

流利级别：表示使用该语言时有很高的舒适度，并能以与母语人士相同的方式交谈。

### ● About Your Child/Children

关于您的孩子（们）

a. How many children do you have? \_\_\_\_\_

您有几个孩子？

b. What gender is your child/children at XYZ High School? \_\_\_\_\_

您在 XYZ 高中上学的孩子（们）的性别是？

c. Which grade did your child/children complete before coming to the U.S.? \_\_\_\_\_

您的孩子（们）在来美国之前上完了几年级？

d. When did your child/children begin to study at XYZ high school? \_\_\_\_\_

您的孩子（们）什么时候开始在 XYZ 高中上学？

e. How many years did your child/children study at XYZ high school? \_\_\_\_\_

您的孩子（们）在 XYZ 高中学习了几年？

### ● About Your Extended Family Members

关于您的大家庭成员

a. Did any of your other family members or relatives come with or visit you while you were in the U.S.? For example, your parents, siblings, your child/children's cousins etc. \_\_\_\_\_

您在美国期间，有没有其他大家庭成员和您一起来美国或者来美国探望过您？例如，您的父母，兄弟姐妹，您孩子（们）的表（堂）兄弟姐妹等。

b. If yes, who were they? \_\_\_\_\_ How often did they visit? \_\_\_\_\_ How long did they stay \_\_\_\_\_?

如果有的话，他们是谁？多久来探望一次？每次待多长时间？

c. If not, have you had a regular contact with your other family members or relatives while you are in the U.S.? \_\_\_\_\_ Who are they? \_\_\_\_\_

如果没有的话，您在美国期间有没有和大家庭成员保持经常联络？您主要和谁经常联络？

### ● About Selecting XYZ High School

关于选择 XYZ 高中

a. How did you know XYZ high school? \_\_\_\_\_

您怎么知道的 XYZ 高中？

b. What made you decide to select this school for your child/children? \_\_\_\_\_

您为什么决定为孩子（们）选这所学校？具体有哪些原因？

## 2. Parent Involvement

## 家长参与

### ● Values and Beliefs

#### 价值观念

- a. According to your understanding, what does parent involvement include? \_\_\_\_\_  
根据您的理解，家长参与包括哪些方面？
- b. What do you know about parent involvement in the U.S.? \_\_\_\_\_  
关于美国的家长参与，您都了解些什么？
- c. How do you value the importance of education? \_\_\_\_\_  
您认为教育有多重要？
- d. How do you value the importance of teachers and school? \_\_\_\_\_  
您认为学校和教师有多重要？
- e. Do you believe that parents should be more involved at home? at school? or both? \_\_\_\_\_  
您认为家长应该更多的参与家庭还是学校教育？还是两者兼顾？

### ● Past Parent Involvement Experiences Outside the U.S.

#### 您过去在美国以外的家长参与经验

- a. What was your parent involvement like before your child/children was/were at XYZ high school? Tell me some details how you were involved in child/children education, for example, how often do you contact the teachers and school? \_\_\_\_\_  
在您孩子（们）上 XYZ 高中之前，您的家长参与情况是怎样的？请具体说一下您怎样参与孩子（们）的教育，例如您多长时间和学校老师联系一次？
- b. Who were the parent more involved in your child/children education? \_\_\_\_\_  
您和您的配偶，谁更多地参与到孩子（们）的教育？
- c. What were your main duties in parent involvement? \_\_\_\_\_  
您参与教育的主要责任和工作都有哪些？
- d. What were your spouse' main duties in parent involvement? \_\_\_\_\_  
您配偶参与教育的主要责任和工作都有哪些？
- e. How often did you and your spouse communicate with each other regarding your child/children's education? \_\_\_\_\_ What were the Top Three issues you talked about?  
\_\_\_\_\_ 您多长时间和配偶沟通一次孩子教育？沟通内容排在前三位的都是什么？
- f. Who else was also involved in child/children education? For example, your parents, siblings, your children's cousins etc. \_\_\_\_\_ How were they involved? Tell me some details.  
\_\_\_\_\_ 还有谁也参与了孩子（们）的教育？例如，您的父母，兄弟姐妹，您孩子（们）的表（堂）兄弟姐妹等。他们是怎么参与的？请您详细介绍一下。
- g. Were there any conflicts or different opinions among you, your spouse, or other extended family members involved in your child/children education? Tell me some details. \_\_\_\_\_  
关于您孩子（们）的教育，您，您的配偶或其他大家庭成员有没有冲突或不同意见？请您详细介绍一下。

### ● Your Parent Involvement Experiences at XYZ High School

## 您在 XYZ 高中的家长参与经验

### a. General information.

#### 基本信息

- i. Who were the main parent involved in your child/children education? \_\_\_\_\_  
谁主要参与您孩子（们）的教育？
- ii. What were your main duties in parent involvement? \_\_\_\_\_  
您参与教育的主要责任和工作都有哪些？
- iii. What were your spouse' main duties in parent involvement? \_\_\_\_\_  
您配偶参与教育的主要责任和工作都有哪些？
- iv. How often did you and your spouse communicate with each other regarding your child/children's education? \_\_\_\_ What were the Top Three issues you talked about? \_\_\_\_\_  
您多长时间和配偶沟通一次孩子教育？沟通内容排在前三位的都是什么？
- v. Who else was also involved? For example, your parents, siblings, your children's cousins etc. \_\_\_\_\_ How were they involved? Tell me some details. \_\_\_\_\_ 还有谁也参与了孩子（们）的教育？例如，您的父母，兄弟姐妹，您孩子（们）的表（堂）兄弟姐妹等。他们是怎么参与的？请您详细介绍一下。
- vi. Were there any conflicts or different opinions among you, your spouse, or other extended family members involved in your child/children education? Tell me some details.

\_\_\_\_\_ 关于您孩子（们）的教育，您，您的配偶或其他大家庭成员有没有冲突或不同意见？请您详细介绍一下。

### b. On basis needs.

#### 关于日常必需（衣食住行）

- i. How do you and/or your spouse involve in child/children's necessities in daily life? Tell me some details. \_\_\_\_\_  
您和/或配偶如何参与孩子（们）的日常生活必需呢？请您详细介绍一下。
- ii. How do you and/or your spouse supervise and discipline your child/children, and establish home conditions that support children as students? Tell me some details. \_\_\_\_\_  
您和/或配偶如何监督和管教孩子，创造家庭条件支持孩子符合学生的标准？请您详细介绍一下。
- iii. What are the challenges and difficulties you have experienced in your involvement in child/children's basic needs? \_\_\_\_\_  
您在参与孩子（们）日常生活必需中遇到的困难和挑战是什么？
- iv. Do you find difficulties in communicating with teenagers regarding their basis needs? Tell me some details. \_\_\_\_\_  
关于参与孩子（们）的日常生活必需，您觉得和青少年沟通有困难吗？请您详细介绍一下。
- v. How do you feel the Sino-U.S. policy by the U.S. administration and the COVID-19 pandemic affect your involvement in your child/children's daily necessities? Tell me some details accordingly. \_\_\_\_\_  
您认为美国政府关于中美之间的政策和冠状病毒对您参与孩子（们）的日常生活必需

有影响吗？请您分别、详细介绍一下。

c. On communication with teachers and school.

关于和老师与学校沟通

i. How often do you interact with the teachers and school about school programs and children's performance and progress? \_\_\_\_\_

关于学校课程、学生在校表现和进展情况您多长时间和学校老师沟通一次？

ii. Who do you contact the most? (counselor, teachers of the classes, dean, social worker, psychologist, etc.) \_\_\_\_\_

您联系最多的是谁？(学生顾问，任课教师，教务长，社工，心理医生等)

iii. Who take the initiative to contact the other side? \_\_\_\_\_

谁先联系的对方？

iv. By what means and in which language do you communicate? \_\_\_\_\_

通过什么方式沟通？用什么语言沟通？

v. Do the teachers and school know your family background and structure? (For example, parents are separated.)

学校和老师知道您的家庭背景和家庭结构吗？(例如，您和配偶两地分居)

vi. How do you feel the communication with teachers and school? Can you give an example of a good and a bad experience that impressed you most?

\_\_\_\_\_

您感觉和学校沟通的怎么样？让您印象最深的好的和不好的沟通体验，您能不能各举一个例子？

vii. What are the challenges and difficulties you have experienced during the communication with teachers and the school? \_\_\_\_\_

您在同学校和老师沟通过程中的挑战和困难是什么？

viii. Do you know and learn from the parent education program provided by Parent Engagement Coordinator at XYZ high school? In the program there are regular conversations about Social Emotional Learning at school and how families can support that learning.

\_\_\_\_\_

XYZ 高中有一个家长教育栏目，该栏目由家长参与协调员定期开展关于学校社会情感学习以及家庭如何支持学习的对话。您听说过这个栏目吗？有没有学习过相关内容？

ix. If yes, can you tell me your benefits from the program? Do you have difficulties and challenges with the program? \_\_\_\_\_

如果听说过也学习过，请问您从该栏目中的受益是什么？有没有困难和挑战？

x. If no, are you interested in learning from the program? \_\_\_\_\_ What are the difficulties and challenges to learn from the program? \_\_\_\_\_ How do you think you can learn and benefit from the program? \_\_\_\_\_

如果从来没听说过也没有学习过，请问您对学习该栏目感兴趣吗？学习有没有困难和挑战？您认为您怎样能从该栏目学习受益？

xi. How do you feel the Sino-U.S. policy by the U.S. administration and the COVID-19 pandemic affect your communications with the teachers and school? Tell me some details.

\_\_\_\_\_

您认为美国政府关于中美之间的政策和冠状病毒影响您同学校和老师的沟通吗？请您分别、详细介绍一下。

d. On communication with other parents.

关于和其他家长沟通

- i. Have you had the experiences of interacting with other parents at XYZ high school? \_\_\_\_\_  
您有和 XYZ 高中其他家长沟通的经历吗？
- ii. If yes, how did you know the other parents? \_\_\_\_\_ what were the races of the parents? \_\_\_\_\_ In what language did you communicate? By what means did you communicate? How often did you communicate? \_\_\_\_\_  
如果有，您怎么认识的其他家长？这些家长的种族是什么？您的沟通语言是什么？用什么方式沟通？多久沟通一次？
- iii. Can you give me an example of good and bad experience communicating with other parents? (For example, parents involved in peer friendship coordination) \_\_\_\_\_  
您能对于其他家长沟通好的和不好的经历各举一个例子吗？
- iv. What are the challenges and difficulties you have experienced during communications with other parents? \_\_\_\_\_  
您在与其他家长沟通过程中经历的挑战和困难是什么？
- v. How do you feel the Sino-U.S. policy by the U.S. administration and the COVID-19 pandemic affect your communications with other parents? Tell me some details.

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您认为美国政府关于中美之间的政策和冠状病毒影响您同其他家长的沟通吗？请您分别、详细介绍一下。

e. On volunteering.

关于志愿者

- i. Have you had the experience of volunteering to assist teachers, students, administrators, and other parents in classrooms or other areas of the school, or had you participated as supporters of school events? \_\_\_\_\_  
您有过做志愿者的经历，协助老师，学生，学校管理人员和其他家长在教室或学校其他地方参与支持过学校的某项活动吗？
- ii. If yes, can you give me an example of your volunteering experience? What did you do in details and what were your feelings about this experience? \_\_\_\_\_  
如果参与过，能不能举一个您参与志愿者经历的例子？您具体做了什么？感受如何？
- iii. If not, do you know that there are the volunteers' opportunities available for parents? \_\_\_\_\_  
如果没参与过，您是否知道学校提供家长志愿者的机会？
- iv. Can you tell me what're the barriers for you to be a parent volunteer? \_\_\_\_\_  
是什么阻碍您成为家长志愿者呢？
- v. Are you interested in becoming a parent volunteer? In what circumstances, do you think you can be a volunteer at school? \_\_\_\_\_  
您对成为家长志愿者感兴趣吗？在什么情况下，您认为您可以成为家长志愿者？
- vi. How do you feel the Sino-U.S. policy by the U.S. administration and the COVID-19 pandemic affect your volunteering? Tell me some details.

您认为美国政府关于中美之间的政策和冠状病毒影响您的志愿者活动吗？请您分别、详细介绍一下。

f. On learning at home.

关于在家学习

- i. Have you worked with guidance from schools to become involved in children's home learning, such as helping children with homework or curriculum-related activities?

您按照学校指导参与学生在家学习，例如帮助孩子完成家庭作业或课程相关活动吗？

- ii. If yes, can you tell me how you worked with your child academically at home? What were your feelings while helping your child with homework? \_\_\_\_\_  
如果参与了，您能说说您在家怎样参与孩子学习吗？帮助孩子完成家庭作业的过程，您的感受是什么？

- iii. If no or if your mentoring result is not good, can you tell me how you supported your child academically, for example, to advise a school tutor, find afterschool tutors or buy some tutoring materials or anything else? \_\_\_\_\_

如果没参与，或者如果您辅导效果不好，您能说说您怎么支持孩子学习吗？例如，建议寻求学校辅导，在课外找家教，买学习辅导材料，或其他行为？

- iv. What are the challenges and difficulties you have experienced on learning at home? (For example, do you have conflicts with your teenagers?) Tell me some details.

孩子在家学习，您遇到的挑战和困难是什么？（例如，您和青少年有冲突吗？）请您详细介绍一下。

- v. How do you feel the Sino-U.S. policy by the U.S. administration and the COVID-19 pandemic affect you to help child/children learning at home? Tell me some details.

您认为美国政府关于中美之间的政策和冠状病毒影响您参与孩子在家学习吗？请您分别、详细介绍一下。

g. On decision making.

关于参与决策

- i. Are you a member of Parent Association at XYZ school (XPA)? \_\_\_\_\_

您是 XYZ 高中家长协会的成员吗？

- ii. If yes, tell me about your duties in XPA. \_\_\_\_\_

如果是的话，请您详细介绍一下您在该协会的主要工作职责。

- iii. If no, do you know the regular announcements and activities from XPA? Have you ever thought about being one member of XPA or parent organizations, advisory committees, or school-based parent groups? \_\_\_\_\_

如果不是的话，您知道该协会定期的通知和活动吗？您有没有想过成为该协会或者其他家长组织，顾问委员会，或基于学校的家长团体的一名成员？

- iv. Can you tell me what are the barriers for you to be a member of XPA or other similar parent groups? \_\_\_\_\_

您认为是什么阻碍了您成为该协会或类似家长团体的成员？

v. In what circumstances, do you think you can be a member of XPA or other similar parent groups? \_\_\_\_\_

您认为在什么情况下，您有可能成为该协会或类似家长团体的成员？

vi. How do you feel the Sino-U.S. policy by the U.S. administration and the COVID-19 pandemic affect you to involvement in decision making? Tell me some details.

\_\_\_\_\_ 您认为美国政府关于中美之间的政策和冠状病毒影响您参与学校决策吗？请您分别、详细介绍一下。

#### h. On collaborating with community.

关于社区合作

i. Have you had the experiences of working with community educational, health, cultural, recreational, or other programs to access services that strengthen school programs and student learning? \_\_\_\_\_

您是否曾参与过社区教育、健康、文化、娱乐或其他项目，以获得加强学校项目和学生学习的服务？

ii. If yes, can you tell me a good and bad experience that impressed you most? \_\_\_\_\_

如果参与过，您能否分别分享一下印象最深的好的和不好的一次体验？

iii. If no, what are the barriers for you to collaborate with the community? \_\_\_\_\_

如果没参与过，是什么阻碍您与社区合作？

iv. Are you interested in being a volunteer collaborating with the community? In what circumstances, do you think you can be a volunteer collaborating with the community?

\_\_\_\_\_ 您对成为一名社区志愿者感兴趣吗？您认为在什么情况下，您可以成为社区志愿者的一员？

v. How do you feel the Sino-U.S. policy by the U.S. administration and the COVID-19 pandemic affect you to be a volunteer collaborating with the community? Tell me some details. \_\_\_\_\_

您认为美国政府关于中美之间的政策和冠状病毒影响您参与社区志愿活动吗？请您分别、详细介绍一下。

### 3. Academic and Future Career Expectations for your child/children

对您孩子（们）的学业期待和未来职业期待

a. What were your academic expectations for your child/children before coming to the U.S. in general? \_\_\_\_\_ What were your spouse's academic expectations for your child/children before coming to the U.S. in general? \_\_\_\_\_ (For example, the aspirations for good grades, high-ranking universities, and high level of degree)

总的来说，在来美国之前，您对孩子（们）的学业期待是什么？您配偶对孩子（们）的学业期待是什么？（例如，期望孩子取得好成绩，升入排名高的大学，取得更高学历）

b. What were your future career expectations for your child/children before coming to the U.S. in general? \_\_\_\_\_ What were your spouse's future career expectations for your child/children before coming to the U.S. in general? \_\_\_\_\_ (For example, the aspirations for major,

profession, financial stability, and high salary)

总的来说，在来美国之前，您对孩子（们）的未来职业期待是什么？您配偶对孩子（们）的未来职业期待是什么？（例如，期望孩子学什么专业，从事什么行业，财务稳定，取得高收入）

c. What are your academic expectations for your child/children now? \_\_\_\_\_ What are your spouse's academic expectations for your child/children now? \_\_\_\_\_ (For example, the aspirations for good grades, high-ranking universities, and level of degree)

您现在对孩子（们）的学业期待是什么？您配偶对孩子（们）的学业期待是什么？（例如，期望孩子取得好成绩，升入排名高的大学，取得更高学历）

d. What are your future career expectations for your child/children now? \_\_\_\_\_ What is your spouse's future career expectations for your child/children now? \_\_\_\_\_ (For example, the aspirations for major, profession, financial stability, and salary)

您现在对孩子（们）的未来职业期待是什么？您配偶对孩子（们）的未来职业期待是什么？（例如，期望孩子学什么专业，从事什么行业，财务稳定，取得高收入）

e. If your/your spouse's academic and future career expectations are different now from before coming to the U.S., what make them change?

如果您/您配偶的学业期待和未来职业期待在来美国前后发生了变化，主要是因为什么而发生了改变？

f. If you're your/your spouse's academic and future career expectations now are still the same as those before coming to the U.S., what are your/your spouse's concerns?

如果您/您配偶的学业期待和未来职业期待在来美国前后没有发生变化，您/您配偶主要有哪些担心？

g. On communicating with your spouse.

关于和配偶沟通

i. Are you satisfied with your communications with your spouse about academic and future career expectations to your child/children? \_\_\_\_\_

关于孩子学业期待和未来职业期待，您对和配偶的沟通满意吗？

ii. If yes, can you share with me some recommendations for a good communication with your spouse? \_\_\_\_\_

如果满意的话，您能分享一些良好沟通方面的建议吗？

iii. If no, what are the challenges and difficulties? \_\_\_\_\_

如果沟通不尽如人意的话，您的困难和挑战是什么？

h. On communicating with your extended family members.

关于和大家庭成员沟通

i. Are you satisfied with your communications with your extended family members (For example, your parents, siblings, and your children's cousins etc.) about academic and future career expectations to your child/children? \_\_\_\_\_

关于孩子学业期待和未来职业期待，您对和大家庭成员（例如，您父母，兄弟姐妹，您孩子/孩子们的表/堂兄弟姐妹）的沟通满意吗？

ii. If yes, can you share with me some recommendations for a good communication with your spouse? \_\_\_\_\_

如果满意的话，您能分享一些良好沟通方面的建议吗？

iii. If no, what are the challenges and difficulties? \_\_\_\_\_

如果沟通不尽如人意的话，您的困难和挑战是什么？

iv. How do you feel the Sino-U.S. policy by the U.S. administration and the COVID-19 pandemic affect your academic and future career expectations to child/children? Tell me some details. \_\_\_\_\_

您认为美国政府关于中美之间的政策和冠状病毒影响您对孩子（们）学业期待和未来职业期待吗？请您分别、详细介绍一下。

#### **4. Others Things on Parent Involvement You Want to Share**

您想分享的关于家长参与的其他方面

a. What are some good experiences in your parent involvement? \_\_\_\_\_

您进行家长参与的一些好的经验有哪些？

b. What are some other barriers in your parent involvement? \_\_\_\_\_

您进行家长参与的其他障碍是什么？

#### **5. Suggestions for Increasing Parent Involvement**

a. What are your suggestions to school educators on new Chinese immigrant parents' involvement?

\_\_\_\_\_  
关于新中国移民家长参与，您对学校教育工作者有什么建议？

b. What are your suggestions to other new immigrant parents on parent involvement?

\_\_\_\_\_  
关于家长参与，您对其他新移民家长有什么建议？

Thank you for your time and sharing.

感谢您的时间和分享。

## APPENDIX B ADULT CONSENT TO PARTICIPATE IN RESEARCH

### 成年人参与研究同意书

**MENG MU SAN QIAN: NEW CHINESE IMMIGRANT PARENTS' NARRATIVES ON  
PARENT INVOLVEMENT IN PUBLIC HIGH SCHOOL**  
孟母三迁：新华人移民家长讲述公立高中教育的家长参与

**Principal Investigator:** Mrs. Haixia Li. Graduate (EdD) student  
主要研究者：李海霞女士（教育博士候选人）

**Institution:** DePaul University, Chicago, Illinois, USA  
机构：美国伊利诺伊州芝加哥德保罗大学

**Department, School, College:** College of Education/ Curriculum Studies  
学院及系别：教育学院/课程研究

**Faculty Advisor:** Joby Gardner, PhD. College of Education  
导师：教育学院 Joby Gardner 博士

**Key Information:**

主要信息：

***What is the purpose of this research?***

本研究的目的是什么？

We are asking you to be in a research study because we are trying to learn more about new Chinese immigrant parents' public education involvement, in terms of their experiences, challenges, and supportive expectations from public schools. We would like to see what stories you can narrate from your past experiences as new Chinese immigrant parents. This study is being conducted by Haixia Li at DePaul University as a requirement to obtain her Doctoral degree. This research is being supervised by her faculty advisor, Dr. Joby Gardner.

我们邀请您参与此研究，因为我们想更多地了解新华人移民家长参与公立高中教育的情况，包括他们的经历、困难，以及需要学校给与的支持。我们想听到您作为新华人移民家长，亲口讲述自己的经历。基于取得博士学位需要，本研究由德保罗大学的李海霞开展，其指导教师为 Joby Gardner 博士。

We hope to include up to ten participants in this research study.  
我们期望能有十位家长参与此研究。

***Why are you being asked to be in the research?***

为什么邀请您参与本研究？

You are invited to participate in this study because you and your child came to the U.S. recently (after 2016), and your child had studied in this suburban public high school (XYZ high school

hereafter) in the Mid-west U.S. for at least one year. The researcher is looking for participants like you to get stories about parent involvement experiences in the public education.

我们邀请您参与本研究是因为您和您的孩子于 2016 年以后来到美国，并且您的孩子在美国中西部郊区的这所公立高中（以下简称 XYZ 高中）就读过至少一年。研究者想通过像您这样的参与者，来了解家长参与公立教育的经历。

### ***What is involved in being in the research study?***

#### **本研究包括哪些内容？**

If you agree to be in this study, being in the research involves interviews. There will be set of questions about when your child began to study at XYZ high school, and what your parent involvement experiences before then and since then. Questions will include your parent involvement experiences, your challenges with your child, teachers, and staff, and your expectations for support from the high school. The interview will be audio recorded using both my personal recorder and iPhone recorder, and the recordings will be transcribed into written notes in Chinese and be translated into English later in order to get an accurate record of what you said both in Chinese and English.

如果您同意参与本研究，将接受相应的采访。采访涉及一系列问题，包括您的孩子什么时候在 XYZ 高中就读，以及就读之前和之后您的家长参与情况，具体参与的经历，您在同孩子和教职员工接触时面临的挑战，以及期待学校给予的支持。采访全程中，研究者将用个人录音笔和苹果手机录音功能同时录音。为确保准确得到您口述内容的中英文记录，录音内容随后将被转录为中文文字，并被翻译成对应的英文。

### ***Are there any risks involved in participating in this study?***

#### **参与本研究有风险吗？**

You may feel uncomfortable or emotional (sad or angry) about answering certain questions. You do not have to answer any question you do not want to. Feel free to skip to the next question or withdraw from the study at any time you would like to.

对于回答某些问题您可能会感到不舒服或情绪激动（悲伤或愤怒）。如果您不想回答这些问题，可以不必回答，直接回答下一个问题。您可以在任何时间退出本研究。

### ***Are there any benefits to participating in this study?***

#### **参与本研究有什么好处吗？**

There are no direct benefits to you, but your participation, sharing, insights, and suggestions in this study may indirectly help not only yourself and the other new Chinese immigrant parents, but also other audiences as well, such as other immigrant parent groups, educators in XYZ school, and in schools serving large immigrant populations etc., and scholars interested in the study of Chinese immigrant parents' public education involvement.

您本人不会直接受益，但是您对本研究的参与、分享、洞察和建议可能间接地帮助到您本人、其他新华人移民家长、其他少数族裔移民家长群体、XYZ 学校教育者、有众多新少数族裔移民家长的学校，以及对研究华人移民家长参与公立教育感兴趣的学者。

### ***How much time will this take?***

#### **本采访用时多长？**

This study will be no more than 120 minutes depending on your responses for the first interview, and an interview no more than 60 minutes in a later time as a follow up interview if needed. 根据您的回答，首次采访将不超过 120 分钟。如有必要，还可能安排一次不超过 60 分钟的后续采访。

### **Other Important Information about Research Participation**

#### **关于参与研究的其他重要信息**

You will have a choice of a \$20 gift card from either Costco, Starbucks, Walmart, or Target as an appreciation for your time and efforts once you agree to participate in the study. The card will be given to you before the start of the interview.

如果您同意参与本研究，您可以选择一张价值为 20 美元的好事多、星巴克、沃尔玛或者塔吉特礼品卡以感谢您付出的时间和努力，并在采访开始前收到礼品卡。

#### ***Are there any costs to me for being in the research?***

##### **参与研究有任何费用吗？**

There are no costs to you for being in the research. However, you are responsible to pay for your gas to the place where we are meeting.

除了要支付去采访地点的汽油费外，您在研究中无需花费任何费用。

#### ***Can you decide not to participate?***

##### **您能决定不参与本研究吗？**

Your participation is voluntary, which means you can choose not to participate. There will be no negative consequences, penalties, or loss of benefits if you decide not to participate or change your mind later and withdraw from the research after you begin participating.

您的参与是自愿行为，也就是说，您可以选择不参与本研究。如果您决定不参与，或决定参与之后又改变主意决定退出，不会有任何负面影响、惩罚或利益上的损失。

#### ***Who will see my study information and how will the confidentiality of the information collected for the research be protected***

##### **谁会看到我的研究信息？收集到的研究信息如何保密？**

The research records will be kept and stored securely. Your information will be combined with information from other people taking part in the study. When we write about the study or publish a paper to share the research with other researchers, we will write about the combined information we have gathered. We will not include your name or any information that will directly identify you. Some people might review or copy our records that may identify you in order to make sure we are following the required rules, laws, and regulations. For example, the DePaul University Institutional Review Board, my supervisor, and committee members may review your information. If they look at our records, they will keep your information confidential. To prevent others from accessing our records or identifying you, should they gain access to our records, we have put some protections in place. These protections include using a code (a fake name, a study ID number, etc.) for you and other people in the study and keeping the records in a safe and secure place (using a password protected computer, encrypting our records, etc.).

研究记录将被安全保存。您提供的信息将和参与本研究其他人员提供的信息相结合。当撰写研究报告或发表论文并与其他研究者分享时，我们会利用所收集信息的汇总，而不会出现任何包含您姓名或其他任何能直接识别到您的信息。为确保研究者遵照所要求的规则、法律和规章执行，一些人士有可能审查或复制有可能识别到您的记录。例如，德保罗大学机构审查委员会，研究者导师，导师委员会成员有可能审阅到您的信息。他们如看到研究记录，也将为您保密。为防止其他人获取我们的记录或识别到您的信息，我们采取了一些保护措施以防止他人获取记录。这些保护措施包括对您和参与研究的其他人员使用代码（假名字，研究的识别号码等），将记录保存到安全保密的地方（电脑有密码保护，对信息加密等）。

We will remove the direct identifiers, like name or record number, from your information and replace it with a random code that cannot be linked back to you. This means we have deidentified your information. We will not use the information collected for this study for any future research of our own or share your information with other researchers.

我们将删除能直接识别到您的信息，例如姓名或记录号，替换为不能直接识别到您的随机码。也就是说，他人无法识别到您的信息。我们不会将任何本研究收集到的信息用于我们自己以后的研究，也不会与其他研究人员分享您的信息。

The audio recordings will be kept for 5 years, then they will be destroyed permanently.  
录音保存时间为五年，五年后将被永久销毁。

You should know that there are some circumstances in which we may have to show your information to other people. For example, the law may require us to show your information to a court or to tell authorities if you report information about a child being abused or neglected or if you pose a danger to yourself or someone else.

您应知道有些情况我们可能需要向其他人出具您的信息。例如，如您的言论涉及到有儿童被虐待或忽视，或者如果您使自己或他人处于危险，法律上要求我们向法院出具或者向官方机构报告您的资料。

**What if new information is learned that might affect my decision to be in the study?**

**如果有新消息，有可能影响到我参与研究的决定怎么办？**

If we learn of new information or make changes to any portion of the study, and the new information or changes might affect your willingness to stay in this study, we will provide the new information to you. If this happens, you may be asked to provide ongoing consent (in writing or verbally).

如果我们听到新消息，或研究的任何部分有改动，而这些新消息或改动可能会影响您参与研究的意愿，我们会通知您，并书面或口头征求您是否同意继续参与研究。

**Who should be contacted for more information about the research?**

**想要了解更多研究涉及到的信息该找谁？**

Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions, suggestions, concerns, or complaints about the study or you want to get additional information or provide input about this research, you can contact the researcher, Haixia Li, 312-450-4126, hxlea333@gmail.com.

在您决定是否要接受邀请参与本研究之前，如有任何问题可随时提出。之后，关于本研究如您有问题、建议、疑问或投诉，或您想得到更多信息，或提出想法，请联系研究者本人，李海霞，电话 312-450-4126, 邮箱 hxlea333@gmail.com。

This research has been reviewed and approved by the DePaul Institutional Review Board (IRB). If you have questions about your rights as a research subject, you may contact Jessica Bloom in the Office of Research Services at 312-362-6168 or by email at [jbloom8@depaul.edu](mailto:jbloom8@depaul.edu).

本研究经德保罗大学机构审查委员会审核批准。如您想了解作为研究对象的权利，您可以联系研究服务办公室 Jessica Bloom，电话 312-362-6168，邮箱 [jbloom8@depaul.edu](mailto:jbloom8@depaul.edu)。

You may also contact DePaul's Office of Research Services if:

如有以下情况您可以联系德保罗大学研究服务办公室：

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- 研究团队没有答复您的问题、疑问或投诉。
- 您无法联系到研究团队。
- 您想和研究团队以外的人员交谈。

**You will be given a copy [can print a copy] of this information to keep for your records.**

**您将得到一份副本[可以打印副本]用于个人保存。**

**Statement of Consent from the Subject:**

**参与人同意声明：**

I have read the above information. I have had all my questions and concerns answered. By signing below, I indicate my consent to be in the research.

我已阅读以上信息。我的全部问题和疑问都已回答。我同意签字参与本研究。

Signature: \_\_\_\_\_

签名：

Printed name: \_\_\_\_\_

印刷体姓名：

Date: \_\_\_\_\_

日期：



## APPENDIX C RESEARCH INVOLVING HUMAN SUBJECTS

### NOTICE OF INSTITUTIONAL REVIEW BOARD ACTION

To: Haixia Li, College of Education

Date: April 14, 2022

Re: Research Protocol # IRB-2021-316

Title: Meng Mu San Qian: New Chinese Immigrant Parents' Narratives on Parent Involvement in Public High School

Please review the following important information about the review of your proposed research activity.

#### Review Details

This submission is an initial submission.

Your research project meets the criteria for Expedited review under 45 CFR 46.110.

#### Approval Details

Your research protocol was reviewed and approved on April 14, 2022.

**Approval Date:** April 14, 2022

**Please note: Under the revised regulations, protocols requiring expedited review no longer require continuing review at least annually. If we have approved your protocol under the revised regulations, you will not see an expiration date of one year later. However, if any changes are made to your research at any time while it is being conducted, you still need to submit an amendment prior to initiating the amendment changes. If we approved your research under the revised regulations, but the IRB specifically required continuing review for this protocol, you will see an expiration date related to the specifically assigned approval period. If any changes are made to your research, you still need to submit an amendment prior to initiating the amendment changes.**

**Approved Study Documents:** See the attachments tab in the protocol application online.

**Number of Approved Subjects:** See the approved protocol application online.

***You should not exceed the total number of subjects without prospectively submitting an amendment to the IRB requesting an increase in subject number.***

- Findings:**
1. Expedited Category 5 - #(5) Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for non research purposes (such as medical treatment or diagnosis).#
  2. Expedited Category 6 - #(6) Collection of data from voice, video, digital, or image recordings made for research purposes.#
  3. Expedited Category 7 - #(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity,

language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.#

**Includes:**

Reminders

- If you have approved documents, such as consent, parent/legal guardian permission, assent or recruitment materials, the approved versions are listed on the attachment tab in specific protocol in eProtocol. When you no longer need certain documents, they should be deleted from the attachment tab as not being used any longer. You may do this at the time of submitting an amendment or continuing review submission or we will delete them as part of the review process. Historically approved documents can be seen in the event history section for a specific protocol.
- Any changes to the funding source or funding status must be sent to the IRB as an amendment.
- Prior to implementing revisions to project materials or procedures, you must submit an amendment application detailing the changes to the IRB for review and receive notification of approval.
- You must promptly report any problems that have occurred involving research participants to the IRB in writing.
- **Once the research is completed, you must send a final closure report for the research to the IRB.**

The Board would like to thank you for your efforts and cooperation and wishes you the best of luck on your research. If you have any questions, please contact Jessica Bloom, Director of Research Compliance by telephone at (312) 362-6168 or by email at [jbloom8@depaul.edu](mailto:jbloom8@depaul.edu).

For the Board,



Jessica Bloom