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PARENT INVOLVEMENT AND EDUCATIONAL OUTCOMES AMONG LATINO FAMILIES

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PARENT INVOLVEMENT AND EDUCATIONAL
OUTCOMES AMONG LATINO FAMILIES

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Diana Garcia Reynoso

Gabriela Munoz

May 2024

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ABSTRACT

Parent involvement has been identified as a vital factor in determining children's success in school and life. Research has largely shown that direct parent involvement improves grades and graduation rates. Research has also shown that the major factors contributing to parent involvement are socioeconomic status and educational attainment. This study explores what prevents Latino parents from effectively engaging in their children's high school education. For Latinos, parent involvement is a struggle due to significant barriers to higher education system knowledge, level of parental acculturation, and technology limitations. This study used a quantitative descriptive approach. The researchers created a survey instrument using Qualtrics. The sample size for the study was 66 participants with a non-probability convenience sampling method. The findings show that participants with technological access better understand the education system. Additionally, the findings demonstrate that Latino parents' level of acculturation relates to their involvement—school system knowledge related to their awareness and comfortability with their students' schools. In summary, educational marginalization for Latino groups contributes to the perpetuation of a lack of educational attainment. Social workers can advocate for training and awareness in this community by highlighting the importance of technology and its role in improving parental involvement. Future research should explore in-person surveying options to gauge participation from parents who may not have access to technology.

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DEDICATION

I would like to dedicate this project to the social work profession, my cohort, and my partner Gabby. Completing this project was another challenge we had to overcome to become the social workers we so aspired to be. I hope future cohorts may come across our study, find it useful, and can improve it. Gabby, thank you for all the support, patience, and inspiration. I could not have done this without you! To my husband, I literally would not have made it through this program without your support and encouragement, thank you, Babe! Lastly, to my children, Mia and Alexander, my mom, my sisters, and my brother who saw me go through the entire experience, this one is for you!

-Diana Garcia Reynoso

DEDICATION

All the glory to God, Jesus Christ. With his love and grace, we were able to fulfill this challenging task. As I finish off this journey, I can't help but be grateful to the women who made me. In my mother's name who is sitting next to our Lord, Amanda Jimenez Sosa, I remember and recognize the women in our lives whose struggle got us here. My great-grandmother, Abuelita Chonita, both my Abuela Juana Rios and Juan Jimenez, my Tia Julieta whose dedication to their families showed us pure love and strength. Mi Ama, who never doubted me. Mi Apa, who would leave me \$20 for gas and who showed me to be and stay humble. To my eternal Love, my husband Mauricio Muñoz who took on the extra duties to support me in this journey. To my children, Martin, Jorge, Luna, and Soler who I hope one day can see, they were the force and inspiration behind my journey. To my partner Diana, who shared this challenge, and who helped me complete this daunting task. Finally, my sisters, Antonia, Yomaira, Karina, and Yesenia, my BFF Marisol Del Rio, and brother Jose, who believed in me, more than I believed in myself. To you all, Thank you.

-Gabriela Muñoz

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CHAPTER ONE

PROBLEM FORMULATION

Introduction

The educational system has been a driving force for people wanting to obtain careers and career advancements. Students attending educational institutions can gain knowledge that will benefit their futures. However, achieving access to higher education is not equitably available for all students (Wilbur & Roscigno, 2016). Children from low-income backgrounds, particularly those from underserved demographic areas, often display lower levels of academic achievement than those from higher socioeconomic groups (Zambrana et al., 2019). In addition, parents with fewer educational achievements are more likely to have lower academic expectations for their children than more educated parents (Benner et al., 2016). Aside from various factors such as socioeconomic status, parental educational attainment, race, and gender (Wilbur & Roscigno, 2016), some students also have significant barriers to their academic achievements, such as a lack of parental involvement in schools. For minoritized populations such as those who identify as Latinos, parental involvement can be a struggle due to a lack of higher education system knowledge, level of parental acculturation, and technological limitations.

Those who identify as Latino have primarily been underrepresented and marginalized in the education system due to economic, educational, and political

limitations (Janusz & Lajevardi, 2016; Perez & De La Rosa Salazar, 1993). Latinos currently have one of the lowest educational attainment levels and consequently have lower annual earnings than other ethnic groups (NCES, n.d.). Latinos are a major growing population in the U.S., with the largest Latino population residing in California (Peterson et al., 2018). During the academic school year of 2020/2021, out of 3,320,300 students in California, 55.3% were of Hispanic descent (CDE, n.d.). Although high school graduation rates have risen for Hispanic students, Hispanic students often lack the readiness to fulfill university requirements (Meinert, D. 2013). The education attainment gap between Latinos and students from other ethnic groups remains significantly disproportionate. For example, one study conducted in 2016 found that the percentage of adults who were 25 and older who had not completed high school was higher for Hispanic adults by 33 percent when compared to adults across other ethnic groups. (NCES, 2019). A lack of parental involvement is a significant factor in this disparity. Therefore, a study on the lack of efficient parental involvement among Latino communities would have significant implications for social work practice.

Social Work Contribution

At a micro level, social workers must be aware of Latino families' barriers and offer strategic recommendations to promote Hispanic parents' engagement in students' educational success. Current engagement attempts include: parents participating in parent-teacher conferences, attending parent-teacher

organizations, prioritizing school events, and being available for volunteer opportunities at school (Turney & Kao, 2009). However, no specific guidance is provided to parents who may be unaware of the higher education system process. For instance, some Latino parents and students do not know what steps to take to ensure high school students meet the requirements to apply to four-year universities (CDE, n.d.). Thus, parents and their students often struggle to navigate the educational system.

Low educational attainment for Latino communities is a serious concern for school districts, counties, and states. Low attainment levels often lead to minimum-wage jobs and a deficit in the labor force (Meinert, D., 2013). Educational marginalization for Latino groups contributes to the perpetuation of a lack of educational attainment and consequent poverty for many in this ethnic group. Social workers play a significant role in promoting educational resources and training. Social workers can advocate for practical parental engagement activities in school settings to teach Latino parents ways to navigate the educational system, such as creating parent sessions to teach them about the high school curriculum, college preparedness, and financial aid. Additionally, social workers play a significant role in advocating for resources, training, and awareness in this marginalized community.

The state of California established Title I, Part A: Parent and Family Engagement, as a requirement for school fund allocations to support students in reaching higher academic achievement (Title I, Part A, 2021). As a result,

schools have implemented various family engagement activities that allow parents to participate in their student's success. This study seeks to understand what factors prevent Latino parents from effectively engaging in their children's high school instruction. In addition, this study will explore strategies that effectively address college readiness concerns for schools and Latino parents and students. The research questions for this project are: What prevents Latino parents from engaging in communication with their child's high school, and how prepared do Latino parents feel with their child's readiness for high school graduation.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter will examine existing literature that has previously driven research on Latino parental involvement in their children's education. First, this chapter will discuss how parental involvement has previously been defined and its importance to academic achievement. Next, a subsection will discuss how Latino parents are involved with their children's education in home-based, school-based, and academic socialization. Another section will include an overview of the factors previously studied on parental involvement. These include socioeconomic status and parents' low educational attainment. Next, this chapter will explore gaps in the research about the Latino community and educational achievement including higher education system knowledge, parent acculturation, and technology limitations. The final subsection will explore ecosystems theory, which was used to guide the conceptualization for the current study.

Parental Involvement in Academics

For decades, research has revealed the direct association between parent involvement in academics and the benefits to student academic performance. Previous research has defined parental involvement as the motivating factor of parents' interest in their student's education success (Green et al., 2007).

Parents' roles, their belief in making a difference in their student's achievement, and the school's outreach to invite parents to become involved all play essential roles in encouraging parental involvement (Green et al., 2007). Therefore, parents' higher involvement is attributed to higher educational achievement and job attainment, and thus, higher socioeconomic status for their children's success (Benner et al., 2016).

Various Forms of Parental Involvement. The literature distinguishes home-based and school-based involvement as two main types of parental academic engagement. Home-based parent involvement includes checking homework, monitoring educational activities, discussing educational experiences, and advising children as much as possible regarding school issues (Hoover-Dempsey & Sandler, 1997). School-based parent involvement includes attending parent-teacher conferences, PTA membership, volunteering at school, and attending school events (Hoover-Dempsey & Sandler, 1997). Furthermore, parents' choices about whether to be involved in their child's education also impact their child's self-esteem, mental health, and long-term career goals (Wang & Sheikh-Khalil, 2013). Given that parent involvement plays an important role in the overall well-being of a child, it is critical that Latino parents take a participatory role in their child's education.

Academic Socialization

Academic socialization impacts students' educational outcomes as students become independent and make their own decisions. Academic socialization consists of parents' perceptions and expectations for their children and may occur through a variety of interactions including advising, conveying parents' expectations, and direct influence in future planning with children (Hill & Tyson, 2009; Taylor et al., 2004). Academic socialization allows children to explore their academic future and build relationships with their parents. Zarate (2007) defines Latino parent involvement in life participation as being involved in a child's life and is consistent with academic socialization in regard to the influence parents have in the child's academic and behavior outcomes.

Educators and school staff may see Latino parental involvement as minimal and distant. The expectation for Latino parents to be involved is to be present in parent associations, attend open school nights, and show up for parent conferences. However, this is inconsistent with what Latino parents perceive as parent involvement (Zarate, 2007). Latino parents typically are concerned about their child's well-being and assist academically by ensuring kids complete homework, have supplies, and are present in school. Zarate has found that Latino parents frequently participate in their child's home life more than their academic life (Zarate, 2007). Therefore, the misconception that Latino parents do not care about their child's education can be inaccurate or misleading as Latino parents often are actively involved in their child's wellbeing, but not in the ways that parents from other ethnic groups might be.

Socioeconomic Status (SES)

The vast majority of research on academic achievement has linked parental involvement among minoritized groups to socioeconomic status and educational attainment (Benner et al., 2016). Furthermore, Benner et al. (2016) established that children of lower socioeconomic backgrounds would benefit more from school-based parent involvement than those of higher socioeconomic status. The American Psychological Association or APA (2017) posits that socioeconomic status impacts a child's academic skills, curricular experiences, and family resources. The support a family can provide a student is dependent on the capacity the family has. When families come from a low SES, the resources available to them are limited. The APA further explains that SES is a predictor in outcomes in various components of life span. The cycle between SES and parent education attainment requires intervention.

Parent Educational Attainment

Students who have parents with lower educational attainment are less likely to attend college or universities than students with parents who have higher educational attainment (Choy, 2001). This reflects the need for parents to learn about the process of reaching higher education. Parents with low educational attainment may feel inferior to their children's educators. In addition, having limited knowledge about the education system can hinder parents from actively assisting their children with homework or assignments that are beyond parents'

comprehension level. Low educational attainment indicates that parents likely do not know the school system process and thus have no context for advising or guiding their children through high school (Tsai et al., 2020). In addition, parents' low educational attainment can affect their life stressors such as income based on the job, they can acquire and consequently can impact their child's overall academic achievement (Morazes, 2011).

Factors that Impede Latino Parental Involvement in their Child's Academics

While research indicates that Latino parents actively participate in their students' day-to-day lives and well-being (Cataldi, 2018), more information is needed on barriers to their involvement in their children's academic lives.

Additional research is needed to explore factors that will assist these parents in identifying alternative ways to participate in their student's education.

Understanding the level of parental involvement and the barriers to that involvement is vital to promoting parents' encouragement of their high school students' aspirations and overall achievement.

Higher Education System Knowledge. Higher education system knowledge consists of understanding what requirements a high school student must meet to apply to a four-year institution before graduating high school. Choy (2001) finds that students whose parents did not go to college are less likely to be aware of the class curriculum that their students would benefit from compared to students whose parents did go to college. Academic preparedness ensures

students have taken the required courses and tests to apply to a four-year university. Furthermore, students and parents must be aware of the university application process and possess financial aid literacy to ensure their students have a chance at higher education. Parents must also be mindful of the importance of extracurricular activities, volunteer work, and social networking for their students, as all these factors contribute to academic success.

Parent Level of Acculturation. The Latino community is diverse and rapidly growing in the United States (Krogstad & Noe-Bustamante, 2022). The level of acculturation to mainstream U.S. culture contributes to Latino parents' engagement capacity (Tsai et al., 2020). Many first-generation students have parents who have achieved minimal education levels. These parents often have different struggles in daily life to overcome. First-generation college students often lack parental guidance and support since parents typically cannot assist their children with navigating the higher education process (Cataldi, 2018; Tsai et al., 2020). In addition, these parents often have few social connections and limited resources to encourage educational experiences outside school and at home.

Students with parents with some college experience tend to have higher demands to maintain their middle-class status than students whose parents have no college education. These parents often hold jobs that may demand longer shifts or work hours, they may be pursuing higher education themselves, or they may have limited resources for extracurricular activities for their children. Cataldi

(2018) found that students whose parents hold a bachelor's degree or higher were more likely to have advanced placement courses in high school. Parents at this educational level tend to have stronger networking connections, more resources to enroll children in outside academic activities, and the ability and experience to navigate the educational system than parents who have not earned a college degree.

Technology Limitations. Among several factors that impact Latino parental involvement in their children's education is the use of technology. Many Latino parents are at a disadvantage due to language barriers, access to technological devices, and knowledge of navigating school sites or online resources for their children. Turney & Kao (2009) found that a parent's ability to speak English was an essential predictor of parents' perceived barriers. This research indicates that Latino parents' lack of English language prevents them from actively participating in their child's education.

With advances in technology, it may be easy for parents to have access to computers or devices that will enable them to participate in their child's education. However, not every parent has access to these resources. For example, Livingston (2011) found that Latinos are less likely to have Internet access, a home broadband connection, or own a cell phone. These barriers can only set Latino parents behind in providing their children with the resources they need to succeed in their education.

Knowing how to use online resources and having computer literacy are essential for Latino parents to succeed in being involved with their child's education. Unfortunately, Rivera (2014) found that Latino parents are less likely to assist their children in academic tasks because they are not computer literate. This can impact Latino parents' ability to help their children navigate the Internet as part of their homework assignments (Rivera, 2014).

Theories Guiding Conceptualization

One theoretical perspective used to guide and conceptualize this study was Bronfenbrenner's Ecological Systems Theory (or ecosystems theory). This theory states that a child's direct and indirect associations within systems in society play a significant role in human development (Bronfenbrenner, 1979). For example, Bronfenbrenner outlined five different systems within a person's environment. These include the microsystem, which consists of a person's immediate environment, such as home, school, and community (Bronfenbrenner, 1979). In addition, the mesosystem focuses on interactions within the microsystem, such as interactions between parents and teachers, peers and family, or family and church (Bronfenbrenner, 1979). These interactions play a vital role in shaping a child's development. Next, the exosystem refers to other settings that do not directly involve the developing person as an active participant (Bronfenbrenner, 1979). This system can include factors, not in the child's environment, that will directly affect their development, such as their parent's work or the neighborhood in which they live. Next is the macrosystem, which

concerns the larger society's prevailing institutions and belief systems (Bronfenbrenner, 1979). This system involves the direct or indirect effects of external societal factors such as cultural values, politics, or socioeconomic status. Lastly, the chronosystem investigates a child's life span development overall, focusing on significant life transitions or environmental events that affect development.

The ecological systems theory guided this study by using Bronfenbrenner's five ecological systems to reference how Latino parental involvement can significantly influence high school children's successful attainment of graduation requirements despite barriers. At the micro-level, the interactions and relationships between a child and their parent can positively influence outcomes during young adulthood (Wang & Sheikh-Khalil, 2013). Consequently, this can lead to forming positive relationships within the mesosystem of the child, which can also positively affect home-based and school-based Latino parent involvement. In the exosystem, socioeconomic status and parental educational attainment can influence a child's overall academic achievement (Zambrana et al., 2019). Lastly, the educational system and resources available to both child and parent can impact children's educational attainments at a macro level.

CHAPTER THREE

METHODS

Introduction

The purpose of this study was to answer the following questions: 1) what prevents Latino parents from effectively engaging in their child's high school education, and 2) how prepared do Latino parents feel with college readiness for their children? This chapter describes how this study was performed. The sections within this chapter include the study design, sampling, data collection & instruments, procedures, protection of human subjects, and data analysis. Study Design

This study used a quantitative descriptive approach since there is already research on parental educational involvement but limited research on Latino parents. A strength of using a quantitative, descriptive approach is the use of questionnaires with open-ended questions to allow for in-depth responses on parents' experiences. The responses offer a better understanding of the perceived barriers Latino parents face with their children's high school education. However, a limitation of using a quantitative descriptive approach is that there are a lot of variables that could affect respondents' engagement in their children's education. The researchers only used a questionnaire, which limited the variables being assessed. In addition, since the researchers primarily sent out

links to the surveys online, most participants were inclined to respond to multiple-choice questions rather than fill in responses.

Sampling

The sampling method for this study was non-probability convenience sampling, which means responses were obtained only from parents willing to participate. The intended sample population for this study was Latino parents of high school students in the Inland Empire in California who will likely send their children to a public university in California; either a California State University (CSU) or a University of California (UC) school). To reach the target population, the researchers gained access to the population sample by using publicly available social media outlets such as Facebook, Twitter, Instagram, and Latino community groups within various cities in the Inland Empire. The target sample size for the study was 75 to 100 participants. The criteria for respondents to participate in the study were identifying as Latino and being a parent to a current high school student. In addition, respondents could speak English and/or Spanish.

Data Collection and Instruments

Quantitative data was collected from the sample using questionnaires that addressed the research questions. The questionnaire included demographic questions such as age, race, educational attainment, income, child's grade level, and level of acculturation. The independent variables for this study were Latino parental involvement with high school students' education, level of acculturation,

education system knowledge, and use of technology. The independent variables were measured using a Likert scale. The scoring structure ranged from 1 to 5 for questions focusing on parent's feelings regarding their comfort navigating the school system. Parent's scores to technological use questions were measured using a Dichotomous scale. Level of acculturation was measured on a nominal scale to determine assimilation regarding the school system. The dependent variable was high school CSU/UC requirement attainment, measured nominally due to responses being between parents knowing the CSU/UC requirements or not. Some general open-ended questions included: "What barriers prevent you from attending school activities or parent engagement meetings at your child's school?" "What can your child's school do to encourage parental school-based participation?" "What do you know about college readiness for high school students?" "How do you feel about visiting your student's school?" These questions gave an insight into how much parents are involved, perceived barriers, and how much they know about their child's educational goals.

To participate in the study, participants had to scan a QR code or survey link that the researchers posted across various social media platforms and Latino community groups within the Inland Empire. Once the QR code or survey link was followed, participants were directed to the consent form and questionnaire that was built using Qualtrics. The first visible page is the consent form; without agreeing to consent, participants would not move forward with the questionnaire. Before the publication of the questionnaire, it was pilot tested to assess validity

and reliability. The questionnaire took no longer than 15 to 20 minutes to complete. The questionnaire consisted of twenty-five multiple-choice items and requested participants to answer five open-ended questions by typing in their responses.

Procedures

The invitation to participate and the questionnaire were made available in Spanish and English and online to increase participation from our target sample population. This allowed parents to access the questionnaire link in the privacy of their homes and at a time convenient for them. Researchers began the distribution of online flyers in June 2023 and closing recruitment in September 2023. Weekly redistribution of the online recruitment flyer was conducted until the goal of 75 to 100 participants was reached.

In an effort to increase CSU/UC admission preparedness awareness in our sample population, two optional links were provided at the end of the questionnaire. Links re-directed participants to the California State University General Admission Requirements page and the University of California Admission Requirements page.

Protection of Human Subjects

Participants accessed the questionnaire voluntarily and conveniently. The QR link to the survey did not ask for any identifiable information to access the questionnaire. The anonymity of the participants was protected by ensuring no questions asked for information that could identify a participant. Any Internet

Protocol (IP) addresses passed over to Qualtrics while taking the survey were deleted before analyzing the data.

The beginning of the questionnaire included an introduction section explaining our research's purpose. An Informed consent section followed, describing the risks associated with the questionnaire, which were minimal. We also disclosed potential benefits, such as increased awareness of CSU/UC admission requirements. The questionnaire allowed participants to end their participation if they disagreed with the potential risks and benefits associated with their participation.

Data Analysis

The Qualtrics data was downloaded and imported into IBM SPSS Statistics (Version 28). Through SPSS, researchers ran descriptive analyses to describe the demographics of the sample and the independent and dependent variables, which allowed the researchers to address the research questions. Specifically, descriptive analyses were conducted to explore responses related to the independent variables: level of acculturation, higher education system knowledge, and use of technology.

Responses to the open-ended questions in the survey were analyzed thematically and assigned appropriately as they relate to the independent variables, level of acculturation, higher education system knowledge, and use of technology. In addition, qualitative analyses of the open-ended responses

allowed the researchers to gain insights into the challenges faced by Latino parents.

Summary

This study analyzed Latino parents' engagement in communication with their children's high school, and how prepared Latino parents feel with their child's readiness for high school graduation. By highlighting challenges commonly faced by Latino parents, we can identify ways to promote educational involvement and overcome barriers to involvement and communication.

CHAPTER FOUR

RESULTS

Introduction

The participants in this study were surveyed using a non-probability convenience sampling procedure. The focus of the study included Latino parents or caregivers of high school students. Participants identified as Latino and having a student in high school were invited to participate in the study. The researchers created the instrument used for this study via Qualtrics which consisted of nineteen multiple choice questions and four fill-in-the-answer questions. The survey was active during September 2023 and closed in December 2023. The survey was available via online social media platforms Instagram, Facebook, and Twitter.

The researchers surveyed a total of 118 participants. However, fifty-two of the participants were excluded due to the following factors. Using SPSS software, the data was cleaned by excluding participants who completed less than half of the survey. In addition, participants who only previewed the survey or who did not accept informed consent were also excluded. Participants not identifying as Latino were excluded. A total of 66 participants comprised the final sample for this study.

Demographics

All the participants in the study identified as Latino. The participants identified as parents or main caregivers of a high school student. Participants were asked to identify what grade level their student or multiple students were enrolled in high school. Twenty-two of the participants selected having a 9th-grade student in high school. Fourteen participants selected having a 10th grader in high school. Seventeen participants selected having an 11th grader and twenty-one participants selected having a 12th grader in high school.

Twenty four percent of the participants identified as male, and seventy two percent identified as female. Three percent of the participants decided not to share their gender identity.

Seventy-five percent of the participants reported being employed full-time. Twelve percent of the participants responded that they were only employed part time. Three percent of the participants responded to be unemployed. Three percent of the participants responded to being unemployed and not looking for employment. Six percent of participants responded that they were students.

One percent of participants chose not to provide their yearly income. Three percent of the participants responded to have a yearly income of less than \$19,999. Eighteen percent of the participants responded to have a yearly income between \$20,000 and \$39,999. Twenty two percent of the participants responded

to have a yearly income between \$40,000 and \$59,999. Eighteen percent of participants responded to have a yearly income of \$60,000 and \$79,999. Thirteen percent of participants responded that their yearly income to be between \$80,000 and \$99,999. Eighteen percent of participants responded that their yearly income is between \$100,000 and \$149,999. Four percent of the participants responded to have a yearly income above \$150,000.

Quantitative Analysis

The following responses pertain to the three main categories the researchers investigated. The participants provided valuable information regarding their level of acculturation, comfortability accessing their child's high school communication platforms, and their level of awareness regarding their student's progress toward high school graduation.

Level of Acculturation

The first question asked participants if they were born in the United States. Eighty one percent of the participants responded that they were born in the U.S. Eighteen percent of the participants responded they were not born in the U.S.

The second question asked participants not born in the United States how many years they have lived in the United States. Five percent of those participants responded that they had lived in the U.S. for 11-15 years. Twenty one percent of participants responded that they have lived in the U.S. for 21-25

years. Seventy three percent of participants have lived in the U.S. for more than 26 years.

The third question asked participants to select what generation they identify with in regard to their family's immigration history. Sixty five percent of the participants responded that they identify being first generation with both parents foreign born. Fourteen percent of the participants responded that they identify being second generation with one parent foreign born. Nineteen percent of participants responded that they identify being first generation with both parents being native U.S. born.

Technology Awareness

The first question asked participants if they own a computer or laptop device. Eighty seven percent of the participants responded yes whereas 12.1% responded they did not own a computer or laptop device. The second question asked participants if they had home internet access. Ninety three percent of participants responded that they do have internet access at home whereas 6.1% of the participants denied having internet access at home.

The following question asked participants to select their students' online systems used by the school. Fifty-three participants responded that google classroom was used. Thirty-one participants responded that Aeris Student Database is used. Eleven participants responded that Clever is used. One

participant responded that Edulastic is used. Three participants responded that they did not know which school system is used by their student's school. Five participants selected another system is used and provided system names such as "Canvas, Class Dojo, Class Link, Homeschool".

Participants were also asked how comfortable they feel when navigating their child's school website. One percent of participants responded that they do not know the system used by the school. One percent of participants responded that they feel extremely uncomfortable. Seven percent of participants responded that they feel somewhat uncomfortable. Seven percent of participants responded feeling neither comfortable nor uncomfortable. Thirty-three participants responded they feel somewhat comfortable. Forty-eight percent of participants responded that they feel extremely comfortable.

School System Knowledge

Participants were asked how often they contact the teacher when they have a question to which 15.2% of the participants responded that they never contact the teacher. Eighteen percent of the participants responded that they sometimes contact the teacher. Seven percent responded they contact the teacher half the time they have a question. Thirty percent of the participants responded they contact the teacher most of the time. Twenty eight percent of the participants responded they contact the teacher always.

Participants were asked whether they know the high school graduation requirements for their student to which 3% of the participants responded that they do not know these requirements. Six percent of the participants responded that they probably do not know them. Seven percent of the participants responded that they might or might not know the requirements. Twelve percent of the participants responded that they probably do know the requirements. Seventy one percent of the participants responded that they knew the requirements.

Participants were asked whether they know if their student is on track for high school graduation to which 93.9% of the participants responded that they do know. Whereas 6.1% of the participants responded that they do not.

Participants were asked if they knew how to apply for financial aid and college scholarships. Twelve percent of the participants do not know how to apply. Six percent of the participants responded that they probably do not know. Four percent of respondents might or might not know how to apply. Twelve percent of the participants responded that they probably do know how to apply. Sixty-five percent of the participants responded that they know how to apply.

After collecting all the responses from the participants, we then analyzed each variable's significance to our research question. The results yielded the following determinations.

Level of Acculturation and Parental Involvement

A Pearson correlation test was used to assess the relationship between the participants' immigrant generation status and how often they contact the teacher when they have a question regarding their student's class. The results of the Pearson correlation analysis revealed that there was a weak negative correlation $r = -.12$ $N = 66$ and the relationship was not significant $p = .33$. The participants' immigrant generation status did not appear to be associated with how often they contacted the teacher.

Technology Awareness and Parental Involvement

A Pearson correlation test was used to assess the relationship between the participants' comfortability in navigating their student's school website and how often they contacted the teacher when they had a question regarding their student's class. The results of the Pearson correlation analysis revealed that there was a positive correlation $r = .42$ $N = 66$ where the relationship was significant $p < .001$. The participants' comfortability in navigating their student's school website appears to be associated with how often they contact the teacher when they have a question regarding their student's class. The results of the Pearson correlation analysis revealed that there was a moderately positive correlation $r(66) = .42$, $p < .001$.

School System Knowledge and Parental Involvement

A Pearson correlation test was computed to assess the relationship between the participants' knowledge of high school graduation requirements and

how often they contact the teacher when they have a question regarding their student's class. The results of the Pearson correlation analysis revealed that there was a positive correlation $r=.49$ $N=66$ where the relationship was significant $p<.001$. The participants' knowledge of high school graduation requirements is associated with how often they contact the teacher when they have a question regarding their students' class. The results of the Pearson correlation analysis revealed that there was a positive correlation $r(66) = .49, p<.001$.

CHAPTER FIVE

DISCUSSION

Introduction

The results of the analysis answered our research questions: 1) what prevents Latino parents from effectively communicating with their child's high school and 2) how prepared do Latino parents feel with their child's readiness for high school graduation. The results did not show a significant relationship between parents' immigration status and how often they communicate with the teacher. The analysis showed there was a relationship between parents knowing how to navigate the school websites and knowing the requirements of the school for graduation to how often they communicate with the teachers.

Discussion

The results of the analysis corroborate the literature suggesting that higher parental involvement contributes to students' higher level of education achievement (Benner et al, 2012). An unanticipated result of this analysis shows that 54.5% of the participants had income levels above \$60,000 which in turn shows that they have higher access to and awareness of technology. The analysis shows that parents who have technological awareness have a better understanding of navigating and accessing their students' school websites. This in turn allows the parents to communicate with the school often. In addition,

parents who are aware of the high school requirements are more inclined to contact the school regarding their student. This shows parent involvement to be effective as the parents' awareness of technology and awareness of the school system, increased the frequency in which parents contact the school.

Limitations

A significant limitation of this study was in the way the sample population accessed the survey. Fifty four percent of the participants had income levels above \$60,000 which in turn shows that they have higher access and awareness to technology. The intended sample population was Latino parents who had limited technological access and limited school system knowledge. Additionally, the researchers aimed to get a sample population of unacculturated Latino parents. As this study was distributed using social media, the participants in the survey clearly have access to and the ability to navigate technology. A less technologically savvy sample may have responded differently. The study would have benefited from distributing paper surveys and having in-person surveying done at the schools or communities. The lack of face-to-face communication with the sample size prevented the researchers from asking on-the-spot, in-depth questions regarding the participant's true perceptions of the challenges they face when communicating with their child's school. Further questions would have been posed to answer what can be done to encourage parent participation.

Future research implications should include the need to survey Latino parents in person at the schools or communities.

Implications for Social Work Practice, Policy and Research

One potential implication for social workers in schools may be to advocate for the parents who have limited knowledge of technology and school system processes. Similarly, our results suggest policymakers may need to review these findings as they develop parent engagement policies. Understanding the importance of empowering parents to learn how to navigate their child's school system is vital for Latino families. Social workers and policymakers are key players in ensuring equitable resources and engaging tools are put into practice. Promoting parents' awareness of the importance of their involvement and how it affects their children's academic achievements is significant to the social work field. Future research implications should include the need to survey Latino parents in person.

Conclusion

This study sought to answer the questions: 1) what prevents Latino parents from engaging in communication with their child's high school and 2) how prepared do Latino parents feel with their child's readiness for high school graduation. Previous research demonstrated that academic socialization, socioeconomic status, and parent educational attainment were factors that have

prevented Latino parents from engaging with their child's high school education, or institution (Benner et al., 2016). The researchers hypothesized that what prevented Latino parents from engaging in communication with their child's high school and knowing about graduation requirements was their school system knowledge, parent's level of acculturation, and technology limitations.

Out of 66 Latino parents or caregivers, the level of acculturation did not appear to be associated with how often they contacted the teacher. The participants' use of technology to access their child's school website appeared to have a positive correlation with how often they contacted the teacher when they had a question regarding their students' class. Lastly, the participants' knowledge of school systems and high school graduation requirements also had a positive correlation with how often they contacted the teacher when they had a question regarding their students' class. The results of the study demonstrated that Latino parents who have technology awareness, and school system knowledge do generally tend to be involved and communicate with their child's high school and are aware of graduation requirements.

APPENDIX A
QUALTRICS: INFORMED CONSENT AND SURVEY

Latino High School Parent Involvement/ Compromiso de Padres Latinos en la Escuela Secundaria

Informed Consent

Welcome to the research study!

The study in which you are being asked to participate is designed to investigate high school (grades 9-12) parent's Involvement within the Latino population. This study is being conducted by Gabriela Munoz and Diana Garcia Reynoso under the supervision of Prof. Carolyn McAllister, Professor of Social Work, California State University, San Bernardino. This study has been approved by the Institutional Review Board, California State University, San Bernardino.

Purpose: We are interested in understanding Latino Parental Involvement in high school students' education. You will be presented with information relevant to parent involvement and asked to answer some questions about it.

Description: The survey will include questions that ask about your current awareness in your students' education. You will be asked to answer a few questions in your own words, to get a better understanding of the challenges faced by parents.

Participation: Participation is completely voluntary and you do not have to answer any questions you do not wish to answer. You have the right to withdraw at any point during the study, for any reason, and without any prejudice.

Confidentiality: Please be assured that your responses will be kept completely confidential.

Duration: Your participation in the survey should take you around 15 to 20 minutes to complete.

Risks: There is minimal risk associated with your participation in the survey. There may be psychological/emotional risks for parents. Parents may feel uncomfortable after taking the survey if they perceive their involvement in child education as minimal.

Benefits: There are no direct benefits in participating in the Survey. A potential benefit for the participant may include an increase in awareness of the need to be involved in school and in the University of California (UC) and California State University (CSU) admission requirements.

Contact: If you would like to contact the Principal Investigator in the study to discuss this research, please E-mail: cmcallis@csusb.edu

Confirmation: By selecting the accept button below, I understand that I must be 18 years of age or older to participate in the study, have read and understand the informed consent and agree to participate in the study.

Please note that this survey will be best displayed on a laptop or desktop computer. Some features may be less compatible for use on a mobile device.

Informe de Consentimiento

Bienvenido a la encuesta de investigación!

La investigación en la cual le pedimos que participe, está diseñada para investigar la involucración de los padres Latinos con estudiantes en la escuela secundaria. Esta investigación es conducida por Gabriela Muñoz y Diana Garcia Reynoso bajo la dirección de la profesora Carolyn McAllister, Profesora de Trabajo Social, California State University, San Bernardino. Esta investigación ha sido aprobada por Institutional Review Board, California State University, San Bernardino.

Propósito: Estamos interesadas en comprender la involucración de los padres Latinos en la educación de sus estudiantes de la escuela secundaria (grados 9-12). A usted se le presentará información relevante a su involucración hacia la educación de su estudiante, y se le harán preguntas sobre esto.

Descripción: Esta encuesta contiene preguntas sobre su conocimiento de la escuela/educación de su estudiante. Se le harán algunas preguntas donde usted nos contestara en sus propias palabras, para conocer más sobre los desafíos que enfrenta los padres.

Participación: Participación es completamente voluntaria y no tiene que contestar cualquier pregunta que no desee contestar. Usted tiene el derecho de retirarse en cualquier momento durante la encuesta, por cualquier razón y sin prejuicio.

Confidencialidad: Por favor mantenga la seguridad que todas sus respuestas son confidenciales.

Duración: Su participación en la encuesta le tomará aproximadamente 15-20 minutos en completar.

Riesgos: El riesgo asociado con su participación en esta encuesta es mínimo. Podrían existir riesgos psicológicos/emocionales para los padres. Los padres podrían sentirse incómodos después de tomar la encuesta, si perciben que su involucración con su estudiante es mínima.

Beneficio: No hay beneficio directamente asociado con su participación en la encuesta. Hay potencial para que el participante aumente su conocimiento sobre la necesidad de involucrarse en la escuela y en los requisitos de admisión para University of California (UC) y California State University (CSU).

Contacto: Si usted quisiera comunicarse con la persona dirigiendo esta encuesta y discutir la investigación, por favor mandar correo electrónico a la Profesora C. McAllister: cmcallis@csusb.edu

Aceptación: Al seleccionar la opción de Acepto, usted acepta que su participación en esta encuesta es voluntaria, usted es mayor de 18 años, ha leído y entiende este informe de conocimiento y acepta participar en la encuesta.

Por favor tome en cuenta que esta encuesta es mejor presentada en una computadora. Algunas funciones pueden ser menos efectivas en un aparato móvil.

Q1

- I accept, begin the study/ Acepto, empezar encuesta (1)
- I do not accept, I do not wish to participate/ No Acepto, no deseo participar (2)

Q2 Do you identify as a Latino/a?
Se identifica Latino/a?

- Yes/ Si (1)
 - No (2)
-

Q3 Are you the parent/guardian of at least one high school student?
Es padre/guardian de por lo menos un estudiante de secundaria? (grado 9-12)

- Yes/ Si (1)
- No (2)
-

Q4 What grade level is your student enrolled in? (Check all that apply)
¿En qué grado está inscrito su estudiante? (seleccione todos que apliquen)

- 9th Grade/Grado (1)
- 10th Grade/ Grado (2)
- 11th Grade/ Grado (3)
- 12th Grade/ Grado (4)

End of Block: Participant Identification

Start of Block: Socio Demographics

Q5 How do you identify your gender?
¿Con cuál género se identifica?

- Male (1)
- Female (2)
- Non-binary / third gender (3)
- Prefer not to say (4)

Q6 Where you born in the U.S?
Es nacido en Estados Unidos (E.U.)?

- Yes (1)
 - No (2)
-

Q7 If not, how many years have you lived in the U.S?
Si no, cuanto tiempo tiene viviendo en E.U?

- 0-5 Years (1)
 - 6-10 Years (2)
 - 11-15 Years (3)
 - 16-20 Years (4)
 - 21-25 Years (5)
 - 26 Years + (6)
-

Q8 If your family migrated to the U.S., what generation do you identify with?
Si su familia emigro a E.U., en que generacion se identifica?

- 1st generation- Both Parents foreign born (1)
- 2nd generation- at least one parent foreign born (2)
- 3rd generation- both parents native U.S born (3)

Q9 What is your yearly Income? Cual es su ingreso anual?

- Less than \$10,000 (1)
- \$10,000 - \$19,999 (2)
- \$20,000 - \$29,999 (3)
- \$30,000 - \$39,999 (4)
- \$40,000 - \$49,999 (5)
- \$50,000 - \$59,999 (6)
- \$60,000 - \$69,999 (7)
- \$70,000 - \$79,999 (8)
- \$80,000 - \$89,999 (9)
- \$90,000 - \$99,999 (10)
- \$100,000 - \$149,999 (11)
- More than \$150,000 (12)

Q10 Employment/Empleo

- Employed full time (1)

- Employed part time (2)
- Unemployed looking for work (3)
- Unemployed not looking for work (4)
- Retired (5)
- Student (6)

End of Block: Socio Demographics

Start of Block: Technology Awareness

Q11 Do you own a Computer or Laptop device?
Tiene computadora o computadora portatil propia?

- No (1)
- Yes (2)

Q12 Do you have access to internet at home?
Tiene acceso a internet en casa?

- No (1)
- Yes (2)

Q13 How comfortable do you feel surfing the internet?
Que comodo se siente al navegar el internet?

- Extremely uncomfortable/ I don't know (1)
 - Somewhat uncomfortable (2)
 - Neither comfortable nor uncomfortable (3)
 - Somewhat comfortable (4)
 - Extremely comfortable (5)
-

Q14 Which of the following systems are used by your student at school/home?

(Select all that apply)

Cual de los siguientes sistemas usa su estudiante en la escuela/casa?

- Google Classroom (1)
 - Aeries Student Database (2)
 - Clever (3)
 - EduLastic (4)
 - Other (5)
-
- I don't know (6)

Q15 How comfortable do you feel navigating your student's school website?

(example: Aeries)

Que tan comodo se siente al navegar el sistema de la escuela de su estudiante?

(por ejemplo: Aries)

- Extremely uncomfortable/Don't know the system (1)
- Somewhat uncomfortable (2)
- Neither comfortable nor uncomfortable (3)
- Somewhat comfortable (4)
- Extremely comfortable (5)

Q16 When you have a question about your student's class, how often do you contact the teacher?

Cuando tiene una pregunta sobre la clase de su estudiante, que seguido se contacta con el maestro/a?

- Never (1)
- Sometimes (2)
- About half the time (3)
- Most of the time (4)
- Always (5)

End of Block: Technology Awareness

Start of Block: School System Knowledge

Q17 Do you know what the high school graduation requirements are for your student?

Conoce los requisitos para que su estudiante se gradue de la escuela?

- Definitely not (1)
 - Probably not (2)
 - Might or might not (3)
 - Probably yes (4)
 - Definitely yes (5)
-

Q18 Do you know how to apply for financial aid/scholarships for college?
Sabe como aplicar para ayuda financiera/becas para el colegio universitario?

- Definitely not (1)
 - Probably not (2)
 - Might or might not (3)
 - Probably yes (4)
 - Definitely yes (5)
-

Q19 Do you know if your student is on track for high school graduation?
Conoce si su estudianta esta al corriente con los requisitos de graduacion?

- No (1)
- Yes (2)

End of Block: School System Knowledge

Start of Block: Qualitative Questions (Please answer in your own words)

Q20 What barriers prevent you from attending or participate in school activities at your child's school?

Que dificultades impiden que usted asista o participe en las actividades en la escuela de su estudiante?

Q21 What can your child's school do to encourage your participation?
Que puede hacer la escuela de su estudiante para alentar su participacion?

Q22 What do you know about college readiness for high school students?
Que es lo que conoce sobre preparar a su estudiante para colegio universitario?

Q23 How do you feel about visiting your students school?
Como se siente de visitar la escuela de su estudiante?

CSU Link

https://www.calstate.edu/apply/freshman/getting_into_the_csu/pages/admission-requirements.aspx

UC Link <https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/>

APPENDIX B
RECRUITMENT FLYER

LATINO/A PARENT PARTICIPANTS NEEDED!!

Are you a high School student Latino/a parent or caregiver?

If so, we would love to hear from you!

We are conducting a study to identify current barriers faced by Latino/a parents in their engagement with their child's high schools.

Through learning the challenges faced by parents, families and schools can identify ways to overcome and prevent them.

This is an anonymous, 10–15-minute online questionnaire. Your participation will not affect your relationship with, or the services provided by your child's school.

ESTUDIO NECESITA PADRES LATINOS!!

Es Padre/Tutor Latino/a de un estudiante en escuela preparatoria (grados 9-12)?

Si lo es, nos encantaría oír de usted!

Estamos conduciendo un estudio para identificar los desafíos que enfrentan padres Latinos, al evolucionarse en la escuela preparatoria de su hijos/as.

Aprender de estos desafíos enfrentados por los padres, las familias y escuelas pueden identificar maneras de sobrellevar y prevenirlas.

Esta es una encuesta anonima, de 10-15-minutos de duracion por internet. Su participar no afecta su relacion, o los servicios con la escuela de su hijo/.



APPENDIX C
IRB APPROVAL LETTER

IRB #: IRB-FY2023-44

Title: PARENT INVOLVEMENT AND EDUCATIONAL OUTCOMES AMONG LATINO FAMILIES

Creation Date: 9-13-2022

End Date:

Status: **Approved**

Principal Investigator: Deirdre Lanesskog

Review Board: Main IRB Designated Reviewers for School of Social Work

Sponsor:

Study History

Submission Type	Initial	Review Type	Exempt	Decision	Exempt
Submission Type	Modification	Review Type	Exempt	Decision	Approved

Key Study Contacts

Member	Diana Garcia	Role	Co-Principal Investigator	Contact	garcd429@coyote.csusb.edu
Member	Gabriela Munoz	Role	Co-Principal Investigator	Contact	gabriela.munoz8996@coyote.csusb.edu
Member	Deirdre Lanesskog	Role	Principal Investigator	Contact	Deirdre.Lanesskog@csusb.edu
Member	Deirdre Lanesskog	Role	Primary Contact	Contact	Deirdre.Lanesskog@csusb.edu

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ASSIGNED RESPONSIBILITIES

This was a two-person project where the authors collaborated and completed each responsibility as a joint effort. The responsibilities listed below were all completed jointly:

1. Problem Formulation: Joint Effort
2. Literature Review: Joint Effort
3. Methods: Joint Effort
4. Results: Joint Effort
5. Discussion: Joint Effort
 - a. Submitting IRB applications: Joint Effort
 - b. Informed Consent and Questionnaire: Joint Effort
 - c. Data Collection: Joint Effort
 - d. Data Entry and Analysis: Joint Effort
 - e. Report Writing and Revision: Joint Effort