ABSTRACT

PARENTAL INVOLVEMENT IN MONOLINGUAL SPANISH
SPEAKING COMMUNITIES

This study seeks to understand the experience of monolingual Spanish speaking parents in regard to parental involvement in the education of their children in the San Joaquin Valley. Using a phenomenological approach, this study examined the narratives of 15 monolingual Spanish speaking parents residing in the San Joaquin Valley, who had at least one child in the public K-12 education system. The analysis yielded several themes. First, monolingual Spanish speaking parents engaged in different manners within the home and school settings. Home-based engagement included providing for their children financially, a home, basic essentials, helping with homework, keeping a close relationship with their children and guiding them through life using the medium of *consejos*. In the school setting parents expressed participating by attending school events when they were invited and assisting when they were asked by staff. Second, factors that influenced or deterred parents' involvement were being monolingual Spanish speaking, positive and negative experiences in the schools, and lack of consideration to their needs by school personnel. Lastly, parents also provided suggestions that could assist in meeting their needs, including conducting Spanish only meetings, hire friendlier Spanish speaking staff, having more interpreters readily available, and host meetings at later times of the day. The findings of this study can serve as a guide to those school districts that serve monolingual Spanish speaking parents. School social worker can implement the necessary measures to strengthen relationships and best meet the needs of this parent community.

Alejandra Rodriguez Perez
May 2020

PARENTAL INVOLVEMENT IN MONOLINGUAL SPANISH

SPEAKING COMMUNITIES

by

Alejandra Rodriguez Perez

A thesis

submitted in partial

fulfillment of the requirements for the degree of

Master of Social Work

in the College of Health and Human Services

California State University, Fresno

May 2020

APPROVED

For the Department of Social Work Education:

We, the undersigned, certify that the thesis of the following student meets the required standards of scholarship, format, and style of the university and the student's graduate degree program for the awarding of the master's degree.

<u>Alejandra Rodriguez Perez</u>
Thesis Author

_____
Dr. Dheeshana Jayasundara (Chair)   Social Work Education

_____
Dr. Randy Nedegaard   Social Work Education

_____
Dr. Marcus Crawford   Social Work Education

For the University Graduate Committee:

_____
Dean, Division of Graduate Studies

AUTHORIZATION FOR REPRODUCTION

OF MASTER'S THESIS

_____   I grant permission for the reproduction of this thesis in part or in its entirety without further authorization from me, on the condition that the person or agency requesting reproduction absorbs the cost and provides proper acknowledgment of authorship.

_____X_____   Permission to reproduce this thesis in part or in its entirety must be obtained from me.

Signature of thesis author:_____

ACKNOWLEDGMENTS

The completion of this thesis project would have not been possible without the ongoing vital support of the following individuals. First, thank you to my family and chosen family. Your love, support, and patience has been my foundation to persevere.

I would like to acknowledge and thank my thesis committee for the tremendous support and guidance. To my chair, Dr. Dheeshana Jayasunda, words cannot describe how grateful I am to have you as a mentor. I am forever grateful to you for nurturing my path during these past two years. Thank you for the endless hours you spent assisting, encouraging, and listening to me. It is my desire to pay it forward one day. To Dr. Randy Nedegaard, I am indebted to you for all your help and guidance you have provided me with. I appreciate you gently encouraging me, pushing and challenging me as needed. To Dr. Marcus Crawford, thank you for your support, insights, candy, and mentorship.

To my professors, colleagues, and friends, thank you for standing by my side along this journey. To my cohort, I am thankful to have shared this experience with you all. I will cherish all the memorable moments we had together. I am grateful for the long-life friendships I have made along the way.

To my nieces and nephew: Lulu, Kaylee, Krystalee, Sammy and Manu. It is my hope you follow my lead and know you are all capable of pursuing a higher education.

Last, To the monolingual Spanish speaking community, your resilience, bravery and strength are admirable.

TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION

The United States of America is a country whose unique distinction of diversity is recognized and celebrated by many; it is a country whose historical origins are deeply entrenched in immigration, beginning with the fabled Pilgrims. Since then, thousands of immigrants have made their way to the North American shores in masses, bringing their different cultures, values, and religions. Thus, the United States has been a hospitable venue where immigrants arrive and continue to practice their traditions. Currently, there are about 40 million individuals residing in the U.S. that were born in another country (Radford, 2019). The top majority of the immigrant population, however, comes from Mexico; in the year 2016, 11.6 million immigrants arrived from the neighboring country (Gonzalez-Barrera & Krogstad, 2019). Moreover, the number of people who live in the United States and identify as Mexican has increased by 137% in the year 1990 and 2010 (Martinez & Castillo, 2013). In 2016, California housed 46% of the immigrant population, making the state the largest immigrant destination spot (Lopez, Krogstad, & Flores, 2018). In California, the Hispanic population is the largest ethnic group with approximately 15 million residents. Therefore, this population outnumbers non-Hispanic whites, which make up approximately 14.9 million residents in California. Researchers contribute the rapid growth of the Latino population to an increase in birth rates and immigration (Reese & Magagnimi, 2015).

The American dream is the main drive that motivates people to leave their homeland and come to the U.S., seeking a better life and improve the livelihood of their children. Financial security, hard work, and successful careers are themes found in an immigrant's definition of the American dream (Lopez, Gonzalez-Barrera, & Krostand, 2018). Parents make the decision of relocating to a different country with the expectation that their children will do better for themselves in a foreign land that possesses, in their

opinion, the most optimal opportunities (Lopez et al., 2018). About 75% of parents reported expecting their children to do better than themselves in terms of financial means and careers (Lopez et al., 2018). Parents view college graduations, purchasing a home, raising a family, and providing for their children as part of the American dream (Lopez et al., 2018).

Upon arrival and settling in the United States, many individuals do not speak the dominant language, English. This is because many immigrants prioritize looking for jobs in order to survive, leaving little time to learn the population's dominant language or seek formal education (Scamman, 2018). As a result, 44% of Hispanics who are 36 and older considered Spanish as their dominant language (Lopez, Krogstad & Flores, 2018).

Among the large Spanish speaking population, about eight percent or 21 million people are considered limited-English proficient. Limited-English proficient refers to speaking the dominant language less than "very well" (Scamman, 2018). A recent study found that 57 percent of immigrants from Mexico are less likely to have what is equivalent to a high school education (Lopez et al., 2018). However, many immigrant parents expect their children to learn the dominant language, obtain an education, and have a better lifestyle than themselves in terms of housing, job opportunities, and financial status. About 86% of Hispanic parents believe that it is highly important for their children to obtain a college degree as they view this accomplishment as a necessity to become a member of the middle class in America (Stepler, 2016).

Similarly, Mexican parents acknowledge the importance of education, and hold high aspirations for their children. However, the Mexican community has lower educational attainment and higher rates of poverty than other Hispanic populations in the U.S. (Lopez, 2015). These two factors have a direct impact on an individual's livelihood. The estimated income of a Latino home is about one-third of a non-Hispanic household income in California (Reese & Magagnini, 2015). These statistics speak to the level of

poverty and disadvantages Latinos face. Consequently, these factors influence the types of jobs they perform, income, health insurance, neighborhoods they reside in, school districts their children are geographically assigned to, access to healthy foods, and many other factors. All these factors have impacted many Hispanic generations, condemning this population to the cycle of poverty, and few life chance opportunities.

At the micro-level, research demonstrates that parental involvement in their children's education is linked to higher student success rates. Franklin, Harris, and Allen-Meares (2013) describe the outcomes associated with parental involvement. These outcomes include the increase of attendance rate, improvement of grades, overall academic achievement, and enhancement of prosocial behaviors. Other positive outcomes include improvement of social skills, an increase in graduation rates, increase performance on proficiency tests, and an overall improvement in school motivation (Franklin et al., 2013). Implementation of these skills are likely to contribute to positive classroom behavior/attitude and higher math and reading skills, if they are practiced at home. When parents are actively engaged in their children's education it demonstrates the importance of learning. All students, regardless of racial and ethnic background benefit from parental engagement (Franklin et al., 2013).

As parental involvement continues to demonstrate a positive correlation with students' performance, politicians have demonstrated their interest and efforts to enhance students' academic performance and parental engagement by introducing new strategies. In March 1994, Congress established the National Education Goal that was colloquially known as Goals 2000. The purpose of Goals 2000 was to ensure equal educational opportunities to improve educational achievements (Goals 2000: Educate American Act H.R. 1804). This reform provided a new framework for improving teaching and learning. One of the primary goals was focused on fostering parental engagement. It was expected that by the year 2000, every school had to increase parental involvement by developing

policies and programs to assist parents. This goal also included parents who were disadvantaged in any form (GovTrack, 2019).

The No Child Left Behind Act that was signed in 2002, by President Bush. This act focused on four principles. These principles included accountability for results, evidenced-based strategies, increasing parental involvement and options, and giving local control and flexibility (Cortiella, 2005). Under this education act, schools were mandated to dedicate some of the funding to be used in family engagement activities. Like Goals 2000, this law required the school districts to develop parent involvement policies. Furthermore, schools had to describe how parents should be engaged in their children's education (Cavanagh, 2012).

For newly arrived parents, the educational system in the U.S. might be different than what they are familiar with, in addition to being structured in a language they are unable to understand. The structure of the American Education system and/or the curriculum may be challenging for these parents to understand (Goldsmith & Kurpius, 2018; Wong & Hughes, 2006). For Spanish speaking parents, the support they offer their children in the home or school may appear different from their counterparts across the United States. For example, Spanish speaking parents of the Central San Joaquin Valley may expose their children to migrant work in the hopes of motivating them to succeed academically.

<div align="center">Central San Joaquin Valley in California</div>

Approximately 900,000 individuals residing in the eight-county San Joaquin Valley were born outside of the United States. About two-thirds of the 900,000 people are Latino immigrants, where the vast majority, 52%, are Hispanic (Kissam, Mines, Quezada, & Intili, 2019). The Central San Joaquin Valley, thus, is known to be home to many immigrants whose reasons to journey to North America, mirrors other immigrants'

hopes of a better life for their children. Education for their children stems from their desire of having opportunities that include a career and a better future. In the Central Valley, parents narrate similar stories where they articulate desire for their children's success, and at the same time, describe similar barriers as other parents in different areas in the U.S. (Joubert, Immekus, Triona, & Conlon, 2009)

At the local school district levels, schools and personnel actively seek opportunities to invite and engage parents. Parents continuously receive newsletters, phone calls, and flyers. Most schools hold their traditional back-to-school nights and parent-teacher conferences, which encourage parents to meet their child's teacher and learn how children are performing in the classroom. Additionally, administrators expressed their interest in parental involvement in other forms. Principals around the San Joaquin Valley utilize their principals' messages as an opportunity to invite and remind parents to be involved in their children's education. Principal Sandra Aguayo at Winchell Elementary in Fresno, California states, "We invite you to become an advocate in your child's education by being involved in school functions and communicating with your child's teacher regularly" (Fresno Unified School District, 2015, para. 1). Jayboy Camaquin, Principal at Palm School Elementary in Orosi, California echoes the same message, "I strongly encourage you to be an active part of your child's education by staying involved with their life at school and at home" (Cutler-Orosi Joint-Unified School District, 2018, para. 3). These principals use their platforms, as leaders of their schools, to remind and encourage parents that their participation is crucial to their child's education. Arguably, some professionals believe that these messages, with good intentions, can have unintended consequences. For example, immigrant parents may misinterpret these communications in a negative manner. Some of these parents might feel that the efforts they are making are insufficient or inadequate, that they are not engaged enough. Thus, instead of engaging parents more, it does the opposite. Parents might withdraw their

participation and become estranged from fully participating in their children's education. It becomes paramount to keep the channels of communication fluid and open.

Although there is an active interest in engaging parents at the local and national level, some parents face further barriers that are complex and may impede further engagement. Factors that influence involvement include socioeconomic status, single-parent households, culture, race/ethnicity, employment, and access to transportation. Additional factors include having unmet needs, limited education, literacy, and limited English language proficiency (Franklin at el., 2013).

Some of the barriers cited by first generation immigrants in the Central Valley, not being language proficient and/or having internet access/digital literacy. (Kissam et al., 2019). The San Joaquin Valley Census Research Project also found that one-third of first-generation Latinos living in the Central Valley, know little to no English and their highest level of education completed did not surpass an elementary school level (Kissam et al., 2019).

<u>Purpose of the Study</u>

Using a qualitative approach, this study focused on capturing the experience of monolingual Spanish-speaking parents in the Central San Joaquin Valley. To further understand the influencing factors that play a role in parent's engagement in their child's education; this study is intent to broaden the educational field's understanding of monolingual Spanish speaking parents' experiences in the American school system. More specifically the experience of this community in the Central San Joaquin Valley. Through this study, there is hope that these findings will further inform and identify influencing factors that can assist educators in best serving this population. This study also identifies the types of support monolingual Spanish speaking parents provide in at home and/or the

school setting. Through this study a glimpse of how these minority parents navigate the U.S. school system daily is portrayed.

Implication to the Social Work Field

Assisting oppressed and vulnerable populations is a crucial element to accomplishing the mission of the social work practice (National Association of Social Workers, 2017). Working with these populations may require advocacy, empowerment, addressing inequalities, advocating for social policies, and social justice (National Association of Social Workers, 2017). Social workers continue to serve these populations that are often underrepresented and do not have a public voice. Understanding the communities and how they are affected by barriers, can direct social workers on the right path to minimizing such barriers and further facilitate parental involvement. Being in this position allows for social workers to become agents of change and advocate for policies, create a culturally competent campus and equitable educational institutions that supports the needs of immigrant parents. Labeling parents as disengaged and uninterested can be threatening or can have negative consequences. Instead, one must take the time to understand the parents and their needs while creating a relationship with them that can foster positive outcomes. Professionals also need to look at parents through an empowering lens rather than a deficit lens.

Definitions

The researcher often uses the terms Hispanic and Latino interchangeably throughout this analysis. For the purpose of this study, both terms refer to people that speak or come from a Spanish speaking country.

Chicano: This term refers to individuals that are born in the U.S.

Hispanic: This term is used to describe individuals who reside in the U.S. and are Spanish speaking.

Latino: A person who is from Latin America and lives in the U.S.

Mexican: Term used to refer to people who were born in Mexico and are living in the U.S.

Mexican-American: This terms refers to people who are born or have become naturalized citizens of the U.S. and have Mexican heritage.

White: Individuals who are of European ancestry living in the U.S.

Summary

Many immigrants leave their homeland in the pursuit of the American dream. As they arrive to America, many immigrants prioritize work which will provide for their families, leaving minimal time to learn and get acquainted with the dominant language and culture. Nevertheless, these parents want the best optimal educational opportunities for their children. Parental engagement has demonstrated positive outcomes in children's education. Considering the large number of immigrant individuals residing in the Central San Joaquin Valley; this study focuses on capturing the experience and factors that shape parental involvement in the monolingual Spanish speaking community. Chapter two will provide an in-depth examination of the current literature regarding parental engagement in the Hispanic Latino/ monolingual Spanish speaking population.

CHAPTER 2: LITERATURE REVIEW

To further understand the current experience of parents within the U.S. educational school system, it is essential to examine previous research studies. This chapter is divided into two portions; first, the conceptual framework for the study is discussed, followed by the current empirical and non-empirical literature. The conceptual framework guiding this study, introduces two theories and a framework: Cultural Capital, Funds of Knowledge, and Critical Race Theory. The following literature review will identify key factors that may present a challenge or perhaps facilitate parental involvement in the school setting for said community, including their feelings about the school setting when they interact with the school system. This literature was conducted to further understand the experience of minority parents in the educational arena. The literature review search process began in April 2019 and concluded in February 2020. Prominent themes found in this study are the following: the positive impact of parental involvement, class division, upper-middle-class and lower-class parental involvement, perception of parental absenteeism, formal vs. informal parental engagement, strategies utilized by minority parents, and recommendations for improvement. This chapter will begin by introducing the theoretical framework used to understand the experience of monolingual Spanish speaking parents in the U.S.

Theoretical Framework

This study employs Cultural Capital, Funds of Knowledge, and Critical Race theory to understand best the monolingual Spanish speaking parents experience in their children's education. These frameworks contribute to the understanding of the factors and experiences that shape patterns of involvement in this community.

Cultural Capital

Pierre Bourdieu first coined the term Cultural Capital during the 1960s. Cultural Capital is best understood as a set of conditions related to life, such as financially and educationally. Once those sets of conditions are invested or applied, the outcome sets the individual forth in relation to others and their environment (Palumbo-Liu & Gumbrecht, 1997). Bourdieu used Cultural Capital to explain educational inequalities. Bourdieu believes that students and parents who lack the dominant Cultural Capital directly negatively impact students who come from a disadvantaged background. Bourdieu theorizes that Cultural Capital is not distributed equally amongst people; therefore, there is a disconnect. Middle class and upper-middle-class families hold a wide variety of Cultural Capital versus poor and working-class families who often do not have any Cultural Capital. As the first place of socialization, the home, children obtain their Cultural Capital from their parents; therefore, some children are at a disadvantage when they attend school (Dumais, 2005).

Over time, many researchers have adopted this term. Some generations of researchers have agreed with the original understanding of Cultural Capital, while others have disagreed and taken a different take on the term. Some American researchers have disagreed and criticize this approach as it portrays low income and families of color as deficient. As a result, these researchers created their new frameworks highlighting these families' undervalued traits they possess. Ultimately, those traits are the ones that support them in navigating in various institutions (Davies & Rizk, 2018). Funds of Knowledge is a framework that diverted from the traditional understanding of Cultural Capital.

Fund of Knowledge

Funds of Knowledge is a term coined by Moll, Amanti, and Gonzalez in 1992. The term Funds of Knowledge refers to the abilities and knowledge that are developed by families. These skills are culturally developed skills and activated as an individual or a

household to function within their given context and culture. These authors also argue that when the Funds of Knowledge are used in educational institutions, it created a richer learning experience for students. This framework affirms that over time people accumulate knowledge and skills that are valued; therefore, they are competent. This approach looks at the complexity and socio-cultural context of families who are labeled inferior. These skills often stem from political, socio-economic factors, and binational that shape their daily lives (Velez-Ibanez & Greenberg, 1992). Funds of knowledge are transmitted through a process where children and families learn and make mistakes and experiment to figure out what strategies work for them. The learning takes place where people associate. For example, the home and the community setting are places where people associate the most. (Velez-Ibanez & Greenberg, 1992). Ultimately, this framework recognized the diversity of knowledge and skills people develop to function in a setting.

Cultural Capital and Funds of Knowledge have several things in common. First, Funds of Knowledge and Cultural Capital can be transmitted to individuals. Although the way people transfer their Culture Capital or their Funds of Knowledge in different forms, the process looks very similar. Once those individuals possess that knowledge or skills, they can then pass it on to others. It can be described as an inherence, where it is unconsciously; therefore, it lives through many generations. Second, Cultural Capital and Funds of Knowledge can be converted into gains. Kiyama (2010) argues that cultural capital can be transformed or converted into academic and economic capital gains. Funds of Knowledge argues that if the skills and knowledge of the minority groups are valued and recognized, those traits could be converted into cultural capital (Kiyama, 2010). Therefore, both Cultural Capital and Funds of Knowledge can have a positive impact on individuals if their gains are viewed as strengths.

Critical Race Theory (CRT)

The Critical Race Theory initiated during the 1960s as a result of legal events and the unrecognized colorblindness legal system. Derrick Bell, Kimberle Crenshaw, Ricardo Delgado, and Mari Matsuda are the scholars who have founded the theory. A key element of CRT recognizes racism is prevalent in the US. Racism is embedded in society, legal systems, institutions, culturally and psychologically. "Racism, more specifically, white supremacy, has shaped the norm, values, and history… through a system of binaries that continue to conflate good and moral with whiteness and email and immortal with blackness" (Tozer. S., Gallegos, B., Henry, A. Greiner, M., & Price, P. 2010, p. 222).

Researchers have then expanded their focus and applied it to different areas. In education, CRT encourages scholars to challenge the dominant racial stereotypes, dysfunctions, and inferiority approaches when working with families of color. Some scholars have utilized their platforms of researchers, used their analysis and storytelling/counter-storytelling to demonstrate that racism continues to exist. The goal of this theory is to create opportunities for justice and empowerment for these communities. To analyze the experiences of disadvantaged groups, CRT first looks at the race then examines their experience based on class and gender. CRT recognizes that further intersectionality complicates the understanding of identities (Tozer et al., 2011).

Scholars continue to analyze stories that often disagree with the idea that middle-class white idealism, values, and behaviors are the norms. CRT scholars perceive minority groups' knowledge and skills as a strength that they acquired through their lived experience. Some of these skills are gained through the use of storytelling, family background, and the use of *consejos*. These stories are told in a way that captures the injustices that continue to occur (Tozer et al., 2011).

LatCrit derives from CRT, it is a framework that helps understand individuals in the legal and educational system. More specifically, scholars were looking to describe the

challenges, history, and experience of Spanish speaking immigrants. In education, LatCrit is used to analyze the ways in which race and racism impact individuals, educational structures, processes, and conversations that affects people of color. LatCrit also analyses the experience of Latinas/os in education.

Through a CRT lens, Yosso (2005) perceives that when individuals hold deficit thinking is a form of racism that people of color continue to face. Parents and students face this deficit thinking in educational institutions through assumptions. Assumptions of students not having cultural knowledge and skills and about parents not valuing education. Yosso (2005) Community Cultural Wealth framework was designed in a way to illustrate the abilities, knowledge, and skills the communities of color possess and utilizes to live amongst and challenge oppression acts from various individuals and institutions. Yosso (2005) uses a CRT lens to further understand the Community Cultural Wealth framework that contains six types of capital.

1) Aspirational Capital- Stated that families of color, despite their presenting barriers, continue to maintain their hopes and dreams.

2) Linguistic Capital-This includes the social abilities and skills families, and students obtain through their communication experiences. Often, these communication experiences are conducted in more than one language or customs. Linguistic Capital also reflects on the idea that students and parents may utilize storytelling, such as *dichos*, *cuentos,* to provide guidance and cultural practices.

3) Familial Capital- This form of capital reflects on the idea that some cultural knowledge is passed on by the *familia* or (kin). Familial Capital takes into consideration the extended family by committing to the well-being of the entire family unit. This form of capital teaches health boundaries and the importance of connectedness.

4) Social Capital- This form of capital takes into account the network of people, resources, and social contacts as sources of support.

5) Navigational Capital- Navigational capital is drawn from the skills and knowledge community of color possess and activate to navigate through different social institutions.

6) Resistant Capital- This term infers that community of color use their skills and knowledge fostered through variations of oppositional manners that assist in facing barriers and inequalities (Yosso, 2005).

Theoretical Framework and Parental
    Involvement

Cultural Capital, Funds of knowledge framework, and Critical Race Theory are most suitable for this study as this study analyzes a population who are considered a disadvantaged group. People of color are often portrayed negatively in the educational realm without examining their experiences; in this study, the researcher analyzes the experience of monolingual Spanish speaking parents in the Central Valley. These frameworks can provide an insight into the experience and factors that shape parental involvement in the monolingual Spanish speaking communities. These frameworks can also assist in helping the researcher understand patterns of involvement and their experiences when they interact with the educators in educational settings. Funds of Knowledge, CRT, and Community Cultural Wealth, encourage educators to view the strengths, skills, and knowledge through a positive lens, fostering to value the skills this population of parents use to survive daily.

<u>Empirical Literature Review</u>

<u>Parental Involvement and Children's</u>
   <u>Educational Success</u>

In the educational system, parental involvement is often referred to as a specific ritual that include fundraising, bake sales, participating in the Parent Teacher Association (PTA), and back-to-school night. Other activities include volunteering in the classroom, parent councils, and reviewing homework assignments (Lopez, 2001). Research continues to find a positive correlation between parental school involvement and children's educational success (Wong & Hughes, 2006). When there is active involvement in the home and school settings, children are more likely to increase their academic performance, have better school attendance, and foster positive interactions with their peers (Wong & Hughes, 2006; Goldsmith & Kurpius, 2018). Furthermore, parental involvement is also linked to students' likelihood of enrolling in a university or college (Perna & Titus, 2005). Parents who are physically engaged in school events or have ongoing contact with the educational system increase their children's likelihood of graduating on time (LeFevre & Shaw, 2012). These positive correlations have also sparked the interest of policymakers to increase parental involvement. Over the years, politicians have attempted to increase participation by establishing legislation. For example, in 1994, Congress put into action the Goals 2000: Educate America Act. The eighth goal of this act required that schools promoted parental involvement (Goals 2000: Educate America Act [GEAA], 1994). In 2002, during the Bush administration, the No Child Left Behind Act was enacted. This act also promoted the importance of parental involvement; section 1118 stated that Title I schools and districts were mandated to create a parental involvement policy (No Child Left Behind [NCLB], 2002).

Parental Involvement

Historically and notably, White parents are more likely to be visibly involved in their children's education, both in the school setting and at home (Park & Holloway, 2013). On the other hand, low-income and ethnic minority parents have historically shown lower levels of involvement in their children's education than their counterparts (Wong & Hughes, 2006) who have higher socio-economic statuses (Park & Holloway, 2013). Lower patterns of engagement are witnessed in the monolingual Spanish-speaking parent population, compared to Black, White, and other English speaking parents (Wong & Hughes, 2006; Park & Holloway, 2013). Some explain this pattern of lack of engagement by highlighting the mistrust many monolingual Spanish speaking parents have with the schools, amongst other factors. Their perception of unfair treatment when present in the educational setting is based on race and experiences they have undergone (Park & Holloway, 2013).

Class Driven

Parental involvement is class-driven, and patterns continue to confirm it over time. Lareau (2000) argues that social class has an impact on the school, especially when teachers request assistance from parents. Social class shapes the resources that parents have access to in efforts to conform with teachers' requests of involvement (Lareau, 2000). White middle-class parents are more likely to be engaged than their counterparts (Mancilla, 2015; Wong & Hughes, 2006; Lareau, 2000) these statistics were also confirmed by the Child Trends Study (2013). Parents who have completed higher levels of education also have higher rates of school involvement; those parents who have a bachelor's degree or higher are 87 percent more likely to participate compared to those who have less than a bachelor's degree with a 54 percent rate of participation (Child Trends, 2013). Additionally, parents who live below federal poverty are less likely to be involved than those who are at or above the federal poverty line (Child Trends, 2013).

Parents who don't speak English are found to have lower levels of involvement compared to their counterparts (Child Trends 2013). These findings were consistent with other studies that indicated parents who come from higher socio-economic backgrounds have greater rates of school involvement and more expectation for their children (Park & Holloway, 2013).

Upper-Middle-Class vs. Lower-Working
    Class

      While all parents in Lareau's (2000) study wanted their children to be academically successful and perceived education as fundamental, teachers did not interpret all their actions and intentions as such. Although certain parental activities and acts of participation are legitimized as actual involvement, there are other efforts which are rejected as parent involvement by school officials (Mancilla, 2015; Lopez, 2001). Historically, middle class parents' beliefs about parental engagement manifests in certain ways. Middle-class parents believe that their children's education is a shared responsibility; therefore, parents hire tutors and practice class curriculum at home. Upper-middle-class parents also share in this ideal. They also possess the social and cultural capital to act in different scenarios. This class is characterized by having education, status, and higher income that gives them competency to assist their children. Teachers translate these behaviors as an indication that these families place education above other principles (Lareau, 2000). Unfortunately, secondary educational support are the resources that working-class parents tend to lack and/or have limited access to. Lareau (2000) suggests that poor working-class parents view education as a sole responsibility that is provided at school by teachers. These parents believe that teachers are entirely responsible for educating children; this belief may also stem from their cultural backgrounds (Lareau, 2000). Therefore, the belief of these lower-working class parents contradicts what school officials believe parent involvement should entail.

<u>Perception of Parent's Absence</u>

Parental involvement is viewed by the notion of physical presence in the school setting, often referred to as parent's attendance to parent-teacher conferences, volunteering in the classroom, and chaperoning field trips (LeFevre & Shaw, 2012). Parental involvement in education is constructed in a way that reflects the experience of the white-upper-middle class, which is not applicable to minority parent experiences (Yosso, 2002). Lopez (2001) affirms that these ideas of parental involvement are socially constructed. Because school officials have a positive perspective about the white middle-class parent community, it is easier for this population of parents to form a trusted and comfortable relationship with school officials (Lareau & Horvat, 1999). In essence, the white community has an advantage when they are present in educational institutions. Many White parents do not have to worry or face the risk of being racially discriminated against; instead, their entire focus is on how they can assist their child in the school setting. Therefore, parents of color are involved in educational institutions that often unconsciously favor white families. Lareau & Horvat (1991) affirm that being part of the white community equips individuals with a cultural resource that parents of color do not have. Thus, White-upper-middle class parents are regarded as role model parents with respect to the level of involvement they engage in (Fan, Li, & Sandoval, 2018). Often, schools create a standard which defines the proper level of interaction in the classroom with the expectations that other parents follow set guidelines (Yosso, 2002). These guidelines often select very few acceptable behaviors that speak to parental participation of other ethnic cultures (Lareau & Horvat, 1999). Both teachers and parents have their personal views and definition of what constitutes parental involvement. However, parents' and school personnel's description of parental engagement often do not align with one another, resulting in incongruences and negative views (Fan, Li, and Sandoval, 2018; Ramirez, 2003). Some educators express that parental engagement entails being

part of parent-teacher organization; however, Latino parents did not mention nor consider parent-teacher organizations when they described how they participated in their children's educational careers. This example explains the disconnect and different perspectives that both parties have (Zarate, 2007). Many teachers rely on their mainstream cultural understanding as the correct behavior but fail to acknowledge that they impose their understanding of parental engagement, disregarding other cultural norms, practices, and ideas. (Ladson-Billing, 2006). When teachers approach students and parents using tools and views from their own cultural backgrounds, parents and students may not immediately have a positive response to such a perspective (Gonzales & Gabel, 2017). When Latinos are viewed through a mainstream lens, their involvement is perceived as absent, uncaring, or indifferent (LeFevre & Shaw, 2012; Sánchez, 2010). These perceptions often depict these parents as unwilling or neglectful (Sanchez, 2010). These assumptions imply that Hispanic parents are not invested in their children's education (Durand, & Perez, 2013), completely discounting the cultural practices of such communities (Goldsmith & Kurpius, 2018). Therefore, the disengagement is then perceived as parents not taking responsibility for their children's education (Park & Holloway, 2013). Yosso (2002) contributes to this idea by highlighting the possible harm these preconceived ideas are creating, which lead to uncounsious biases and negative conotations towards families of color. Yosso (2002) further rejects the idea of labeling parents as "uninterested" or "uninvolved" because they do not have the luxery of taking a day off of work to be present at a school event. Furthermore, Gonzales & Gabel (2017) indicate that many school employees are not prepared to work with diverse populations as school personnel are not equipped with adequate cultural understanding and professional development.

Although Park & Holloway (2013) found that parents with lower socio-economic backgrounds had lower expectations for their children, other researchers have found the

opposite. Tarasawa & Waggor (2015) stated that Hispanic parents hold similar levels of importance regarding education as their counterparts even though they are not visibly present in the school setting. Minority parents also want their children to be academically successful and hold high educational aspirations (Tarasawa & Waggoner, 2015). Recent research has demonstrated that Spanish speaking and/or Hispanic parents' involvement does not mirror the traditional western North American ways. Nonetheless, these parents are actively involved in their children's education, it is just demonstrated differently and influenced by their cultural traditions. Similarly, Poza, Brooks, & Valdés (2014) argue that immigrant parents do attend school events that they perceive as imperative to their child's learning and make themselves visible on school campuses. A typical occasion that parents commonly participate in consists of parents-teacher conferences and parents-teacher meetings, which immigrant parents perceived as vital to their children's education (Poza et al., 2014).

Barriers and Obstacles

      Hispanic parents face various obstacles when attempting to participate in their children's education. These barriers affect their level of involvement in the school and home setting. In some cases, families face multiple barriers; these barriers often intertwine with one another, leaving individuals with numerous disadvantages (Fan et al., 2018). Some of these barriers include lack of English proficiency, lack of communication and misconceptions, and cultural barriers.

      English proficiency. Hispanic parents' lack of English proficiency (Jung & Zhang, 2016) and not being familiar with the North American educational system are some of the primary barriers monolingual Spanish speaking parents face (Goldsmith & Kurpius, 2018; Wong & Hughes, 2006). Some parents do not feel confident in utilizing their English-speaking skills; therefore, they are less likely to contact their child's teacher

out of fear of embarrassment (Jung & Zhang, 2016). As a result, these parents were more likely to report barriers with scheduling, not feeling welcomed, and citing that meetings are conducted in English only (Turney & Kao, 2009).

Some parents expressed a high level of concern due to the language barrier. Parents have reported that their inability to speak English presents a barrier as they try to communicate and interact with their children. Due to the lack of English proficiency, parents report feeling less confident as a parent (Johnson at el., 2016). Not speaking or understanding the dominant language is a significant barrier to some mothers as they report experiencing distress when they are unable to assist their children with their homework. Other mothers report feeling insecure because they do not speak the language, and it becomes difficult to read, understand, or help with their children's homework (Johnson et al., 2016). Although Zarate (2007) agrees language becomes a barrier when parents attempt to help their children with their homework assignments, he disagrees, however, that language is an obstacle when parents try to communicate with school staff. Many schools provide bilingual communication and have staff who are bilingual to interpret during events when parents are present, although, their direct interactions are limited. Once interactions become intimate and frequent, current accomodations will not suffice (Zarate, 2007). However, parents find ways to communicate when they see it necessary.

When language was the barrier, mothers utilize their available resources to assist in interpreting when necessary. Some mothers reported seeking help from community members. Immigrant mothers especially sought help from family members. Family members include older siblings, cousins, or any family member that was able to translate for them (Johnson et al., 2016).

Lack of communication. Ramirez (2003) revealed that parents in a predominantly Spanish-speaking community did not have enough interpreters. By not having available interpreters, monolingual Spanish-speaking parents are deprived of adequate information and interacting with their counterparts (Ramirez, 2003). Parents expressed frustration as teachers failed to communicate with them when their children required extra assistance in school. As a result, minority parents expressed feelings of discouragment and that schools did not care to meet their needs (Ramirez, 2003). If parents attempted to contact the teachers during the day, either the teachers were not available, or there were not available interpretors to facilitate the conversation. Moreover, many immigrant parents are not aware of the North American school culture; they were not aware of traditional events, nor what "open house" meant (Ramirez, 2003). Some parents reported feeling that their current communication with teachers was impersonal, scarce, and limited, therefore, parents expressed feeling that they were not getting full information. Parents described the traditional flyers, automated phone calls, and conferences as providing limited face-to-face exchanges with school personnel. Instead, parents are interested in frequent communication and information tailored to them and their children (Zarate, 2007).

Lack of communication and misconceptions. The idea of parental involvement in the U.S. is very complex, as there are various forms of engagement. Some practices of engagement are highly visible, where others are not. Less visible forms of participation are often not truly understood, which leads to deficit thinking of minority parents (Lee & Bowen 2006). When parents are not well understood, it leaves room for misinterpretations from both parties, the parents and the school officials. Ramirez (2003) states that some parents feel that teachers do not genuinely care about their students, their families, nor their backgrounds. Some parents took notice that the teachers employed at the school were not aware of differences amongst the Latino families-- these teachers

believed that all their students came from Mexico (Ramirez, 2003). These educators should realize that Latinos not only comes from Mexico but from Central and South America as well.

Although they may appear as simple errors, their lack of knowledge and understanding denies the families' cultural identities resulting in the creation of greater distance and mistrust between parents and school officials (Ramirez, 2003). It is clear that some teachers do not understand the community they are serving. The disconnectedness that exists between the two parties can often lead staff to believe that minority parents are less involved in their children's education (Mancilla, 2015). The nonexisting connection between staff and parents serves as a barrier to involvement due to the lack of rapport and relationship between each other. By conforming to the misconceptions, parents and school staff continue to fail in connecting and creating a significant relationships that are ultimately necessary to support the children in their academic journey (Fan et al., 2018).

Limited time availability. Another barrier that parents face is the limited time available due to their work schedules (Turney & Kao, 2009). Other parents cannot take time off due to financial obligations (Yosso, 2002). Numerous Latino parents are employed in hourly jobs; hence, those hours covert to missed income. Other parents felt that if they requested time off frequently to attend school events, their employment would be jeopardized (Zarate, 2007). Additionally, undocumented parents see their status as a barrier to parental involvement because they are fearful of being detained and deported (Alexander, Cox, Behnke, & Larzelere, 2017). Yosso (2002) explains that schools often fail to recognize these obstacles; instead, they focus on translating such behaviors through a cultural deficit lens that objectifies parents as uncaring or describes them as individuals who do not value the act of being involved.

Cultural barriers. A possible explanation for the less visible physical involvement might be due to cultural idealism. Parents often perceive that by being present and questioning the teachers is a form of disrespect (Goldsmith & Kurpius, 2018). These findings were consistent with those of LeFere and Shaw (2012), confirming that parents avoid contact with teachers out of respect, as they do not want to challenge their authority and knowledge. Some parents believe that they have zero influence on the educational system; therefore, they let their child's teachers and administrators make all the decisions even when they felt there were injustices. Zarate (2007) explains that certain notions are interpreted negatively by parents, which discourages them from visiting their child's schools. For example, metal detectors and locked gates discourage parents from becoming involved in the classroom (Zarate, 2007). Durand & Perez (2013) observed the less visible presence of minority parents from a marginalized lens and argued that because of their historical position in the U.S., parents may not have confidence in themselves and knowledge.

The lack of mutual understanding in terms of what parental involvement means to school personnel and culturally diverse parents can hinder successful parental immersion. Some parents expressed attending school events when there is a personal invitation only (Ramirez, 2003). Traditionally, parents often respond well to personal invitations, since the teacher made an effort and parents want to fulfill with the teachers' wishes to attend (Ramirez, 2003). In some cases, parents hold the belief that school personnel is responsible for taking the first step in initiating contact between the school and parents (Wong & Hughes, 2006). Lopez (2001) stipulates that Latino families may have a different understanding of the meaning behind parental engagement. It is acknowledged that parents view parental engagement beyond the traditional interpretation of parental involvement and may display it in other ways (Lopez, 2001).

Although barriers are identified, research also suggested that Hispanic and Latino parents are involved and display their engagement with their children's education in ways that are not recognizable as valid forms of involvement (Auerback 2007; Park & Holloway, 2013; Lopez, 2001). These nontraditional forms of involvement are often invisible to the western idealism of parental participation because parental involvement is created based on manners displayed by white parents (Yosso, 2002). Sanchez (2010) found that parents draw from their cultural background, social knowledge, and community to empower their children and participate in the educational arena.

Advocacy in the U.S.

Advocacy in the United States is a unique idea that has specific guidelines and expectations from school personnel. In some cases, immigrant parents and parents of color are not familiar with these expectations. The concept of parental engagement in advocacy is grounded and sustained in middle-class ideology. Thus, middle-class parents are is portrayed as the parent group population that are engaged in their children's education; Thus, this group of parents have the resources to help their children and know who to contact to request help for their children (Harry, 2002). White middle-class parents have the knowledge and skills to advocate for their children when they find it necessary. The idea of advocacy is shared amongst these parents and school staff; thus, the language, mannerisms, and methods of requesting support are understood (Harry, 2002; Lai & Vadeboncoeur, 2012). Middle-class white parents have the knowledge, values, and interpersonal skills that are necessary to advocate in the educational setting (Lai & Vadeboncoeur, 2012). Advocacy for minority parents and their counterparts may look different. When the school's definition of advocacy does not align with the minority parent's idealism, it creates a barrier and disadvantage for minority parents as their voices may not be heard or understood. In essence, the idea of advocacy tailors to parents with

higher levels of education, literacy, and cultural capital, which ultimately excludes other populations of parents from being able to advocate for their children (Gonzales & Gabel, 2017). When there is a common way of thinking, the chances of being heard and taken into considerations are higher (Lai & Vadeboncoeur, 2012). When minority actions of advocacy are examined through a deficit lens, their efforts may translate as uncaring to the dominant culture. In reality, these parents are guided by their customs/ traditions that ultimately positions them to hand over the advocacy to the educators. These two ideas clash, creating a conflict between the dominant culture's understanding of parental roles (Harry, 2002; Gonzales & Gabel, 2017).

<u>Formal and Informal Modes of Parental</u>
    <u>Involvement</u>

There are variations to the type of home and school parental involvement in different ethnic groups (Mancilla, 2015). White parents display more engagement in the school setting than Latino and African American parents; Spanish speaking parents demonstrate less school-based involvement than their English speaking counterparts (Park & Holloway, 2013). However, LeFvre & Shaw (2012) suggest that Latino parents engaged in both formal and informal ways of parental engagement. Their research findings concluded that informal support was nearly as significant as formal support, which is also positively correlated to children's educational success (LeFevre & Shaw, 2012). Informal types of parental involvement were also found to have a positive correlation with graduating on time (LeFevre & Shaw, 2012). However, non-traditional forms and activities related to parental engagement that are not familiar to educators are not considered valid nor recognized (Yosso, 2002; Park, Holloway, 2013). Latino parental involvement was mainly home-based and encouraged by cultural and traditional values (Goldsmith & Kurpius, 2018). Informal parental involvement, with the children, included emotional support, behaviors, close communication, and activities (LeFevre &

Shaw, 2012; Auerbach, 2007). Monolingual Spanish speaking parents provide their support through *consejos* (Advice) and *apoyo* (support).

  Consejos (advice). The term *consejos* or advice is often referred to as the idea of providing nurturing advice to individuals to deliver guidance. Typically, in Spanish, *consejos* is commonly used as a cultural tool to communicate empathy, compassion, familial motivations, and expectations (Delgado-Gaitain, 1994). Consejos often convey moral messages about the significance of obtaining an education (Auerbach, 2007). Delgado-Gaitain (1994) asserts that the meaning of *consejos* has a deeper significance in Spanish (Delgado-Gaitain, 1994). Parents commonly reported using *consejos* as a method of using cultural narratives that instill resilience in the children when facing adversities (Auerbach, 2007; Lopez, 2001). Some Latino parents utilize these linguistic tools to empower their children in their educational journey and provide advocacy tools to deal with concerns (Delgado-Gaitan, 1994). In essence, parents use *consejos* as a tool and motivational strategy. *Consejos* often have the power of creating a bond between parents and children, demonstrating that they care for one another (Delgado-Gaitain, 1994). When using these cultural narratives, parents would emphasize the importance of commitment and effort, which will ultimately give their children the will and drive to achieve what they want in life (Auerbach, 2007*).*

  Apoyo (support). Parents of color have expressed their role in terms of support or *apoyo*. *Apoyo* is often used to demonstrate approval. Parents explain that they will support their children, but, in return, the children need to show *empeño* (dedication and commitment). Parents reiterate that when hard work is by putting *ganas* (drive and will) they can meet any of their goals and reciprocate the support (Auerbach, 2007). Although immigrant parents are perceived as less involved, they show their engagement by demonstrating support, sharing stories, and passing on their values. These characteristics

reveal that minority parents demonstrate higher levels of caring for their children's educational attainment (Gonzales & Gabel, 2017).

Values. Durand & Perez (2013) researched the topic of values by studying values and found that education was a core value to Latinos/Hispanics. These values that are taught at home included discipline, good manners, morals, ethical behavior, and respect, setting a strong base for education (Durand & Perez, 2013). To immigrant mothers, more so than knowledge, a well- educated individual has good manners and adheres to the rules (Johnson et al., 2016). Auerchback (2007) asserts that parents highly instruct their children to treat others with respect and assist when others are in need. In contrast, Lareau (2000) perceives these actions as a separation between family and school life. She found that parents often teach their children good mannerisms and acceptable school behavior but turn educational responsibility to the teachers as influenced by their culture.

Familismo. Parent's source of motivation originates from their childhood experiences they endured in Mexico and other Latino countries. Parents perceive that in the United States, their children will have better opportunities (Goldsmith & Kurpius, 2018). *Familismo* in Latin culture is a core value. *Familismo* focuses on the well-being of the entire family by encouraging and meeting basic needs. *Familismo* is also characterized by maintaining a close relationship and putting the family as a priority. Parents draw from this concept to guide their children in performing well. Parents also use moral and emotional capital in attempts to foster and encourage their children to do well academically (Auerbach, 2007). The success of one individual is a way to contribute back to the family (Goldsmith & Kurpius, 2018). To encourage students, some parents use themselves as an example to question their children if they want a life like them, working with their hands, and doing difficult physically demanding jobs (LeFevre & Shaw, 2012). Parents verbally encourage their children to do well in their academics, as

this is the way they will have economic security in the future. These are some examples of how parents utilize their culture to encourage their children by using their own experiece (Auerbach, 2007).

Education. Parents' definition of education was often broad. When speaking about education, many parents spoke about their children's success in the educational setting and also in their everyday life, beyond the parametors of education (Durand & Perez, 2013). To many parents, the term education included the value of someone displaying manners in a way that allows people to converse and get along with others. To teach the importance of education, parents engaged in learning activities and portrayed themselves as living models in teaching their children the proper way to behave and act when others were around (Durand & Perez, 2013). Johnson (2016) stated that immigrant mother view education beyond the academic subjects that are taugh in the classroom. For this population, the meaning of education includes teaching children to respect their elders, follow society's rules, and developing a strong sense of morality (Johnson et al., 2016).

Assisting with Homework. In addition to teaching their children good manners, Park & Holloway (2013) suggest that Latino parents were more involved with their children's homework assignments compared to their counterparts. Monitoring and ensuring that their homework is completed on time was a priority for these parents (Park & Holloway, 2013; Johnson et al., 2015). Even when parents do not understand the material, they make an attempt to explain it and help solve the practice problem along side their children; therefore, it demonstrates the devotion that Hispanic parents place on their children's education (Johnson et al., 2016). Other informal ways of involvement included dropping off the students on time, having access to a quiet place in the home for homework completion, making sure their children had regular attendance, boosting their

self-esteem, having open conversations about their future, and praising them for their accomplishments along their educational journey (Auerbach, 2007).

Less Visible Strategies

Minority parents use various strategies to support their children in their educational careers; often, these strategies are used in the home where they are not visible to the school personnel. Some of these strategies include excusing or decreasing their chores to allow them to comply with school obligations and relocating to have access to better schools for their children (Tarasawa & Waggoner, 2015). Other forms of less visible involvement strategies include ensuring prompt time arrival to school, continuously assisting children with homework, and choosing a designated place for homework completion (Auerbach, 2007). Ceballo (2004) found that parents opted by excusing their children from other activities, such as church events and visits with family members. When parents engage with their students in educational conversations that provide family rules and expectations in the home setting, these students are more likely to complete their education on time (LeFevre & Shaw, 2012).

The medium of hard work. Lopez (2001), found that some parents interpret parental engagement in different ways and utilize various strategies to demonstrate the value of education. One strategy they used consists of instilling the importance of education by demonstrating to their children the hardships of working in physically demanding jobs. In short, by this example, they convey their work ethic to their children. These families perceived this as a form of involvement (Lopez, 2001). Lopez (2001) found that parents exposed their children to the work that they performed on a daily basis to make their children realized the demanding working conditions they had to endure. Exposing their children to the physically demanding jobs they performed serve as a way to communicate to their children that their job was to work hard in their education -- to

possibly free themselves from the cycle of poverty (Lopez, 2001). Parents noted a particular emphasis on the importance of hard work, whether or not they chose to work in the fields; a respectable work ethic is necessary for all settings as this speaks about one's character (Lopez, 2001). Parents reiterate to their children that they had the choice of working hard in their education or physically demanding farm labor jobs such as harvesting fruit (Lopez, 2001). To these parents, the value of hard work serves as a motivation that can demonstrate an individual's work ethic (Lopez, 2001).

Teaching real-life lessons. Lopez (2001) affirmed that parents want to ultimately expose their children to the realities they will face in the real world. Parents exposed their children to their jobs, the low wages, and long work schedules. In essence, parents treated this as a learning experience for their kids. First, parents wanted to ensure that their children were familiar with the jobs they performed daily to provide for the family; therefore, they exposed their children to their everyday work. The children would perform some tasks at their parent's place of employment, with the expectations that they would recognize the detrimental affects of the wages and physical abuse on their livelihood. Lastly, due to the physical demands from this experience, parents want their children to realize that without an education, they run the risk of performing these types of physical labor (Lopez, 2001). In essence, the parents used themselves as examples and would ask their children if they wanted the same life (LeFevre & Shaw, 2012).

Maintaining trusting relationships. Many parents maintain and rely on having a trusted relationship with their children. Parents trusted that their children perform well academically and would meet the requirements necessary to attend a university (Auerbach, 2007). Parents often relied on their children to be the point of contact between school officials and parents. Children play the role of brokers between their home and the educational institutions (Chrispeels & Rivero, 2001). In many cases, parents were

confident that their children's school would equipped them with the tools needed to prepare them for the next level in their educational path (Auerbach, 2007).

Parents Personal Experiences

Parents experiences influenced their role in their children's education and as a parental figure (Auerbach, 2007). Like many individuals, parents shared their own educational aspirations as young adults; however, the lack of opportunity to further their education drove them away from academia (Auerbach, 2007). To parents, this was a missed opportunity that often defined their employment, status, financial situation, and their livelihood. Parents expressed feeling angry, shame, and eventually regret. As a result, parents want to prevent a similar outcome for their children (Auerbach, 2007). Parents shared that often their own parents were not supportive (Auerbach, 2007). Therefore, many parents made the decision of migrating to the U.S. to ensure their children had these opportunities available to them.

Lack of interactions. Researchers perceive the lack of parental involvement as a result of negative interactions between families and school employees. Some researchers have cited institutional discrimination as a barrier because they argue that school staff and the educational system were is designed to cater to white families (Auerbach, 2007). Lareau (2000) adds that since teachers are considered middle class, they may feel less comfortable, engage in less talking, and are less friendly to lower-class parents. As a result, parents tend to recognize these patterns and internalized these interactions as negative. These findings are consistent with those of Ramirez (2003), who found that parents perceived that teachers had a lower expectation for minority parents and the students. This can serve as an explanation about why parents reported lower levels of self-efficacy, as found by Holloway & Park (2013). Parent self-efficacy is influential in determining parental school base-involvement (Park & Holloway, 2013). When parents

voiced their concerns, they felt the administration took no action; in essence, their voices where ignored (Ramirez, 2003). Often, immigrant children and families have to depend on the support from different systems and resources for guidance (Stanton-Salazar, 2001). This lack of partnership collaboration between families and communities affects children directly by decreasing their opportunities for upward mobility.

Gender Roles.

Another significant theme to take into consideration is gender roles within a cultural approach**. Research suggests that gender roles play a vital role in parental involvement (Lareau, 2000). Low and working-class parents have more specific gender roles that they closely follow than their counterparts (Lareau, 2000). Rivera & Lavan (2012) and Lareau (2000) stated that in the Latino and Hispanic culture, mothers are those who assume the primary role for supporting the child's education. This is done by attending teacher conferences, making sure that their children complete their homework, and are well-fed. Some mothers engage in telling their children *dichos* (cultural expressions) to emphasize the importance of doing well in school (Rivera & Lavan, 2012). Similarly, Johnson (2016) noted that immigrant mothers take the lead on helping their children learn. This population of mothers view their role in their children's education in terms of teaching them how the world operates, in essence, life lessons, and to be respectful citizens. Some of the activities immigrant mothers engage with their children include helping with homework, reading and discussing the content, and teaching their children appropriate behaviors, and manners (Johnson et al., 2016). When necessary, the mothers also provided appropriate punishment when their children display inappropriate behaviors (Johnson et al., 2016).

Riveras & Lavan (2012) found that mothers who had higher levels of education were more involved. Lopez (2001) complicates the understanding of this topic by

studying how fathers are involved in the education of their children. As a result, they found that fathers also engage in providing children with advice, and mainly teaching their children that they do not have to work with their hands, but with their brains to avoid manual labor (Lopez, 2001). These research findings suggest that both mothers and fathers are engaged in their children's education in the Latino/Hispanic culture and express their values to their children in similar ways.

Social Capital

Parental engagment in education is a form of social capital with respect to the knowledge, relationships, and ability to navigate systems and institutions (Perna & Titus, 2005). This type of social capital indicates that education is crucial, and that parental engagment encourages college enrollment through these messages, signifying norms, and expected standards (Perna & Titus, 2005). These findings suggest that those students are more likely to pursue higher education by enrolling in college; thus, this research also acknowledges the structural barriers that Latinos face daily (Perna & Titus, 2005). However, parents face disparities when they are present in the school setting, as some parents may lack the understanding of the dominant language and the American educational system (Perna & Titus, 2005). To expand on this idea, Auerbach (2007) states that parents come to school, try to get involved, but are not provided with equal resources to shape relationships with their child's school. To alleviate this, it is important that staff reconsider their interactions and understanding of low-income, working-class people of color (Zarate, 2007).

Strategies that can Assist in
Strengthening Relationships

In an attempt to close the gap, between parents who understand the school system and parents who do not, in Massachusets, the Chelsea Public Schools introduced the

Chelsea Family Literacy Program (Rivera & Lavan, 2012). Parents met two hours a week, visited their children's classroom, discussed with other parents their observations, and took English as a Second Language (ESL) classes for 12 hours a week. This program can serve as a model to other states and school districts as it produced positive results. Monolingual Spanish speaking parents were empowered to advocate for their children, helped build strong family support, brought awareness of resources available, and clarified the American educational system (Rivera & Lavan, 2012). In an attempt to build a bridge between the school curriculum, families, and school staff, some teachers utilize a culturally responsive strategy to learn from the experience of the community members and parents. While discussing the topic of immigration in the U.S., teachers invited parents to share their stories about their immigration experience with their child's class. In doing this, the educator is welcoming the parents, strengthening the relationship and communication between the child's home and school, and relaying the message that they are valued in the educational institution. In essence, parents have the opportunity to share their experiences, which allows school personnel to have a better understanding of their cultural background (Villegas & Lucas, 2002).

Similarly, a program was developed in the University of Haifa that utilized written narratives to dismantle cultural misunderstandings. This strategy was used to strengthen relationships and increasing cultural knowledge with individuals from diverse cultural backgrounds. This written narrative strategy was used between students of Arabic and Jewish culture. Using the written narratives, Jewish and Arabic students had the opportunity to write about their personal experience, culture, traditions, and their lives and sharing these accounts with one another. This strategy assists in fostering a mutual understanding of one another's culture and developing empathy (Luwisch, 2001). It is also a strategy that can be utilized in the social work field. Social workers in the U.S. have unique roles in the educational system that allows them to adopt and put into

practice similar strategies such as the written narratives. Becerra (2012) suggests school social workers employ written or oral narratives during parent-teacher conferences or other school events that bring school personnel and parents together. This strategy can once again foster cultural understanding and build relationships between immigrant monolingual Spanish speaking parents and those from different cultural backgrounds.

Suggestions and Recommendations for
School Personnel by other Scholars

Yosso suggests that it is necessary to create an environment that assists in facilitating school involvement; therefore, taking into consideration meeting times, having interpreters present at all times, and providing transportation for parents (2002). Parents who perceive a welcoming environment in the school setting are more likely to report feelings of satisfaction (Park & Holloway, 2013; Durand, and Perez, 2013). These findings further suggested that a welcoming environment is linked to higher college expectations. When school officials create positive relationships with the parents and create a bilingual climate, parents are more likely to report feeling welcomed (Durand, and Perez, 2013). Utilizing outreach strategies have also demonstrated having successful results in parental involvement (Park & Holloway, 2013). Taking an outreach approach was a successful strategy in recruiting parents. Having positive interactions may increase parental involvement and improve student success while creating a trustworthy relationship between parents and school officials (Ramirez, 2003). Ramirez (2003) suggests that labeling and stereotyping in these communities may decrease with the assistance of interpreters to facilitate interactions, which will lead to building a trusting working relationship with immigrant parents. These findings remain consistent with those of Park and Holloway (2013) who found that informative communication was the most influential variable and predictor of parental engagement. When the educational systems assume a role in providing parents with adequate information, parents benefit, and it

instills confidence in guiding their children in the pursuits of higher education (Park & Holloway, 2013).

Furthermore proposes that institutions need to steer away from viewing parental involvement through one lens that is often associated with White middle-class parents. Instead, institutions should recognize the diverse strategies that parents of color implement in the home and school setting. Leading professionals to create a school-home partnership that can better assist students (Auerbach, 2007). Conducting home visits and recruiting parents in events outside of school can provide positive outcomes. Interactions outside the educational setting can also help facilitate conversation and provide a better understanding of their experience and perspectives, which ultimately lead to building stronger relationships with parents (Ladson-Billing, 2006). Parent liaison groups and the field of social work can form a partnership to better assist parents of color and listen to their concerns while advocating on their behalf (Poza et al., 2014). Other suggestions include holding events at convenient times for parents, provide childcare, facilitating transportation to and from school events, and having opportunities where parents be active in school decisions (Poza et al., 2014).

Becerna (2012) also suggests that social workers employed in the school setting can use their platform to advocate for parents. School social workers can work closely with administration to ensure that all school meetings are scheduled at a prefer time for all parents, including immigrant parents. In these meetings, social workers can assure the meetings are held in a way where all parents understand. This can be done by holding the meetings in Spanish or providing interpreters. Lastly, school social workers can advocate on behalf of the parents by ensuring that all written communication is sent home in the language that parents understand (Becerna, 2012).

Furthermore, Park and Holloway (2013) suggest that it is beneficial for school personnel to recognize all types of parental involvement and take into consideration their

resources, and personal and cultural beliefs. In addition, when there is a large Spanish speaking population, the school and the community can benefit from recruiting bilingual staff (Park & Holloway, 2013). Delgado-Gaitain (1994), encourages family-school connections to break the generational barriers between immigrant individuals and those who are non-immigrant.

Policymakers as Agents of Change

Politicians at the state, local, and federal levels can advocate for employers to permit flexible time available for parents to attend their children's school functions. School boards can assist by ensuring that all communication sent home is in Spanish. This may require schools to recruit Spanish speaking staff that can communicate proficiently in oral and written form with monolingual Spanish speaking parents. Federal and state funding can also support the school districts by providing learning opportunities for teachers that are not familiar with the culture or the language. State and federal agencies can potentially provide funding opportunities to create and restructure parental-involvement programs. Funding can also be used to develop partnerships with community agencies that can assist monolingual Spanish speaking parents in learning to read and speak English, and provide computer/internet training for parents that are not familiar with technology (Zarate, 2007).

Gaps in the Literature

Current literature fails to acknowledge the unique experience of monolingual Spanish Speaking parents in the Central San Joaquin Valley. Most recent research tend to focus on the experience of Latinos in other areas in California and the United States, but it does not focus on monolingual Spanish speaking parents in Central California, as evidenced by the lack of research in on this population.

In the Central Valley there is a higher concentration of farm laborers and/or people working in the agricultural sector. Most of these laborers are individuals that were born in Mexico; approximately three-fourths of them (Martin, 2012). Fresno County alone, has approximately 95, 800 individuals working in agriculture related labor (Martin, Hooker, Akhtar, & Stockton, 2017). Considering this information, it is likely that many of these parents have children enroll in the K-12 public system. In understanding the unique characteristics of parents in the Central Valley such as type of employments they perform, their ethnicity, and cultural background, can assist in understanding parents' patterns of involvement.

Conclusion

As the Hispanic/Latino population continues to grow, accelerated by the growth of monolingual immigrants to the United States, educational research has gradually begun to focused on this population in order to obtain a greater understanding. Having a deeper understanding of their experience can build consciousness for educators. This information can help cultivate mindfulness, communication, and programs that can foster postive communication between the school staff and parents.

Researchers thus far do highlight the perspective of school officials' and parents regarding parental involvement in the Hispanic/Latino community and discussing how they contribute to their child's education. However, some questions remain for consideration. How does culture influence a parent's role in involvement? Future research can focus on programs that are designed to foster parental involvement in predominant monolingual Spanish-speaking communities in the Central Valley.

CHAPTER 3: METHODS

The purpose of this study is to explore the experiences and factors that monolingual Spanish speaking parents have endured when they are present in the educational setting. First and foremost, it should be noted that the research framework guiding this study is qualitative. This methods section will provide a detailed outline of the steps taken to conduct this qualitative study using the theoretical framework of Cultural Capital, Funds of Knowledge, and Critical Race Theory. A clear description of each research element is illustrated to demonstrate the validity of the research design used to answer the proposed research questions, the data gathering process, and the analysis of the gathered data.

Research Problem

Research continues to find a positive correlation between parental involvement and student success. When parents are not involved in their children's education, the outcomes of academic achievement is less than their counterparts (Wong & Hughes, 2006; Goldsmith & Kurpius, 2018). The public education system in the U.S serves many students and parents from diverse ethnic and socio-economic backgrounds. One of these groups includes monolingual Spanish speaking parents.

Research about parental involvement in the Hispanic/Latino community in the country has become saturated; however, there is limited research about monolingual Spanish speaking parents in the Central San Joaquin Valley. This study explores the experience of monolingual Spanish speaking parents and the factors that shape their involvement.

<u>Research Questions</u>

The purpose of this study is to better understand the experience of monolingual Spanish speaking parents' involvement in the Central San Joaquin Valley educational institutions. The researcher was guided by the following research questions:

1. What factors shape monolingual Spanish-speaking parental experiences in the K-12 education of their children?

2. What are the experiences of monolingual Spanish-speaking parents when present at the school setting?

3. What do parents recommend for improvement?

<u>Research Design</u>

This study employed a qualitative research approach as it is most fitting for the investigation proposed. This study is qualitative in nature as it is designed to uncover the experiences of its participants. Most researchers choose to utilize a qualitative approach when a "complex, detailed understanding of an issue" is pursued (Creswell, 2018, p. 48). In order to understand the details of the monolingual Spanish speaking parents' experience and the intersecting barriers that they face, in-depth interviews were conducted with this population that currently have children in the public K-12 educational system. Qualitative research is described as starting with "…an assumption of a research problem addressing the meaning individuals ascribed to a social problem" (Creswell & Poth, 2018 p. 42). Similarly, this research began with a notion that not all parents are engaged in their children's education due to various factors. Qualitative research allowed the research to explore the variation on parental engagement and contributing factors. Creswell & Poth (2018) stated "to study the problem, qualitative researchers collect data in a natural setting, and analyzing data to establish patterns and themes" (p.43). In this study, the one-on-one interviews took place at the participants' home, followed by a coding process of (Braun & Clarke, 2006) that constructed themes.

The constructed themes then allowed for analysis that lead to the answering of the initial proposed research questions. In qualitative research, coding is characterized as the "process of labeling and organizing the data to identify different themes and relationships between them" (Medelyan, 2019, para. 5). The institutional review Board at the California State University, Fresno approved the described methods.

<u>Background and Rationale for the Study</u>

The researcher utilized the phenomenological study designed to conduct one-on-one interviews to collect data that would assist in answering the research questions. Interviews allow the freedom to dictate the direction of the conversation and ability to explore topics of interest (Creswell & Poth, 2018). This method was chosen due to the broad nature of this topic– contributing factors that shape parental school involvement in monolingual Spanish speaking parents. This approach assisted in acquiring deeper personal stories to pinpoint factors with the hope of developing new strategies in the future, to aid communication, and to establish partnerships between the school personnel and parents.

A phenomenological approach helps best answer the proposed research questions by exploring the phenomenon of monolingual Spanish speaking parental involvement in the educational system. By using phenomenology study, the research focused on obtaining a shared ascribed meaning to the lived experience of the participants by describing their personal experiences and factors that shape their involvement with their children's education (Creswell & Poth, 2018). A phenomenological study can be described as the "common meaning for several individuals of their lived experience of a concept or a phenomenon" (Creswell & Poth, 2018 p. 75). This phenomenological study explores the phenomenon with a group of 15 monolingual Spanish speaking parents that have children in the K-12 educational system in America. The researcher then explores

the gathered information to look for common shared experiences (Creswell & Poth, 2018).

The broad research on parental involvement has proven to be a key factor to academic success within children's education (LeFevre & Shaw, 2012). As a result, understanding parental engagement within parents of color is a phenomenon that concerns not only parents but also educators, school administration, and politicians. Phenomenological interviews allowed the research to collect vital information to analyze and better understand non-English speaking Latino parents interpretation of parental participation in the school system. In addition, this data allowed the researcher to determine if monolingual Spanish-speaking parents in the Central San Joaquin Valley shared and reported similar barriers as other researchers (Auerbach, 2007; Delgado-Gaitan, 1994; Lopez, 2001).

<u>Participant Selection</u>

<u>Inclusion criteria</u>. The target population for this study consisted of monolingual Spanish speaking parent who currently have children attending the public K-12 school system. Selection of participants was restricted to parents who were 18 years or older, only spoke Spanish, and were residents of the Central Valley. The term parents included: biological, foster parents, guardians, and/or anyone with legal rights to a child. Men, women, and other genders were welcomed to participate if they met the criteria. This population has the appropriate lived experience to provide vital information pertinent to parental engagement in the monolingual Spanish speaking communities. By parental involvement, the researcher sought out parents who could further explain their experience with attending or not attending parent-teacher conferences, assisting with homework, chaperoning field trips, being in contact with their children's teacher, and/or participating in fundraising events. When inferred about factors, this can was interpreted as

circumstances that are influencing and/or discouraging parental involvement. The diversity found in the Central Valley was a key asset to this research as it provided different perspective depending on the country of origin.

Excluding criteria. Prospective participants were excluded if the participants considered themselves English proficient or familiar with the English language.

Sampling Plan

The first participant was recruited using a purposeful sampling method, as this individual was an acquaintance of the researcher and met all the criteria to participate in this study. Purposeful sampling is often described as, "a purposeful sample that will intentionally sample a group of people that can best inform the researcher about the research problem under examination" (Creswell & Poth, 2018. P. 148). Once this interview was obtained, the researcher asked the participant to connect her with other individuals that met the required criteria if possible. This is known as Snowball Sampling and was used to find the remaining participants. Exponential Non-Discriminative Snowball sampling is characterized by the method of recruiting one participant first, then that first participant provides the researcher with multiple referrals of people who also meet the same criteria. The idea is that all referrals provide the researcher with more data until there is enough participants (Bhat, 2020). Most participants knew at least one or two individual who met the criteria. This same process was repeated with other participants. Once there were more participants recruited, they were further asked to get the researcher in touch with other individuals. Therefore, this is how snowball sampling was used to recruit additional participants.

Number of Participants and Saturation

This study was limited to 15 participants. The number of participants were obtained by using the data saturation approach in analysis. Saturation is described as the process of finding similar incidents within the sample group size and when the researcher no longer can find new information that is used to explain the phenomenon (Creswell & Poth, 2018). The saturation point in this study was reached when similar accounts and themes emerged through the coding process. Reaching a saturation point is important as it lets the researcher know that there is a common experience within the group. Saturation also provides the research study a form of validation as the information found does not provide new information that supports the themes (Creswell & Poth, 2018). To ensure saturation in this specific study, the researcher took notes during the interviews to help identify if new themes were emerging, the researcher also did concurrent analysis. By the 12th interview, it was clear that no new themes emerged. The analysis stopped at the 15th interview when thematic saturation occurred.

Data Collection

When parents were contacted, the researcher introduced herself as a graduate student from California State University, Fresno. The parents were provided with the purpose of and information about the research study. After the initial information was provided, parents were asked if they were willing to participate in this study.

If participants agreed to participate, they were given a consent form explaining the purpose of the study, their rights as a participant, and the possible risks they were under when taking part in the study (see Appendix A). The researcher verbally reviewed

the form with the participants and addressed any implications. The researcher reiterated that participation in the study was voluntary, with no negative consequences or compensations, and their right to withdraw or stop the interview at any given point in the process. Additionally, participants were informed that the interviews would be recorded using an application named VoiceRecorder. The researcher explained that this would be used to later transcribe the interview verbatim and translate the data into English. All audio recordings were kept on a password protected device to ensure participant confidentiality. A moment was provided for participants to read the form for themselves and to decide if they wished to participate. If they agreed, participants were asked to sign the consent form and were then provided a demographic questionnaire (see Appendix B). The interviews were then conducted and guided by the questionnaire guide (see Appendix C). Once the data was collected, it was stored on the password protected device, as previously mentioned, until analysis could take place

<div align="center">Instrumentation</div>

Prior to beginning with the interviews, the participants were provided with a demographic questionnaire. Demographic questionnaires provide the researcher with unique characteristics of the population that is studied (Allen, 2017). The demographic questionnaire was developed by the researcher and provided information about the participants background such as gender, age, marital and employment status, race/ethnicity, level of education, and yearly household income (see Appendix B).

Once the questionnaire was reviewed, semi-structured interviews were conducted. Semi-structured interviews are characterized as a guided conversation by an interview that consist of a list of pre-determined questions. These questions were created to answer the research questions as optimally as possible. In this study, interviews typically followed the questionnaire; however, the researcher had the freedom to divert from the questionnaire if there was need for clarification or elaboration on a specific idea. The

questionnaire guide was developed in accordance with the current available literature in regard to monolingual Spanish speaking parents in the American educational system. The questions found on the questionnaire guide were translated by the researcher into Spanish.

The inhouse interview guide contained fourteen questions which were crafted to capture the uniqueness of the experience of this population (see Appendix C). Each interview took approximately about 40-75 minutes in length.

<div align="center">Setting</div>

The in-depth interviews were arranged and conducted at the most convenient time and place for the participants. Prior to the interview, the researcher contacted the parents to select a time and date that best worked with their schedules. Parents were given the choice to select the place where the interview took place such as schools, coffee shops, their homes or a place where they felt most comfortable in. However, all of the interviews took place at the participants' homes per choice. The interviews were conducted over a two-month period.

<div align="center">Analysis of Data</div>

Once all interviews were completed, the researcher transcribed and translated the interviews verbatim. To analyze the data thoroughly, the researcher read over the transcribed interviews several times, took notes, and wrote memos to "build a sense of the data" (Creswell & Poth, 2018. p. 188). After becoming familiarized with the interviews, coding was conducted using the method described by Braun & Clarke (2006) and Medelyan (2019). The researcher read the transcripts line by line and made notations of any first impressions. Notes were then taken of any relevant words or phrases which could be potentially meaningful quotes. Codes were mainly constructed of information that reappeared throughout the different transcripts, information that was of surprise, or

when the interviewee stressed the importance. The coding process was also influenced by several pre-determined concepts that were mentioned on the literature.

A flat coding frame was then adopted to analyze the specificity and importance of the codes created (Medelyan, 2020). From the codes, categories were created to further organize and analyze the data. Next, the researcher combined codes, create new codes, sub-codes and categories to construct the themes. Themes were then reviewed to ensure that they encompass the experiences of the participating parents.

Validity and Reliability

Validity can be described as an "attempt to assess the accuracy of the findings as described by the researcher, the participant, and readers" (Creswell & Poth, 2018 p. 259). To ensure validity in this research, there were several validation strategies adopted by the researcher. The one-on-one in-depth interviews lasted between 40-75 minutes. The researcher engaged in disclosing her values, and biases that she brought to the research study (Creswell & Poth, 2018). The researcher wrote memorandums of her own values and ideas related to the topic since the researcher's parents are monolingual Spanish speaking. In the memorandums, the researcher stated her own views, perspectives, and emotions to prevent these from interfering during the interviewing or the analysis process. The researcher used memorandums and field notes to separate research's own views from the themes that were emerging. To further ensure validity, the researcher tape recorded the interviews, and verbatim transcribed and translated the data. Additionally, the semi-structed interview guide was used to ensure the participants were not led in any particular direction. The themes identified were discussed with the researcher's instructor, Dr. Jayasundara, who coded several interviews to ensure reproducibility. Lastly, the researcher engaged in member checks. Once the research data was interpreted, the researcher requested feedback from the participants to ensure that their stories were

accurately portrayed. This process allows the participants to review the interpretations of the researcher and discuss any portion of the data (Creswell & Poth, 2018). The researched contacted the participants over the phone to discuss their thoughts about the researcher's interpretation. All the participants agreed on the data. Dr. Jayasundara also evaluated the data that was collected along with codes the researcher identified. Dr. Jayasundara's conclusions and findings in the data were consistent with those of the researcher. She also provided suggestions on other themes to explore.

Reliability is another essential element to the establishments of trustworthiness in the process of research studies. Reliability is best described as the "… stability of responses to multiple coders of data sets" (Creswell & Poth, p. 264, 2018). In this study, the researcher created a preliminary code list to utilize and a paper base method to interpret the data (Creswell & Poth, 2018). Next, the researcher developed and share the code book that was created between the researcher and instructor (Creswell & Poth, 2018). The researcher was responsible for creating a document containing the codes that were utilized for the study. The instructor also served as a second coder as she analyzed several transcripts and reviewed themes found. This code book contains detail information about the codes created. It should be noted that the creation of sub codes was created when necessary. All the participants and researchers validated and agreed upon the data.

<center>Summary</center>

Chapter three provided a description of the steps and methods that were adopted and followed to gather the data. This chapter also provided a description of the research design, instrumentation, data collection, limitations, and the protection of human subjects that took part of this study. Participants confidentiality was treated as a priority; therefore, all information was kept under a password protected device. The researcher

utilized a demographic and semi-structured questionnaire guide to guide the interview

process. To ensure the validity of this research, the researcher engaged in member check.

CHAPTER 4: FINDINGS

This research study was conducted with the purpose of gaining an insight into the experiences and factors that shape monolingual Spanish speaking parental involvement in the educational arena in the Central San Joaquin Valley. Several themes emerged which ultimately answered the main research questions: (a) What factors shape monolingual Spanish speaking parental experiences in the K-12 education of their children? (b) What are the experiences of monolingual Spanish speaking parents when present in the school setting? (c) What are parents' recommendations in areas of improvement? This chapter will present the demographic questionnaire data and the following themes that were identified through the analysis: parents mode of participation in the home and school setting, barriers, positive and negative interaction they have endures, lack of sufficient support from the educational institutions, and parent suggestions for improvement.

Demographic Data

The researcher interviewed fifteen individuals who met the required criteria denoted in chapter 3. Fourteen of the participants were females and one male. Eleven of the participants self-identified as immigrants of Mexico and the remaining four immigrants identified themselves as immigrants of El Salvador and Honduras. All participants reported having an education equivalent to the elementary level, not above the 6th grade. Surveyed participants reported working in the farm labor industry which includes packing houses and manual field work. Nine of the participants reported earning between $20,000-30,000 a year, four participants reported earning on average between $30,000-40,000, and two reported an annual income above $50,000. All participants were married and had two to six children.

<u>Modes of Participation in their Children's Education</u>

The first theme to emerge were the modes of participation that the parents partook in for their children's education. The participating parents reported that they were involved with their child's education in both the home setting and in the educational institutions.

<u>Participation in the Home Setting</u>

The majority of the parents verbalized their desires of wanting a better future for their children that incorporates higher salaries, less physically demanding jobs, and opportunities for upper mobility. All the parents interviewed in the study discussed the ways of engagement in their children's school activities in the home.

<u>Providing for their children</u>. One of the ways parents described their role in their children's education was by being the financial provider. Parents referred to the act of providing as giving their children a home, paying for house expenses, and providing food, and clothing. A mother stated, "I always have food ready for breakfast and dinner every day no matter what, that is my responsibilities as her mother. If she is hungry, she cannot learn." Some of the objects parents described as providing for their children were, clothing, shoes, school supplies, and a quiet space for them to complete their homework. A father highlighted this sentiment, " I work long shifts, I have a second job on the weekends so I can provide everything my children need…supplies, clothes, food, and their own room… they older now, they need their own space and a quiet place to do their homework."

In the home setting, parents also described their level of engagement with their children's education in terms of assisting them with homework or ensuring that their homework was completed. A parent stated:

With my kindergarten son it is easier to help, I sit with him until we complete his daily worksheet from his packet, and we read…my daughter is older so know I just ask her if she has homework and if she has completed it...but I am always looking out to keep them on check.

Parents expressed that homework and performing well academically was their child's only responsibility; therefore, if the child was not complying or doing well academically, they intervened by using discipline. "When my son is not completing his homework or misbehaving, I have to provide some type of punishment…I don't let him go out…I remove his cellphone… I talk to him and give him *consejos* (advice) he needs to understand his responsibilities in this home."

Maintaining trusting relationships with their children. Another form of parental engagement in the home described by the parents constituted maintaining a close and trusting relationship with their children. With a trusting relationship, parents hope their children will come to them in the midst of adversity. This includes having open communication with their children on a daily basis. Parents also described talking to their children about their future aspirations. Many had conversations with their children about career choices and bettering their life opportunities through an education. Conversations about education entailed being able to earn higher wages, the possibility of owning a home, and providing for their own families. As one parent stated:

I want my children to start thinking about their goals in life as soon as possible and it's an ongoing conversation we have, I tell my high schooler, that she needs to find a career she loves… then whatever career she chooses will provide that stable income for her to buy her own home, something that we still cannot do.

Other parents expressed having a trusting relationship that foster an open communication for children to feel safe in sharing with parents when they were in need of help. A parent elaborated:

Now a days parents need to have a close trusting relationship with our children, otherwise, they will keep us out of their lives… one time my son was being bullied and he did not want to go to school anymore and he finally told me what was going on… if I had not insisted, I don't think he would had told me at all.

Consejos (advice). A dominant theme that was consistently prevalent across all interviews, were the use of *consejos,* as a way of being involved in their children's education. Parents described using *consejos* as a means of providing guidance throughout their child's lives about different relationships, life's milestones, and morality. Parents provide *consejos* and describe the consequences to their children if they become affiliated with gangs, drugs, and hanging out with the wrong crowd. A mother said:

We live in a town that is infested with gangs, violence, and drugs, I tell all my kids if you start hanging out with them, you will either end up in jail or dead… and I tell them when people offer you something strange don't take it.

Other types of *consejos* include the benefits of obtaining a college degree and the upper mobility opportunities that come with higher education. As a parent described:

With an education, I tell my daughter that she can go far, she will not have to work with her hands but with her brain… she can take time off work when she needs, have payed vacations and a retirement… most of us who work in the fields never have any of those luxuries… we pray that the weather is ok for us to be able to go to work.

Many parents used themselves as living examples of what it's like to work as a farm laborer in the Central Valley's farm agricultural fields. Parents used narratives to

describe to their children the harsh conditions they work under, including the physical demands, extreme weather conditions, and low wages. A mom asked her children:

> Do you want to end up like me working under the burning sun, and in the cold weather only making a few dollars?... they see how I come home, covered with dirt from head to toe… by the end of the day, I am just exhausted.

Stories such as these were common amongst the interviewees, who expressed the difficult tasks they performed on a daily basis. To have a real understanding of the experience of a field worker, parents shared taking their children to work with them. This was done in efforts to expose them to the actual duties the parents endured on a daily basis. By taking their children to work, parents hope their children understood how they earned money to provide for them. Parent ultimately wanted their children to learn first-hand the value of hard work, all with the hope that their children will continue working hard to further their education. A parent explained:

> I take my kids to work on the weekends, sometimes during the breaks, so they can see how hard it is, how I make money for our family… I want them to remember what is like out here so they can think twice about dropping out or not doing well in school... if they chose to drop out or not doing well… they are aware of what's waiting for them out here.

Many parents expressed using *consejos* as a way to motivate their children. Parents narrated stories about their own lack of opportunities in their countries of origin to serve as a source of motivation and reminder of the opportunities they are surrounded by. A mother expressed her experience in Mexico:

> We only had an elementary school in the next-door *rancho* (village), we walked 30 minutes every day to get there. But after the 6th grade we couldn't continue… the middle school was 30 minutes away; our parents could not afford to give us money every day for transportation… my parents put me to work at the age of

12… I was one of the lucky ones that got to go to school, some girls in my neighborhood never had the chance to go because their parents did not allow them to go to school.

Parents in this study hoped that their children choose the path of education that prevents them from working in manual labor occupations. A father stated:

I am old, the sacrifices I make are for my children to obtain a better future, they have all their future ahead of them, for me it is over, this is what I will be doing for the rest of my life.

Parents equate educating their children in terms of being a respectable citizen as part of their responsibility as a parent. Fourteen out of the fifteen surveyed parents discussed part of their role was to teach their children how to be respectful. Respect was referred to the act of being well behaved in all settings and displaying proper manners. Parents articulated the importance of respecting the elderly and school personnel at all times. These parents devoted time to having discussions and provided *consejos* to articulate the importance of being and productive citizen. With the education they received in the home and at school, parents perceived this constituted to a well-rounded education. A mother highlights this sentiment:

I always give *consejos* to my children about being well behaved with their teachers and their family…they know what will happen when I get a phone call from their teacher to tell me they are misbehaving, when kids misbehave and don't show respect is a reflection of my parenting… teachers are going to say that I don't know how to educate my child.

From the interviews, it was clear that parents prioritized their homebased involvement to participate in their children's education. To the parents, home was translated as the place where they taught the children be a well-behaved students and citizens.

Participation in the School Setting

In the school setting, parents described their involvement by being present during parent-teacher conferences, back-to-school nights, award ceremonies, and when teachers request their presence. The majority of the parents also assisted in fundraisers, school carnivals, and talking to teachers during drop off and pick up times. Some parents stated that they would go to the schools on days when weather did not permit them to work. Typically, on these days, parents requested to meet with their children's academic counselors or teachers. Elementary school parents utilized these available times with teachers to obtain a brief update about their children's behavior and academic progress. A parent elaborated:

> I always attended back-to school nights, and parent teacher conferences… when they send things to sell, I always help my children fundraise, it might not be a huge amount, but I do my part…sometimes I also help during their school carnival, either I go and volunteer to cook food, or buy something for them to take.

However, most encounters with educators, was when teachers extended an invitation. A parent highlighted:

> I only go to the school when there is an event happening or when there is a problem and the teacher has requested for me to be there… otherwise why go?… I don't want to interrupt the teacher. In Mexico, when the teachers needed parents, they would let parents know…if you show up or start invading their space is like I am disrespecting them as teacher.

Through follow up questions, parents described this was the main type of participation they were accustomed to, as this was how their own parents interacted with school staff in their country of origin. To these parents, questioning the teacher or arriving at the school when they were not invited was a form of disrespect. Customarily,

parents only come to the schools when they were invited by the school personnel. The school setting was a place for their children to receive an education, thus, parents only intervene when it was requested by teachers. Parents expressed setting boundaries between them and only attended when they felt it was appropriate to. A mother elaborated:

> I don't want to interrupt the teacher, I just go to the school when they request me to be there, otherwise it means I am not needed or wanted…I had a teacher one time call me to invite me to a school event, that was a neat experience, I couldn't believe she took the time to call me and it felt good, like I was wanted… of course I ended up going to this event.

<div align="center">Factors that influence or Deter Parental Involvement</div>

Unconsciously or subconsciously, there are factors that influence or deter parental engagement in the monolingual Spanish speaking parent community. Attitudes, values, and culture often play a critical role in the way parents participate in their children's education. Positive or negative experiences often shapes beliefs and attitudes parents develop towards educational institutions.

<u>Being a Monolingual Spanish Speaking</u>

Although parents stated they assisted with their children's homework, many also expressed that they faced several limitations when aiding their children with this task. The parents in this study stated that they wanted to be active in the most positive way to aid in their child's academic achievement. However, in certain situations, they explained feeling powerless. Many parents admitted feeling frustrated as a result of not speaking the dominant language, English. It also became a barrier when parents attempted to help their children with their homework assignments, communicate with school staff, and when attending school events.

All parents agreed that at one point, they were unable to support their children with homework due to the language barrier. In many cases, parents requested help from their older children to guide the younger children with their homework assignments. Other parents requested help from their neighbors or extended family members to assist them in translating. As one parent described:

When my child was younger, it was easy to help him, now when I don't understand the homework, I have one of his older siblings help him since I can't… it is so helpful having my older son, he translates for me everywhere.

Other parents perceived English as a barrier when they were present in their child's school, as parents felt they were limited when attempting to communicate with school personnel. A mother stated:

I really want to converse with my child's teacher to ask many questions, but it's just not a natural conversation when one depends on another person to tell you what the other is saying…sometimes things are personal, and I really don't want others knowing my business.

Some limitations parents faced entailed of both oral and written communication. As a result, parents felt that they were never fully informed of what was going on in the school or with their children's overall academic performance. A common concern was not receiving the necessary information due to the lack of translators. A parent explained, "There is nothing like listening and expressing yourself in your own language, when my kids are placed with a teacher that is bilingual, it is a relief for me." Others also described that even when translators were provided, they were not sure if they were getting the correct information. For example, a mother described feeling upset during meetings that typically range between 45 minutes to an hour in length. A translator typically comes in and summarizes the meeting in Spanish in approximately 10 minutes. The mother stated, "After a meeting they provide us with a ten-minute summary, of course, there are things

that we are not being told. How can someone tell me this is all that was said in the last hour?" Actions such as these leave parents feeling frustrated and not wanting to return to the school setting as their time or presence is not perceived as valued, and they are not being adequately informed about important school matters. Parents attested that as a result, they interact less and talked less during school meetings. A mother said, "I don't like to participate in meetings because I am embarrassed, I feel that I will not be heard."

<u>Positive and Negative Interactions</u>

Surveyed parents reported having negative and positive interactions with school personnel. However, their negative interactions often outnumber the positive ones. All parents were able to recall a positive and genuine experience with a school staff member. They identified how these positive and negative interactions shaped their involvement in school.

<u>Positive interactions</u>. When present on a school site, monolingual Spanish speaking parents appreciated when personnel acknowledged their presence and proceeded to welcome them with a handshake and a smile. A parent stated:

> A simple good morning, how are you, makes me feel acknowledged... it doesn't cost them anything to be friendlier… when teachers do that I feel good, I feel welcomed, makes me feel like I do belong here as a parent.

On some occasions, parents interacted with teachers and staff who attempted to communicate in Spanish with them. During these attempts, parents feel appreciative of their efforts. Parents translate these efforts as teachers genuinely caring for them and their children. A mother recalls a similar experience:

> One day I felt very happy, my son's teacher was not able to find an interpreter, so she used a phone app, so we both could communicate with each other… she

looked upset because there was no interpreters available, but she made it work, I felt like she was genuine, I could tell she wanted to help me.

This mother expressed sensing the teacher's good intentions in wanting to converse with her about her child's academic progress. Similarly, many parents spoke about knowing when school staff were being genuine during their interactions with them. One mother stated, "they might think they are fooling us, but we know when they are not genuine, some staff are hypocrites."

Additionally, surveyed parents disclosed that an open-door policy in which school personnel took the time to hear their concerns, then taking action on such concerns translated as validating their parent rights. A parent described her experience:

…like I told you, my son was being bullied badly, he told the teacher and the teacher didn't do anything about it… I was really worried about my son, he didn't want to go to school, he looked depressed, I went to talk to the principal and he immediately took action, I felt like he heard, and he treated me like family.

Similarly, parents spoke highly of those staff that treated them, with what parents referred to, as family -- with attentiveness and care. Parents were appreciative of staff who took the time to ask how they were doing or offered them a refreshment. A mother stated:

It feels good to be greeted, some staff even offer us water or cookies during our meetings, I appreciate the small gesture…I had some teachers give my younger children candy, paper, and crayons to keep them busy while we meet.

Furthermore, these parents expressed gratitude for school personnel who explained in depth the grading systems and procedures of the American School System. These parents have described that teachers go as far as providing them with advice and information about resources that can assist them as parents. A mother stated:

One teacher, I guess knew, that I didn't know how my kids were being graded…In Mexico we use to be graded with numbers and not letters, well this teacher took extra time to explain to me what the letters meant and the grading periods in which I would be expecting a progress report, this went over the time he had designated for me, but he didn't seem to mind.

Overall, these experience in the school shaped and influenced parent's involvement in a positive way. As parents explained, they feel welcomed, valued, and wanted when they are treated in a genuine, friendly manner. Interactions such as these fosters a since of belongingness which, ultimately, motivated parents to be present.

Negative interactions. Some school personnel interactions' have been received negatively by the monolingual Spanish speaking parent community. These actions, over time, have created negative perspectives about the school system. Parents narrate numerous stories about arriving in the schools and not being acknowledged by the school personnel. Other sources of frustration revealed by the parents included having to depend on other people to translate for them. On the contrary, when they encounter friendly Spanish speaking staff, parents expressed feeling an immediate sense of relief, as they knew they would be able to communicate without a barrier. They also pointed out knowing who the friendly receptionist was and those who were *corajudas* (temperamental). This indicates that parents actively seek help from school staff whom they had previous positive interactions with during campus visits. They also explained that they knew who to avoid while on campus. Neighbors, family members, and friends often advice these parents about who were the *amable* (friendlier) school staff and who to avoid.

Monolingual Spanish speaking parents feel that as soon as an English-speaking parent is present, school staff address them, make more eye contact, and hold extended conversations with them. A parent said:

> As soon as an English-speaking parent arrives, school staff leave us in the corner as if we suddenly became invisible, they laugh and converse for a long time with the other parents… I feel dumb, just standing there looking around while others are laughing, and I am just there, makes me feel like they are laughing at me.

When educators continue to address English speaking parents first or not acknowledge Spanish speaking parents equally, parents are led to feel beneath and/or less than their counterparts. "I feel bad, like I am less than, when the teachers and others are conversing, and I am just there guessing and waiting for them to be done," stated a mother.

Parents described their interactions with teachers as rushed, in which parents expressed feeling that those exchanges are to minimally comply with their job duties, and not because the teachers care about their students and families. A parent said:

> During parent teacher conferences or open house, they just say what they have to say and thank you for coming, rarely do they ask if we have any questions or concerns. It feels like they want to get through the line so they can go home.

Another negative experience parents account for include school personnel having side conversations during Individualized Educational Plan (IEP) or Section 504 meetings. The purpose of these meetings is for school staff and appropriate outside agencies to meet and discuss the individual educational needs of students that have a condition that may impede their learning. IEP and Section 504 plans make accommodations and modifications as per student needs. These side conversations described by the parents during these meetings are perceived as secretive information and disrespectful to monolingual Spanish speaking parents. A parent expressed feeling disrespected and

enraged when teachers engaged in side and/or side bar conversations during IEP meetings, as they are aware, he does not speak English. A mother shared the same experience and stated:

> They act like teenagers, they are whispering and laughing at the table, when in reality we are meeting to discuss my son's needs, it's just so disrespectful…it makes me feel so mad that I want to walk out and leave.

Parents also account negative experiences when school staff asks parents to schedule appointments or come back at a later time, when parents return and are turned down again, which this leads parents to develop feelings of rejection. Some parents stated that they would pick up or drop off their children from school on days when weather did not permit them to work. Typically, on these days, parents used this time to talk to teachers or drop by to ensure their children were doing well. However, many educators would say that they were not available.

Other adverse experiences included not having their concerns being addressed or acknowledged. Often parents felt that their concerns were not being addressed because of their ethnicity and language barriers. Many parents felt that they were looked down upon because of their backgrounds. Some participating parents expressed feeling rejected, ignored, humiliated, and not valued as a human being. A mother stated, "I feel that when some school personnel look at us, they think we are worthless Mexicans; they look at us like we are dirt on the floor." Furthermore, Parents expressed feeling that when staff says, "sorry, I don't speak Spanish," is a way of ending the conversation or dismissing them. Consequently, these parents described their relationships with the teachers as superficial due to the minimal or limited and negative interactions. Quite a few surveyed parents stated that some school staff carry themselves as if they were superior to the monolingual Spanish speaking parents. A mother described her experience:

… It's the looks they give us, like we are some rare creatures… A Latina teacher always treated my son bad, I really wanted to say something…complain, but I was also worried that she would take it out on my son…at the end of the day they will win… I just stayed quiet…you can tell that they think they are better than us.

Parents noted that when they endure situations such as these, they often felt discriminated for being monolingual, Hispanic/Latino, and/or poor. Consequently, there was fear and a sense of voiceless. As a result of these actions, parents developed feelings of distrust and anger, which ultimately, lead to less interactions with school personnel and the school systems itself.

Lack of Sufficient Support from the
    Educational Institutions

Parents felt the educational institutions was not considerate of their background and needs. For example, meeting times are often scheduled too early during the day when parents do not have the option of leaving early from work to participate. A father explained his situation, "I am the only one that works, my wife doesn't work right now because we just had a baby…I can leave early one day, but it can't be often… I will eventually lose my job." These parents explained they were hourly employees. Some parents expressed that their income was based on how fast they picked the fruit. When these parents decide to leave early, or not go to work, it was lost income for the day, which would impact their weekly earnings. In some cases, they feared losing their jobs.

Additionally, some parents also identified that many times they did not have interpreters available. A mother highlights her experience:

There are times when I go to the school and there are not interpreters available… during the last parent-teacher conferences, I had to wait for an interpreter to be available in order to communicate with my child's teacher, I felt dumb just standing there while everyone else is asking me if I was in line.

Due to the lack of interpreters during school events, parents spend their time waiting until someone was available to facilitate their conversations. In these cases, their children had to interpret and/or translate communications between parents and school personnel. "Wherever I go and if my children are with me, I have them interpret for me. During parent-teacher conferences, I tell my child, you better interpret everything correctly and not lie to me about what your teacher is saying." Some parents have further experienced staff merely saying, "sorry, I don't speak Spanish," leaving them without any assistance or guidance. As a result, parents feel like their presence is of unimportance. Unfortunately, many parents felt like their participation is discouraged. A parent noted:

> why even go?... it's like we are not wanted there… they act as if we are a burden or extra work for them… if it was another parent, they would not act this way. I feel like it's almost a form of discrimination.

Parents report that in some instances, the Mexican staff would be the first to turn around and not assist the monolingual Spanish speaking parents when present in the school setting. "Our own people are the ones that discriminate us the most, we know they speak Spanish, yet they refuse to help us… some have told me, sorry I don't speak Spanish."

Monolingual Spanish Speaking Parents' Suggestions for Improvement

In reflecting about their experiences, monolingual Spanish speaking parents had several suggestions for improving and meeting their needs. One of the suggestions included, holding meetings at a later time to allow parents to be present, while having ample interpreters readily available to assist communication between personnel and parents, "I think that schools should make meetings at a time when all parents have the availability to go…meetings should be scheduled at a later time during the day."

Another suggestion came from several mothers who would like to see the school designate meetings solely in Spanish and English. A mother recommended

> We should be divided like they do in church, one mass in English and the other in Spanish. If I am around people like me, I would feel comfortable in sharing my opinion. In church everyone sings and takes the lead on different prayer because they are comfortable.

Another idea consisted of hiring more bilingual staff that also understands the community. When parents know the staff speaks their language, their anxiety decreases and their sense of belonging in the school increases. In addition to hiring staff, parents hoped that staff are friendlier to them:

> Well, they should treat people more friendly, so we can feel comfortable in the school. In the middle school and high school, I know which secretary to approach and which one I need to stay away from as much as possible…oh I know who will be kind to me and treat me well when I am there.

The participating parents also suggested that the school incorporate some cultural traditions in their practices. This would foster a welcoming and accepting environment. Parents mentioned food, music, and adding some of the Hispanic cultural holidays. A mother stated:

> It would be nice to see the school having the kids perform some *folklorico* traditional dance…my *compadres* kids take some classes during the school year and in December and at the end of the year they performed the dances for the community… I enjoy when the kids in band play mariachi music.

Parents also suggested having school staff extend more personalized invitations to them. When school personnel take the time to personally invite the parents, the parents translate this action as being welcomed by the school staff. "When I was in Honduras, the teachers would make phone calls, come to the house, or write a note… It's very rare that

anyone does that here in the U.S." It should also be noted that parents recommended that parents take responsibility and seek opportunities to attend meetings. "parents also need to be responsible for their kid's education, I know it is uncomfortable, but we have to go, at the end of the day it's our children's education on the line."

<u>Summary</u>

Chapter four presented the overall findings of the study. Parents expressed the ways they engaged in their children's education. Some modes of participation were often influenced by their cultural backgrounds. Parents further shared about experiences that made them feel welcomed and others experiences that they perceived as negative. Lastly, monolingual Spanish speaking parents provided some suggestions that can help meet their needs as parents. The following chapter will provide a discussion about the findings and provide advice for future research.

CHAPTER 5: DISCUSSION AND CONCLUSION

This study explored the experiences and factors that shaped monolingual Spanish speaking parent's involvement in their children's education. The themes that emerged from the 15 semi-structured interviews determined that parents do care and are actively involved in their children's education. Some of the strategies that parents use are influenced by their cultural background, attitudes, and experiences. The findings presented contradict the assumptions that this population of parents are not engaged (Durand & Perez, 2013). Thus, it attempts to illuminate the monolingual parents' experiences and understanding of parental involvement in the Central San Joaquin Valley. Chapter five will begin by analyzing the findings and its relevance to the theoretical framework, then a review of the most significant findings and discussing implications, recommendations, and limitations of this study.

Findings and Theoretical Framework

In assessing the experience of monolingual Spanish speaking parents in the educational arena, the researcher drew from two theories to identify its relevance. The two theories that guided this research study include Cultural Capital and Critical Race Theory; within those theories, Funds of Knowledge and Community Cultural Wealth framework were further utilized to understand the experience and factors that shaped parental involvement.

When viewing parents through the original understanding of Bourdieu's Cultural Capital, monolingual Spanish speaking parents would be considered to have minimal to no Cultural Capital at all (Dumais, 2005). However, Bourdieu's original interpretation of Cultural Capital highlights that Cultural Capital is transmitted (Kiyama, 2010). Similarly, monolingual Spanish speaking parents transmit their values and skills to their children. Parents in this study transmitted the valued of hard work. Parents' utilized the medium of

taking their kids to work to transmit the value of working. Parents also used the medium of *consejos* to transmit their hopes and dreams for their children to be successful and earning gainful employment. Many parents expressed discussing with their children the lack of opportunities they had in their home countries as a means to serve as motivation for their children to work hard in pursuing an education.

Throughout years, some researchers have explored other angles of Cultural Capital. A framework that was developed with this perspective was Funds of Knowledge (Yosso 2005; Kiyama, 2010). This framework is relevant to the monolingual Spanish speaking parents as they have developed knowledge and skills that assist them when navigating the school system.

For example, when these parents need assistance with translation, they often request help from their older children, neighbors, and extended family members. Their knowledge also assisted them in self-navigating when present on their children's school campuses. Parents spoke about knowing who the friendly staff on campus were; therefore, they actively seek them out for assistance. Thus, they avoided those staff who they considered unpleasant. This kind of knowledge is what helped these parents feel more secured when they were present on school campuses. These skills and knowledge are highly valuable to these groups of parents as these are the knowledge that helps them navigate in settings they were not familiar with.

Additionally, though the Funds of Knowledge lens, the parents' interpretation of parental involvement is viewed as an asset. Parents perceived their role as financial providers, maintaining trusted relationships with their children and assisting them with homework. Thus, these activities parents engage in speaks to the level of involvement they engage, it also speaks that these parents are involved and do genuinely care for their children education.

Critical Race theory recognizes that racism is prevalent and embedded in society and institutions (Tozer et al., 2011). Therefore, it becomes easy for educators to develop negative perceptions of disadvantaged groups. This idea coincides with previous research that unfolded negative myths about the Hispanic/Latino community. However, CRT challenges the dominant racial stereotypes of inferiority when working with minority groups (Tozer et al., 2011). Thus, CRT recognizes and validates monolingual Spanish speaking parents' skills, strengths, and knowledge through their lived experience. In this study, patterns of parental involvement were influenced by family and cultural background, and the use of *consejos*. Their cultural backgrounds influenced parental engagement patterns. Many of the parents stated using *consejos* to guide their children through life's milestones.

In addition, parents' interactions with teachers were influenced by interactions that were considered the norm in their home countries. However, their forms of involvement do not translate as deficits; instead, it should be viewed as a strength and transform traditional practices in the educational system to strategies that align with monolingual Spanish speaking parents.

Lastly, using a CRT lens, Community Cultural Wealth framework was designed to illustrate the abilities, knowledge, and skills the communities of color possess and utilizes to live amongst and resist oppression from various individuals and institutions that was developed (Yosso, 2005). This study is attuned with the experience of monolingual Spanish as it relates to the Community Cultural Wealth framework. Many of these parents' narratives align the six forms of capital found on the Cultural Wealth framework. The following examples illustrate how the participating parents expressed activating these six forms of capital in their daily lives.

1.Aspirational Capital- The participating parents talked about their desire for their children to obtain higher education and better life opportunities. Parents expressed working hard for their children to have opportunities they did not have.

2.Linguistic Capital- Participating parents expressed communicating with their children's' daily. Parents also had conversations with their children about their future and discussed the consequences of certain choices. Some of these conversations were held using the median of *consejos* to further guide their children in their lives.

3.Familial Capital- Through everyday actions, parents demonstrated the importance of the family unit. Parents expressed sacrificing themselves and working hard daily for the well-being of their children and their families. Parents expressed long working hours and multiple jobs to provide for their families.

4.Social Capital- In this study, parents utilized their social capital to receive information about who were the most friendly, informative school staff on each school campus. This information was helpful to these parents as they knew who to seek assistance from when they visited their children's school. Parents expressed that their neighbors, extended family members, and friends were their network.

5.Navigational Capital- Parents in this study demonstrated activating their Navigational Capital when necessary. For example, Parents explained using their children, neighbors, or family members when they needed someone to translate for them in various institutions.

6.Resistant Capital- In this study, parents provided recommendations about ways they could be helped to meet their needs best. Parents also recommended other parents the need to continue in taking responsibility and seeking opportunities to be present in the school system, despite the barriers, because their children's education is on the line.

Findings and the Linkage to Past Literature

As parents migrate to the U.S., many arrive with unequal resources compared to their counterparts. The cultural knowledge they possess in combination with their direct experience influences the way monolingual Spanish speaking parents interact with their children's school. Ultimately, these interactions shape the way they engage with their children and school staff. The findings of this study shed light on the three research questions proposed: (a) What factors shape monolingual Spanish speaking parental experiences in the K-12 education of their children? (b) What are the experiences of monolingual Spanish speaking parents when present in the school setting? (c) What are parents' recommendations in areas of improvement?

This study found various factors that shaped monolingual Spanish speaking parent's engagement with their children's education. One of these factors is the perceived roles within the family and school systems. Parents believe their role is to provide for their families financially, and to raise well-disciplined and respectful children. This theme was also supported by other studies (Durand & Perez, 2013; Johnson et al., 2016). On the contrary, parents in this study believed that children's roles are to attend school, behave, and be academically successful without being prompted. All surveyed parents expressed wanting their children to be successful, have better careers, and better opportunities for higher-earning salaries and upper mobility. Tarasawa and Waggor (2015) also found that Hispanic parents hold the same educational aspiration as other parents. Many parents cited the lack of opportunity they had in their countries; therefore, they wanted the best opportunities for their children. This finding is consistent with those of Auerbach (2007), who also found that parents had their own educational aspirations that were never accomplished due to lack of opportunities. Therefore, parents strived to provide their children with the best opportunities to obtain the education they never had (Auerbach, 2007).

Another factor that appeared to shape their involvement is their cultural backgrounds. Parents spoke about utilizing *consejos* to provide guidance and advice during every life milestone. All surveyed parents stated providing some type of *consejo* to their children. These *consejos* focused on encouraging their children to perform well in school and stay away from gangs and describing the negative consequences of such. Similarly, the concept of *consejos* is widely cited by other researchers who explain that parents use this term to communicate guidance and strength through adversity (Auerbach, 2007; Delgado-Gaitan, 1994; Lopez, 2001). Although parents in this study did use the *consejos* to communicate resilience in their life and education, parents further utilized this concept to guide them through life's milestones and portray negative consequences through these narratives. Concurrently, in this study, parents also discussed the consequences of not obtaining an education. Parents used themselves as an example to portray a picture of what their future would look like without an education/or career, which was also discussed by LeFevre & Shaw (2012). Parent utilize *consejos* to keep their children out of gangs and violence that are persistent in there it communities; this is an area that other reseach has yet to capture

The participant's culture and background also influenced how they connected with the school staff. In their home countries, parents did not call the teacher or call the school unless the teacher invited them to do so. As a level of respect, parents do not question teachers or school administrators about how they choose to run things. LeFevre and Shaw (2012) and Goldsmith and Kurpius (2018) drew similar conclusions, indicating that this population of parents perceive their presence or questioning a school staff as a form of disrespect. Therefore, parents often relied on their cultural understanding to navigate the educational system in the U.S. Drawing from these conclusions and other research that portrays parents as absent from parental involvement, there may be a

disconnect indicating a lack of cultural awareness on the part of teachers and other school staff members.

Parents' understanding of participation influenced how they engaged in their children's education in the home and school setting. Parents associated activities such as using *consejos,* having discussions about their future, providing for their children financially, assisting with homework, and ensuring homework completion as part of their home-based involvement. Past studies have identified these are activities that are often labeled as nontraditional or not recognized as involvement by the educational institutions (Auerback 2007; Park & Holloway, 2013; Lopez, 2001).

In the school setting, parents expressed attending parent-teacher conferences, back-to-school nights per teacher request. Participating parents also described their participation by helping in their school fundraisers. This finding is consistent with those of Lopez (2001) that found that parents tend to attend school events, such as parent-teacher nights and back to school nights. Their efforts for involvement and their interest for their child to succeed debunks some inaccurate assumptions that depict this population of parents as uninterested.

Although parents reported participation in their children's education, both in the home and the school setting, many cited facing some barriers. English was commonly reported as a barrier in communicating with school staff and assisting their children with their homework. This was also identified by Jung & Zhang (2016), Turney & Kao (2009) Johnson at el. (2016). Other barriers the parents of the current study cited for parental engagement were meeting times and lack of interpreters. Ramirez (2003) found similar concerns, stating that schools often did not have enough interpreters to assist the monolingual community. In such scenarios, parents utilized their children to interpret for them. This idea was also cited by Johnson et al. (2016) who found that parents used their immediate family members to translate for them.

Research question number two was answered by exploring parents' experiences while interacting with the school system. When present at in the school setting, parents expressed experiencing both positive and negative experiences with school staff. These interactions often shaped how they perceived themselves in the school setting. Positive interactions foster a sense of belonging. During positive interactions, parents cited feeling welcomed and valued. Parents appreciated when staff took the time to acknowledge them, attempted to converse with them, and explained the specific processes related to the educational system in the U.S. Ultimately, gestures such as these are interpreted by parents as they are cared for and treated like a family member. It should be noted that parents often cited knowing when the staff were being genuine with them or not. This information can validate that some current practices, such as welcoming them, acknowledging their presence, and taking extra time to explain school practices is received well by the parents. These positive gestures motivate and encourage parents to take an active role in their children's education. Positives interactions can assist the progress in facilitating a relationship between parents and school personnel. These findings are consistent with those of Durand and Perez (2013) that found a positive correlation between parental involvement and welcoming school environment.

On the contrary, negative interactions with school staff often led parents to question their presence in the school settings. Parents cited experienced feelings of being ignored, embarrassed, uncomfortable, and less than English speaking parents. All these experiences influence the perception and relationships between parents and educational institutions. Parents cited feelings that school staff were more attentive with English speaking parents, which lead them to feel lesser than their counterparts. Similarly, Ramirez (2003) indicated that negative experiences lead parents to feel ignored. Many parents also stated feeling frustrated when meetings were held in English. During these meetings, parents reported receiving a brief summary at the end of the meeting. As a

result, parents felt that their presence did not matter and that they were not receiving the information in its entirety. Often parents felt disrespected when school staff would hold side conversations during meetings about their children. These parents felt that it was rude and disrespectful. This information has to be reported in the literature. Often, parents felt that other Hispanic staff were the first to deny them assistance and dismissed them; therefore, scenarios such as these left parents feeling disappointed as they considered other Hispanic staff their own people. Parents described feeling betrayed by Hispanic/Latino staff when they did not assist them when they asked for help. This created feelings of betrayal as monolingual Spanish speaking parents were expecting to have an ally in the Hispanic/Latino staff. This theme has also not been captured by past literature and is a significant contribution to research.

Lastly, parents provided suggestions that can assist in best meeting their needs. These recommendations assisted in answering the third research question. Some of the recommendations included hosting meetings at a later time and having ample interpreters available. Limited amounts of interpreters was an ongoing concern that parents have reported. Yosso (2002) also cited similar concerns about the lack of interpreters in the school setting.

Additionally, many parents also suggested for schools to hold meetings separately based on the language of preference. They wished there was a meeting solely for Spanish and English-speaking parents. Parents expressed that by separating them, they would feel more comfortable in the meeting and, therefore, more likely to participate. Parents expressing their desire to want schools to host meetings solely in Spanish was an idea that previous research had not captured. This speaks to the notion that parents feel more comfortable receiving and sharing information in their own native language. To some extent, this gesture can suggest that parents do want to participate and express their opinions. However, they are not doing so because they are uncomfortable. Some parents

also suggested schools hire bilingual staff that are friendly and incorporate more cultural traditions in their practice. Lastly, parents indicated that school staff could extend a more personalized invitation. Parents translate a personal invitation as a welcoming gesture.

Implications for Social Work Research

In the Central San Joaquin Valley, there is a large growing number of monolingual Spanish speaking people. The findings of this study can serve as a guide to those school districts that serve monolingual Spanish speaking parents. School districts can utilize the parent's suggestions found in this study to pinpoint areas of concerns when this population of parents are present in the school setting. California Education Code 52060 (3A), encourages school districts to implement and promote parental involvement. This education code also stresses that school districts must implement practices that include welcoming parents to school and treating them as partners (California Education Code 52060, 2020). The findings in this study can help guide school districts in the implementation and organization of parent events and activities, as required by the Education code 52060 (California Education Code 52060, 2020). The information gathered by this study informs educators of the current barriers that these parent population face. Thus, the expressed barriers, experiences, and understanding of parental involvement should be kept in mind when organizing and inviting parents. This study helps to inform and promote innovative research to develop new strategies and approaches to assist the monolingual Spanish speaking parent community. Ultimately, leading school social workers to the tools to bridge some of the gaps, and negative feelings parents have towards educational institutions in the US. School social workers can also assist in providing educators with tools or workshops to improve cultural awareness on their school campuses.

Recommendations

Based on the findings, it is recommended that all school staff participate in cultural sensitivity and diversity trainings. These trainings could be required across all school personnel regardless of their job titles. Upon arrival to school campuses, parents are first greeted by classified staff such as administrative assistances, attendance clerks, campus security, and custodians, which are essential interactions as it can severely influence a parent's perception of their belongingness, significance to the school, and future communications. Teachers, principals, school secretaries, and custodians are in a profession that can be considered customer service. As this is a collective effort, it is the school's administrator's responsibility to implement these trainings. It is crucial for administrators to set the tone of why these trainings are critical in assisting parents, which ultimately affects their students' progress in school.

It is also suggested that the school personnel could take time to understand the parents they are working with. In understanding their background, staff should take this opportunity to learn about the parents' strengths, their assistance to sustaining a family, and contributions to their communities and society. Having such understanding can help staff draw from the parents' cultural capital to validate their efforts and foster empowerment in their children's education. In understanding the parent's cultural backgrounds, it can also assist in forming a camaraderie between school staff and this community. Having a mutual understanding and trust can debunk myths about this population and ultimately provide a sense of direction in how to meet the parents' needs best.

To best meet parent's needs, staff could also take the time to understand when it is best to support them. Many of the monolingual Spanish speaking parents work in farm labor, therefore, their jobs are seasonal and hourly. During their periods of off season, staff can schedule workshops and one-to-one meetings with parents. Staff could be

flexible in adjusting their schedules to meet the needs of parents' best. School staff can also use these periods to schedule cultural nights that celebrates them as families. These celebrations can foster interactions between school staff, families, and parents of fellow students. Thus, positive interactions can foster a sense of ownership and pride in their children's schools.

Additionally, School social workers have the power and knowledge to act as agents of change in their respective school districts to implement new strategies that assist the monolingual Spanish speaking parent community. Social work practices are instrumental for the creation of a welcoming school climate, cultural humility, and cultural sensitivity approaches and attitudes. Some social workers may have to diligently work with this community to repair the mistrust and poor relationships between the school staff and parents. Thus, these broken relationships stem from the misconceptions school staff hold about these parents, such as a portrayal of not caring (Durand & Perez, 2013). The misunderstandings and negative beliefs can present as a barrier to successful school engagement. In essence, the social worker can serve as a cultural broker to ease the exchanges between the school staff and parents.

School social workers can utilize the findings of this study to guide them in conducting a thorough needs assessment to identify the needs, areas of strength, and areas for improvement. Based on their findings, the social worker can implement the necessary measures to strengthen relationships and best meet the needs of the parent community. This can direct social workers to understand what strategies parents respond well to. In understanding their strengths, social workers and school staff can use those strengths to engage them in their children's academic journey. Social workers in the school setting can assist in fostering interactions between families and staff by creating cultural nights and parent workshops. In essence, the idea is to create a safe space where this particular group of parents feels welcomed.

Limitations and Future Direction

One of the limitations of this study is that it was conducted in the Central San Joaquin Valley; therefore, other parents in different regions of the country may have different experiences. The majority of the participants in this study were of Mexican descent and the findings cannot be generalized to other groups of Latinos or Hispanics who reside in the U.S. Another limitation of this study is that fourteen out of the fifteen participants identified as women. The male perspective and experiences that shape their involvement in their children's education are of equal importance as their counterparts. The primary limitation of this study consists of the interview translations. All interviews were in Spanish; therefore, the researcher translated all interviews verbatim. In the process, there is always a possibility to misinterpret words as all words do not have a direct translation.
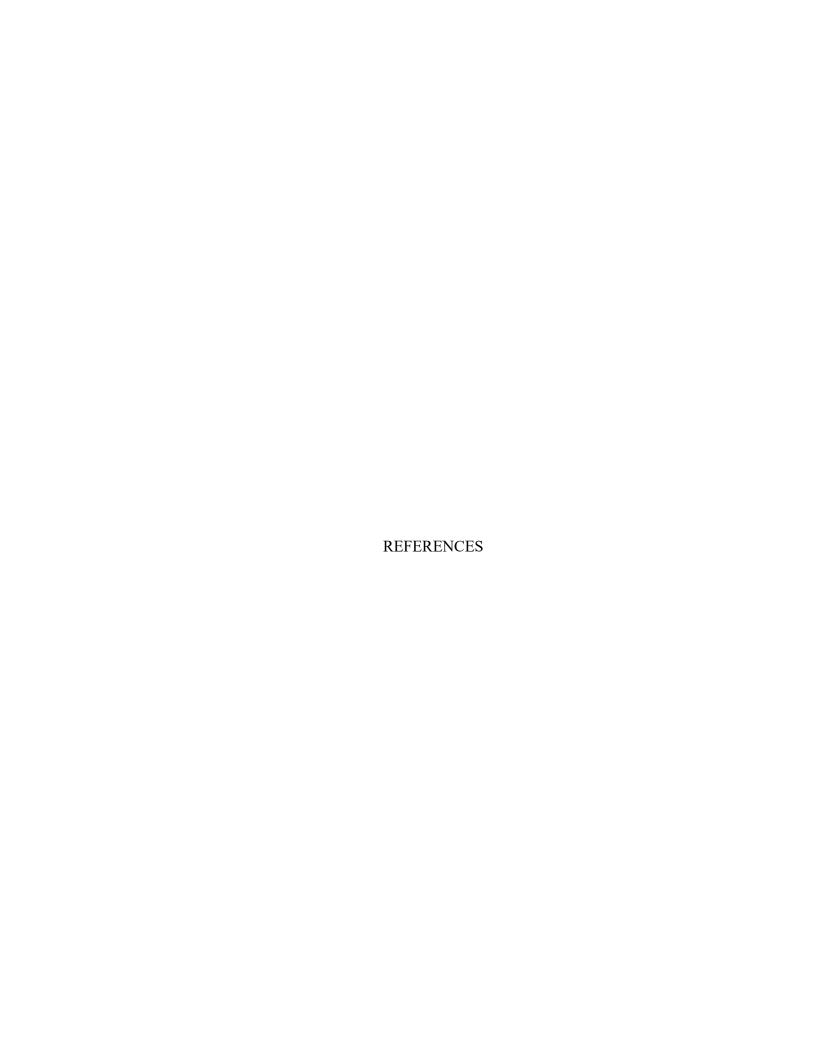
Another limitation entails the data gathered. In this case, it is possible that the information may contain some bias from the parents' perspective. Parents' answers may have been influenced by the researcher's presence or their opinion on what the researcher may have wanted to hear. It is possible that parents may have not revealed their true opinions, attitudes, and experience due to fear. Another limitation may include the questions and the wording of such. There is a possibility that parents may have misinterpreted the wording of the questions, which can ultimately cause inaccurate responses. Culturally diverse individuals from various Spanish speaking backgrounds may interpret certain words differently.

In understanding the experiences of monolingual Spanish speaking parents, future research can focus on finding new strategies that this group of parents responds well to. Future research can also dedicate some time to analyzing how the school districts implement parental involvement efforts in their school sites.

Summary

This study overall explores the experience and factors that shaped the monolingual Spanish speaking parental involvement in their child's education in the Central San Joaquin Valley. The discussion of these findings revealed that some of the themes in past literature were congruent with the findings of this study and themes that have yet to be discovered. Recommendations were made based on the findings from this study, that can assist school social workers and school districts that serve the monolingual Spanish speaking community. Lastly, the limitations and direction for future studies was provided.

REFERENCES

REFERENCES

Alexander, J., Cox, R., Behnke, A., & Larzelere, R. (2017). Is all parental "noninvolvement" equal? Barriers to involvement and their relationship to Latino academic achievement. *Hispanic Journal of Behavioral Science*, 39(2), 169-179.

Allen, M. (2017). The sage encyclopedia of communication research methods (Vols 1-4). Thousand Oaks, Ca: SAGE Publications.

Auerbach, S. (2007). From moral supporters to struggling advocates: Reconceptualizing Parent roles in education through the experience of working-class families of color. *Urban Education*, 42(3), 250-283.

Becerra, D. (2012). Perceptions of Educational Barriers Affecting the Academic achievement of Latino K-12 Students. C*hildren & Schools*, 34(3), 167-177.

Bhat, A. (2020). Snowball Sampling: Definitions, Method, Advantages, and Disadvantages. Retrieved from https://www.questionpro.com/blog/snowball-sampling/

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77-101.

California Education Code 52060. Article 4.5 Local Control and Accountability and the Statewide System of Support [52059.5-52077].

Cavanagh, S. (2012). No Child Left behind and parental engagement. Retrieved from https://thenotebook.org/articles/2012/04/13/no-child-left-behind-and-parental-engagement/

Ceballo, R. (2004). From barrios to Yale: The role of parenting strategies in Latino families. Hispanic Journal of Behavioral Science, 26(2), 171-186.

Child Trends. (2013). Parental involvement in schools. Retrieved from https://www.childtrends.org/indicators/parental-involvement-in-schools

Chrispeels, J., & Rivero, E. (2001). Engaging Latino families for student success: How Parent Education can reshape parents' sense of place in the education of their children. Peabody Journal of Education, 76(2), 119-169.

Cortiella, C. (2005). Making the 'No Child Left Behind Act' work for children who struggle to learn: A Parent's Guide. National Learning Center for Learning Disabilities. Retrieved from https://www.readingrockets.org/article/making-no-child-left-behind-act-work-children-who-struggle-learn
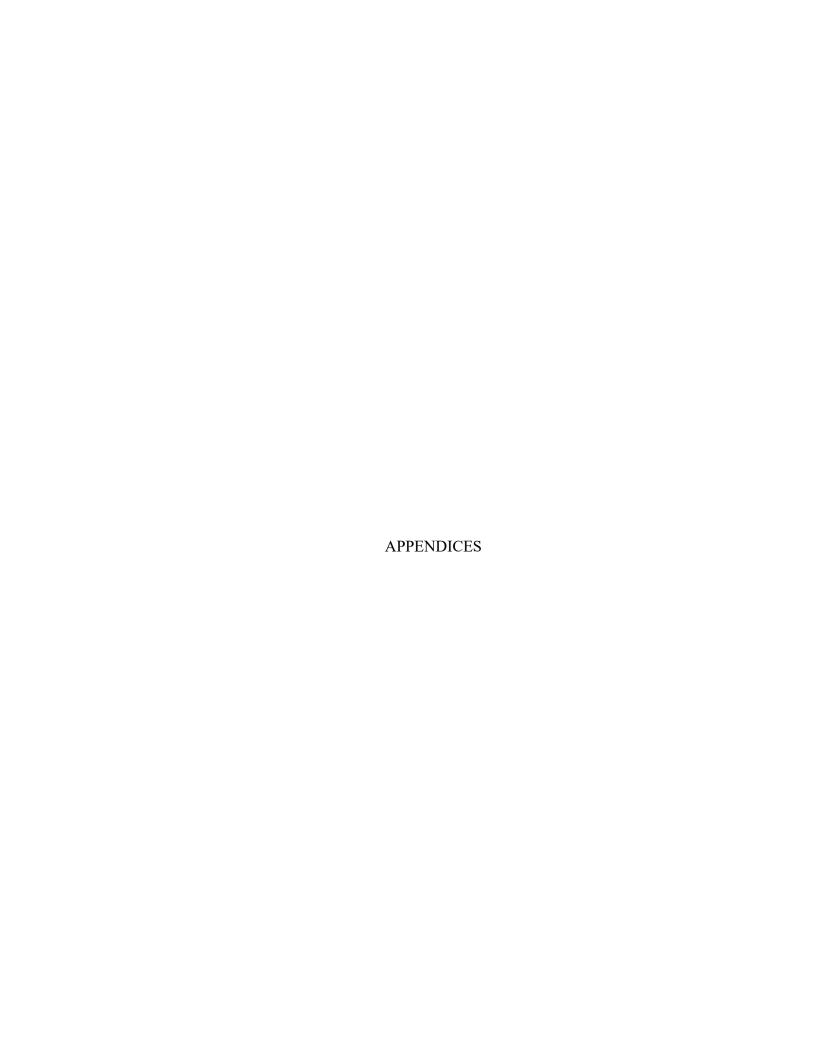
Creswell, J.W., & Poth, C.N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4ᵗʰ ed.). Thousand Oaks, CA: Sage Publications.

Cutler-Orosi Joint Unified School District. (2018). Principal's Message. Retrieved from http://palm.cojusd.org

Davies, S., & Rizk, J. The Three Generations of Cultural Capital Research: A Narrative Review. *Review of Educational Research*, 88(3) 331-365.

Delgado-Gaitan, C. (1994). Consejos: The power of cultural narratives. *Anthropology & Education Quarterly,* 25(3), 298-316.

Dumais, S. (2006). Early childhood cultural capital, parental habitus, and teacher's perception. *Poetics*, 34(2), 83-107.

Durand, T., & Perez, N. (2013). Continuity and Variability in the parental involvement and advocacy beliefs of Latino families of young children: Finding the potential for a collective voice. *School Community Journal*, 23(1), 49-79.

Fan, W., Li, N., & Sandoval, J. (2018). A reformulated model of barriers to parental involvement in education: Comment on Hornby and Lafaele (2011). Educational Review: Hall of Fame, 70(1), 120-127.

Franklin, C., Harris, M.B., & Allen-Meares. (2013). The school services sourcebook (2ⁿᵈ ed.). New York: Oxford University Press.

Fresno Unified School District. (2015). Principal's Message. Retrieved from https://www.fresnounified.org/schools/winchell/Pages/principals-message.aspx

Goals 2000: Educate America Act, H.R. 1804-103ʳᵈ Congress. Retrieved from https://www.govtrack.us/congress/bills/103/hr1804

Goals 2000: Educate America Act, P.L. 103-227, § (1994).

Goldsmith, J., & Kurpius, S. (2018). Fostering the academic success of their children: Voices of Mexican immigrant parents. The Journal of Educational Research, 111(5), 564-573.

Gonzales, S., & Gabel, S. (2017). Exploring Involvement expectations for culturally and linguistically diverse parents: What we know in teacher education. International Journal of Multicultural Education, 19(2), 61-81.

Gonzalez-Barrera & Krogstad J. M. (2019). What we know about illegal immigration from Mexico. Retrieved from https://www.pewresearch.org/fact-tank/2019/06/28/what-we-know-about-illegal-immigration-from-mexico/

GovTrack.us (2019). H.R. 1804-103 Congress: Goals 2000: Educate America Act. Retrieved from https://www.govtrack.us/congress/bills/103/hr1804

Harry, B. (2002). Trends and issues in serving culturally diverse families of children with disabilities. *The Journal of Special Education*, 36(3), 132-140.

Johnson, S., Arevalo, B., Cates, J., Weisleder, C., Dreyer, B., & Mendelsohn, A. (2016). Perception about parental engagement among Hispanic Immigrant mothers of first graders from low-income backgrounds. *Early Childhood Education Journal*, 44(5), 445-452.

Joubert, C., Immekus, J., Triona, L., & Colon, B. (2009) Children of the valley: framing a regional agenda. Retrieved from: http://www.fresnostate.edu/chhs/ccci/documents/children-ofthe-valley.pdf

Jung, E., & Zhang, Y. (2016). Parental involvement, children's aspirations, and achievement in new immigrant families. *The Journal of Educational Research*, 109(4), 333-350.

Kissam, E., Mines, R., Quezada, C., Intili, J., & Wadsworth, G. (2019). San Joaquin Valley Latino Immigrants: Implications of Survey Findings for Census 2020. Retrieved from https://www.shfcenter.org/assets/SJVHF/SJVCRP_Survey_Findings_Executive_Summary_011819.pdf

Kiyama, J. (2010). College Aspirations and limitations: The role of educational ideologies and funds of knowledge in Mexican American Families. *American Educational Research Journal*, 47(2), 330-356.

Ladson-Billings, G. (2006). It's not the culture of poverty, it's the poverty of culture: the problem with teacher education. *Anthropology & Education Quarterly*, 37(2), 104-109.

Lai, Y., &Vadeboncoeur, J. (2012). The discourse of parental involvement in social education: A critical analysis linking policy documents to the experience of mothers. *Educational Policy,* 27(6), 867-897.

Lareau, A. (2000). *Home Advantages: Social class and Parental Intervention in Elementary Education*. (2nd ed.). Lanham, Md.: Rowman & Littlefield.

Lareau, A., & Horvat, E. (1999). Moments of Social inclusion and Exclusion race, class, and cultural capital in family-school relationships. *Sociology of Education*, 72(1), 37-53.

Lee, J., & Bowen, N. (2006). Parental Involvement, cultural capital, and the achievement gap among elementary school children. *American Educational Research Journal*, 43(2), 193-218.

LeFevre, A., Shaw, T. (2012). Latino Parents involvement and school success: Longitudinal effects of formal and informal support. *Education and Urban Society*, 44(6), 707-723.

Lopez, G. (2015). Hispanics of Mexican Origin in the United States, 2013. Retrieved from https://www.pewresearch.org/hispanic/2015/09/15/hispanics-of-mexican-origin-in-the-united-states-2013/

Lopez, G. (2001). The value of hard work: Lesson on parent involvement from an (Im)migrant Household. Harvard Educational Review, 71(3), 416-437.

Lopez, M. H., Krostad, J. M, Flores, A. (2018). Key facts about Latinos, one of the nation's fastest-growing populations. Retrieved from https://www.pewresearch.org/fact-tank/2018/09/13/key-facts-about-young-latinos/

Lopez, M. H., Gonzalez-Barrera, A., Krogstad J. M. (2018). Latinos are more likely to believe in the American Dream, but most say it is hard to achieve. Retrieved from https://www.pewresearch.org/fact-tank/2018/09/11/latinos-are-more-likely-to-believe-in-the-american-dream-but-most-say-it-is-hard-to-achieve/

Lopez, M. H., Krogstad, J. M., Flores, A. (2018). Most Hispanic Parents speak Spanish to their children, but this is less the case in later immigrant generations. Retrieved from https://www.pewresearch.org/fact-tank/2018/04/02/most-hispanic-parents-speak-spanish-to-their-children-but-this-is-less-the-case-in-later-immigrant-generations/

Luwisch, F. (2001). Understanding what goes on in the heart and the mind: Learning about diversity and co-existence through storytelling. *Teaching and Teacher Education*, 17(2), 133-146.

Mancilla, R. (2015). The broken Compass: Parental Involvement with children's education. *The Journal of Educational Research,* 108(4), 345-346.

Martin, P. (2016). Farm Labor in California: What are the Fact? Retrieved from https://www.cirsinc.org/rural-california-report/entry/farm-labor-in-california-

Martin, P., Hooker, B., Akhtar, M., Stockton M. (2017). How many workers are employed in California agriculture? Retrieved from http://calag.ucanr.edu/Archive/?article=ca.2016a0011

Martinez, M., Castillo, M. (2013). Study: Hispanics show increasing cultural, economic, and social diversity. Retrieved from https://www.cnn.com/2013/03/20/us/hispanics/

Medelyan, A. (2020). Guide: Open-ended coding of Customer Surveys. Retrieved from https://getthematic.com/coding-open-ended-questions-2/

Medelyan, A. (2019). Coding qualitative data: How to code qualitative research. Retrieved from https://getthematic.com/insights/coding-qualitative-data/

National Association of Social Workers. (2017). Code of ethics. Retrieved from https://www.socialworkers.org/About/Ethics/Code-of-Ethics

No Child Left Behind Act of 2001, P.L. 107-110, 20 U.S.C. § 6319 (2002).

Palumbo-Liu, & Gumbrech H.U. (1997). Streams of cultural capital: Transnational cultural studies. Stanford. CA: Stanford University Press.

Park, S., & Holloway, S. (2013). No parent left behind: predicting parental involvement in adolescents'' Education within a sociodemographically diverse population. The Journal of Education Research, 106(2), 105-119.

Perna, L., & Titus, M. (2005). The Relationship between parental involvement as social capital and college enrollment: An examination of Racial/Ethnic group differences. *The Journal of Higher education*, 76(5), 485-518.

Poza, L., Brooks, M., & Valdes, G. (2014). "Entre Familia:" Immigrant parents' strategies for involvement in children's Schooling. *School Community Journal*, 24(1), 119-148.

Radford, J. (2019). Key findings about U.S. immigrants. Retrieved from https://www.pewresearch.org/fact-tank/2019/06/17/key-findings-about-u-s-immigrants/

Ramirez. A. (2003). Dismay and Disappointed: Parental involvement of Latino immigrant Parents. The Urban Review, 35(2), 93-110.

Reese, P., Magagninis. (2015). Census: Hispanic overtake white to become California's largest ethnic group. Retrieved from https://www.sacbee.com/news/local/article25940218.html

Rivera, L., & Lavan, N. (2012). Family literary practice and parental involvement of Latin American Immigrant Mothers. *Journal of Latinos and Education*, 11(4), 247-259.

Sanchez, S. (2010). Involving Latino families in schools: raising student achievement through-school partnerships. Journal of Latinos and Education, 9(1), 81-83.

Scamman, K. (2018). Spanish Speakers in the United States. Retrieved from https://telelanguage.com/spanish-speakers-united-states-infographic/

Stanton-Salazar, R. (2001). Manufacturing hope and despair: The school and kin support networks of U.S.- Mexican youth (sociology of education series). New York: Teacher college Press.

Stepler, R. (2016). Hispanic, black parents see college degree as key for children's success. Retrieved from https://www.pewresearch.org/fact-tank/2016/02/24/hispanic-black-parents-see-college-degree-as-key-for-childrens-success/

Tarasawa, B., & Waggoner, J. (2015). Increasing parental involvement of English Language Learner families: What the rese3arch says. Journal of Children and Poverty, 21(2), 129-134.

Tozer. S., Gallegos, B., Henry, A. Greiner, M., & Price, P. (2010). Handbook of research in the Social Foundations of Education. New York: Routledge

Turney, K., & Kao, G. (2009). Barriers to school involvement: are immigrant parents disadvantaged? The Journal of Educational Research, 102 (4), 257-271.

Velez-Ibanez, C., Greenberg, J. (1992). Formation and Transformation of Funds of Knowledge Among U.S.- Mexican Households. Anthropology & Education Quarterly, 23(4), 313-335.

Villegas, A., & Lucas, T. (2002). Preparing Culturally Responsive Teachers: Rethinking the Curriculum. Journal of Teacher Education, 53(1), 20-32.

Wong, S., & Hughes, J. (2006). Ethnicity and language contributions to dimensions of Parent involvement. School Psychology Review, 35(4), 645-662.

Yosso, T. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*, 8(1), 69-91.

Yosso, T. (2002). Towards a critical race curriculum. *Equity & Excellence in Education*, 35(2), 93-107.

Zarate, M. E. (2007). Understanding Latino parental involvement in education: Perceptions, Expectations, and Recommendations. *Tomas Rivera Policy Institute*. Retrieved from https://files.eric.ed.gov/fulltext/ED502065.pdf

APPENDICES

APPENDIX A: CONSENT FORM

Informed Consent

Social Work Department

California State University, Fresno

You are invited to participate in a research study that is looking at factors that shape monolingual Spanish speaking parental experiences in the k-12 education of their children. I aspire that this study will help educators, social workers and parents have a better understanding of the experience of monolingual Spanish speaking parents in the educational setting. This research study will be conducted under the supervision of Dr. Dheeshana Jayasundara. The purpose of this study is to examine the experience of parents and their experience with their educational involvement in the K-12 education of their children.

Your participation in this research project is voluntary. You may withdraw from participating in this research project at any time. You have the right to end the interview at any point, even after signing and giving consent to participate in this research study. You may skip any questions you wish not to answer. By choosing not to participate you will not receive any penalties from the university or the department of Social Work.

Your participation in this research project is confidential. A pseudonym will be used to protect your identity. Your name will not be written in any documents except a participant's key. This key will be stored in a computer that is password protected. This interview will be audio recorded. The answers provided will then be transcribed to analyze the results by the research group. The audio recordings and the transcribed documents will be stored in a computer that is password protected in efforts to maintain confidentiality at all times. Once the study is completed, all data will be destroyed.

The researcher does not anticipate any risks from involvement in this study. If you experience any discomfort while answering some of my questions, you may stop at any time. Should you experience any distress because of the sensitive nature of the questions, we will provide you with local resources that can assist you for follow-up.

You may have no direct benefit from participating in this study, however, your participation will help us better understand the magnitude of the problem. This information will also increase knowledge about this specific population.

If you have any concerns or questions, feel free to contact Dr. Marcus Crawford marcuscrawford@mail.fresnostate.edu (559) 278-3992, IRB chair at the Department of Social Work Education. If you have any follow-up questions, contact Dr. Dheeshana Jayasundara. Email: djayasundara@mail.fresnostate.edu

_____	_____
Date	Signature of Participant
_____	_____
Date	Signature of Researcher

Formulario de Consentimiento
Social Work Department
California State University, Fresno

Esta cordialmente invitada/o a participar en un estudio que va a analizar los factores que dan forma a las experiencias de los padres en la educación K-12 de sus hijos. Aspiro a que este estudio ayude a los educadores, trabajadores sociales, y a los padres a comprender mejor la experiencia de los padres monolingües en el entorno educativo de sus hijos. Este estudio de investigación se llevará a cabo bajo la supervisión de la Dra. Dheeshana Jayasundara. El propósito de este estudio es examinar la experiencia de los padres y su experiencia con su participación educativa en la educación K-12 de sus hijos.
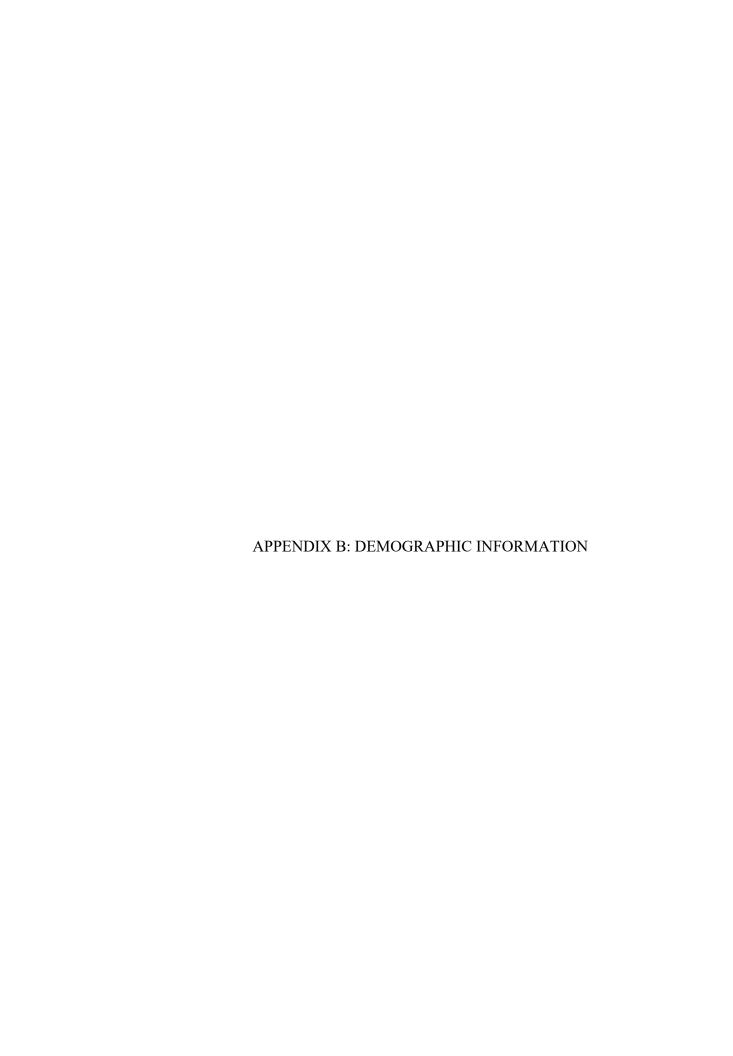
Su participación en este proyecto de investigación es voluntaria. Puede retirarse de participar en este proyecto de investigación en cualquier momento. Tiene derecho a finalizar la entrevista en cualquier momento, incluso después de firmar y dar su consentimiento para participar en este estudio de investigación. Puede omitir cualquier pregunta que desee no responder. Al elegir no participar, no recibirá ninguna sanción de la universidad o del departamento de Trabajo Social.

Su participación en este proyecto de investigación es confidencial. Se utilizará un seudónimo para proteger su identidad. Su nombre no se escribirá en ningún documento, excepto la clave de un participante. Esta clave se almacenará en una computadora que está protegida por contraseña. Esta entrevista será grabada en audio. Las respuestas proporcionadas serán luego transcritas para analizar los resultados por el grupo de investigación. Las grabaciones de audio y los documentos transcritos se almacenarán en una computadora que está protegida por contraseña en un esfuerzo por mantener la confidencialidad en todo momento. Una vez que se complete el estudio, todos los datos serán destruidos.

No anticipamos ningún riesgo por la participación en este estudio. Si experimenta alguna molestia al responder algunas de nuestras preguntas, puede detenerse en cualquier momento. Si siente alguna aflicción debido a la naturaleza delicada de las preguntas, le proporcionaremos recursos locales que pueden ayudarlo en el seguimiento.

Es posible que no tenga un beneficio directo de participar en este estudio; sin embargo, su participación nos ayudará a comprender mejor la magnitud del problema. Esta información también aumentará el conocimiento sobre esta población específica.
Si tiene alguna inquietud o pregunta, no dude en comunicarse con el Dr. Marcus Crawford marcuscrawford@mail.fresnostate.edu (559) 278-3992, presidente de la IRB en el Departamento de Educación de Trabajo Social. Si tiene alguna pregunta de seguimiento, comuníquese con la Dra. Dheeshana Jayasundara. Correo electrónico: djayasundara@mail.fresnostate.edu

_____   _____
Fecha   Firma de Participante

_____   _____
Fecha   Firma de Investigador

APPENDIX B: DEMOGRAPHIC INFORMATION

Instrument

Male_____   Female____

Age____

Marital Status____

Employment status___

Race___

Level of Education_____

Household Income
1) 0-$20,000
2) 20,000- 30,000
3) 30,000-40,000
4) 40,000- 50,000
5) 50,000 +

Number of children____

Instrumento

Masculino:_____   Femenino:_____

Edad:_____

Estado Civil:_____
Estado de Empleo:_____
Origen étnico:_____
Nivel de educación:_____

Ingreso de hogar
    1. 0-20,000
    2. 20,000-30,000
    3. 30,000-40,000
    4. 40,000-50,000
    5. 50,000 +

Números de hijos/as:_____

APPENDIX C: QUESTIONNAIRE GUIDE

Questioner Guide

1) What does parental involvement look like to you?
2) What are your experiences when engaging with school system?
3) Described how you are engaged in your child's education?
4) How do you feel when you are present at the school?
5) Do you feel welcomed? Why or why not?
6) How do you send/ receive information from the teachers?
7) How do you communicate with the teachers?
8) Do you believe your child's school encourages parental involvement? If so in what ways?
9) In your opinion what can the school do to improve in this area?
10) Can you describe a particular time when you felt satisfy with an exchange you had with a teacher?
11) What factors prevent you from getting involved in school, if any?
12) Do you perceive the language difference as a barrier to getting involved? Why or why not?
13) In your opinion what could be done to help monolingual Spanish speaking parents get involved in school setting?
14) Additional thoughts?

Guía del cuestionario

1. ¿Cómo es la participación escolar de los padres para ti?
2. ¿Cómo son sus experiencias cuando son relacionadas con el sistema escolar?
3. Describa cómo usted participa en la educación de su hijo.
4. ¿Cómo se siente usted cuando está presente en la educación de su hijo/a?
5. Usted se siente bienvenido/a? Explique si o no?
6. ¿Como manda o recibe información de los maestros de su hijo/a?
7. ¿Cómo se comunica con los maestros de su hijo/a?
8. ¿Cree que la escuela de su hijo/a fomenta la participación de los padres? ¿Si es así, de qué manera?
9. En su opinión, ¿qué puede hacer la escuela para mejorar la participación de los padres?
10. ¿Puede describir un momento en particular cuando se sintió satisfecho con un intercambio que tuvo con un maestro/a?
11. ¿Qué factor le impide involucrarse en la escuela, si es que hay alguno?
12. ¿Cree que la diferencia de idioma es una barrera para involucrarse? ¿Por qué o por qué no?
13. En su opinión, qué se podría hacer para ayudar a los padres monolingües (que hablan un solo idioma) que hablan español a participar en el entorno escolar.
14. Pensamientos adicionales, cómo preguntas o clarificaciones que usted tenga.