

ABSTRACT

Shajuana Humphrey Sellers, IMPROVING HISPANIC PARENTAL INVOLVEMENT IN A RURAL ELEMENTARY SCHOOL (Under the direction of Dr. Marjorie Ringler). Department of Educational Leadership, April 2017.

The purpose of this problem of practice was to improve Hispanic parental involvement in a rural elementary school. As a basis for improvement, Joyce Epstein's six types of involvement were utilized throughout the study. In the study, the researcher investigated the barriers for Hispanic parents, investigated ways to alleviate those barriers, and along with Hargrove's staff formed a home to school partnership with the Hispanic families so all stakeholders could understand their role in their children's education and student achievement. The staff made changes in the number of available translators, communicated everything in English and Spanish, and consistently gathered feedback to use for continuous improvement. The researcher related the research to Epstein (2009) six types of parental involvement: parenting, communicating, volunteering, learning at home, decision making and collaborating with the community. The researcher found that there was some improvement in the types of parental involvement primarily Learning at Home and Communicating. There was also gains in the benchmark scores over the course of the study. However, more training is needed in order to improve with Volunteering and Collaborating with the Community. The researcher recommended the school write a grant to provide training for staff and parents, transportation for the parents and an extra translator to be hired at the school. Implementing these changes will allow this rural elementary school to continue to improve Hispanic parental involvement.

IMPROVING HISPANIC PARENTAL INVOLVEMENT
IN A RURAL ELEMENTARY SCHOOL

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by

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DEDICATION

This study is dedicated to my husband Deablo Sellers. During my journey, you have been my #1 supporter. You pushed me further than I ever imagined I could go. What makes that so remarkable is that you were fighting your own fight while I pursued this dream of mine. I've witnessed the hand of God in your life as you fought cancer. You were so strong and even when you felt horrible, you never gave up. You were (and are) an inspiration to FIGHT ON despite any obstacles that may try to get in the way. I love you and thank God every day for you; I hope that I have made you proud!

Jeremiah 29:11 (Amplified Bible) says, "For I know the plans and thoughts that I have for you," says the Lord, 'plans for peace and well-being and not for disaster to give you a future and a hope.'" I would like to thank my Savior, Jehovah Jireh, my GOD for being an omnipresent help. It was in you that I found strength when I was weak. This is my nephew, Dustin's staple verse. His reliance on this verse to remind him from which he came and that no matter what he wins showed me to rely on this for the same purpose. Thank you God for the hope and for my future, because you have your hand in it, I know it is bright! I will forever give your name the glory, honor and all the praise!

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CHAPTER ONE: INTRODUCTION

Importance of Parental Involvement

Establishing a partnership between home and school is a necessity in fostering collaboration and in supporting the overall achievement of students. Hornby (2000) has suggested that a significant level of parental involvement is a crucial aspect in safeguarding the success of their child's academic programs. Epstein (2011) proposed that a significant level of parental involvement is pertinent to increasing the educational effectiveness of the interaction between parent and child at home. Parents are the support system that students have at home and their decisions regarding the education of their children affect every facet of what the public school system accomplishes on a daily basis. Along those same lines, educators want to ensure that the students receive the best education possible and Hornby (2000) agrees that a collaborative working relationship between teachers and parents is a key factor in providing the optimum education for children. In order to maximize the opportunities for the students to succeed and promote a positive parental attitude toward teachers, the staff at Hargrove Elementary desires to do what is necessary beginning with improved parental involvement.

When it comes to the topic of parental involvement, most will readily agree that it is important for the parents to be involved in their child's education and the parental involvement can influence student achievement (Epstein, 2009; Epstein, 2011; Leichter, 1974; Lightfoot, 1978; Marjoribanks, 1979). According to Dodd and Konzal (2002), parents have the strongest investment in what educators do with their children and "studies of individual families showed what the family does is more important to student success than family income or education" (p. 7). Henderson and Mapp (2002) contend that children achieve better when families are involved in their education. Chadwick (2004) declares that "a more engaged [family & schools included]

community results in improved teaching and learning” (p. 13). Other reasons for developing school, family and community partnerships include improved school programs and school climate, assisting educators with their tasks, providing families with support and increased leadership skills for parents (Epstein, 2009). However, Epstein (2009) declares the primary reason to form partnerships with families and school is to benefit the students with being prosperous in school post education.

While the aforementioned authors support the statement that increased parental involvement leads to increased student achievement, there are a few who have found conflicting results. Mattingly, Prislín, McKenzie, Rodriguez, and Kayzar (2002) conducted an exhaustive review of 41 studies and concluded there was insufficient proof that academic achievement is affected by parental involvement. Through high-level analyses, Jeynes (2003) concluded that parental involvement and increased academic achievement are linked in African American students although not any other minority group. In another study in 2007, Jeynes determined that parental involvement was linked to increased academic achievement when focused on urban secondary students.

It is essential for students to be successful in school and college and/or career ready once they graduate from high school. There are some parents who believe that it is the school’s responsibility to educate children. Ain (2012) acknowledges that engaged parents project the importance and appreciation of education to their children. As a result, children perform better hence enhancing their achievement (Ain, 2012). The overall achievement of a student impacts several things: the school in which they attended, the community in which they live as a law abiding citizen, the higher education institutions they will attend by contributing to the academics therein and the employers for which they will one day work by being or not being a

successful employee that achieves positive results. Therefore, the school, parents and community should collaborate in order for the children to be successful.

Lawmakers have also shown a vested interest in the involvement of parents in their children's education. Historically, attention has been drawn for the need to restore parental involvement. During the presidency of Bill Clinton, as part of the Goals 2000: Educate America Act, monies were allocated to schools for the purpose of formulation and constructing relationships with parents. The goal of allocation of monies was communicated as "promoting the social, emotional, and academic growth of the child or what is often referred to in the literature as a holistic or whole-child approach" (Stitt & Brooks, 2014). No Child Left Behind Act (NCLB) (2002), better known as the reauthorization of the Elementary and Secondary Education Act (ESEA), mandated that schools involve parents in the educational process including decision-making as it applies to their children's education. Then in 2008, the Race to the Top initiative, a revision of the ESEA, was introduced. These policies placed a demand on schools to ensure that the parental involvement entitled parents while ensuring there was an advantage to the school community as a whole.

Common sense dictates that everyone has a point of view. With that being said, it is essential to develop a cognizance of different points of view regarding parental involvement. Collaborating with others requires "respect for others, the willingness to listen, the acceptance of conflict, and the ability to change one's mind if the evidence supports a different position" (Chadwick, 2004, p. 12). Once educators and parents/community are confident and open to having meaningful conversations, the next step is to communicate what both parties need and how this partnership will help to meet the needs once they are identified. Once the communication is working effectively, then improved parental support for learning can

positively impact student achievement. Besides student achievement, there are other advantages to parental involvement.

The advantages of parental/community involvement affect all stakeholders including the students regardless of their racial background, socioeconomic status, language, or their parent's educational level (Henderson & Mapp, 2002). One advantage is increased support for the staff, the school and the school's initiatives. In addition, another advantage is the educational expectations of the parents that challenge students to increase student achievement. The more parents are involved in their child's education, their expectations will more than likely rise. Lastly, some other advantages of parental involvement were "upgraded school facilities, improved school leadership and staffing, higher quality learning programs for students, new resources and programs to improve teaching and curriculum, and new funding for afterschool programs and family supports" (Henderson & Mapp, 2002, p. 57). The studies done by Henderson and Mapp (2002) found that high parental involvement made a positive impact on the schools, students and their academic achievement. Delgado-Gaitan (2004) argues that there is a direct correlation between student achievement and parental involvement when it refers to Hispanic students. The staff of Hargrove Elementary have determined the focus for parental involvement to be on the Hispanic population.

As noted in the Statistical Portrait of Hispanics in the United States, in 2013 there were 54 million Hispanics in the United States comprising 17.1% of total population. Of the 54 million, 67.8% of Hispanics ages five and older were fluent in English. Whereas in 1980, there were only 14.8 million Hispanics comprising 6.5% of the total U.S. population. Of these 14.8 million, the percentage of Hispanics ages five and older who were fluent in English was 59%. The number of Hispanics in the US has more than tripled from 14.8 million to 54 million and the

English proficiency of the group is on the rise. Most of the growth in English proficiency has come from the U.S. born Hispanics. More specifically, in 1980 North Carolina had 58, 220 Hispanics. That number increased greatly in 2013 with a population of 866,936 Hispanics (Pew Research Center, 2015). This is just a snapshot of how the state and country has changed with the influx of Hispanics.

The demographics in schools, those Hispanics ages 5-19, are also changing with the growth in the Hispanic population. According to the Pew Research Center, in 1980 there were 4,781,940 school aged children. In 2013 there were 14,537,677 school aged children. This is a 204% increase in the amount of school aged children in the United States. With this influx of Hispanics and the different types of English Language Learners (ELLs), the face of parental involvement has to change. Different cultures have different views on parental involvement and there is a need to understand the Hispanic culture in order to effectively and efficiently involve the parents in their child's education. Delgado-Gaitan (2004) declares, "Involving Latino parents in an ongoing process by continuously assessing and revising the parent involvement program" is significant to getting the parents to stay involved (p. xii).

In order to be successful with the Hispanic students, through collaboration with their parents, Hargrove's staff has to learn about their culture, their needs, and combat the barriers that may exist for the Hispanic population. Researchers agree that an integral part to teaching ELL through effective planning would require an awareness of their culture (O'Neal, Ringler, & Rodriguez, 2008). According to Panferov (2010), the challenges that any parent faces can be discouraging and these same challenges can be heightened for parents of ELL students when parents not proficient in English and pasts of varying amounts of schooling. O'Neal et al. (2008) address some rare challenges that ELL students and their families bring such as "poor attendance

for seasonal migrant workers, lack of proficiency in the native language, and lack of cultural support in their communities” (p. 6). These are just some of the barriers that educators face when collaborating with Hispanic families.

Background of the Problem

In the US, the influx of Hispanics has seen a 204% increase in the number of school aged children from 1980 to 2013, as stated earlier, as reported by the Pew Research Center (2015). More specifically, in North Carolina the number of Hispanics has increased by 129.9% from 1980-2013. According to the 2010 Census, the number of Hispanic school aged children in 2000 was approximately 80,000 representing 1% of the North Carolina population and 21.1% of the Hispanic population in North Carolina. In 2010, the number of Hispanic school aged children was approximately 220,000 representing 2.3% of the North Carolina population and 27.5% of the Hispanic population in North Carolina.

The growth of Hispanic students in Sampson County has seen a significant increase as well. According to the 2010 Census, the number of Hispanic school aged children in 2000 was approximately 1,600 representing 2.7% of the Sampson County population and 24.6% of the Hispanic population in Sampson County. In 2010, the number of Hispanic school aged children was approximately 3,150 representing 5% of the Sampson County population and 30.2% of the Hispanic population in Sampson County. According to the 2010 Census, the towns of Calypso, NC (within 10 miles of Hargrove Elementary) and Faison, NC (location of Hargrove Elementary) respectively have 26.0% and 38.5% of their population that is Hispanic. Out of the towns/cities with more than 20% Hispanic population, Faison, NC is number five on the list. The Hispanic population is steadily increasing and the number of Hispanic students showing up to the schools is also increasing.

Hargrove Elementary is located in a small, rural community in northeastern Sampson County called Faison, NC between the towns of Mount Olive and Clinton. There has been a steady increase of Hispanic students over the past few years. The specifics are outlined in Table 1. The largest jump took place between school years 2010-11 with 169 Hispanic students and 2011-12 with 211 students. This influx of Hispanics has changed Hargrove Elementary significantly. The school's English as Second Language (ESL) staff increased from one teacher with one assistant to two teachers with one assistant and an increase in Migrant staff going from one person to two Migrant recruiters in the Hobbton District (a mini district within Sampson County Schools district) serving two elementary schools, one middle and one high school. There are many times that the ESL staff and Migrant staff are not sufficient to fulfill the needs the Hispanic parents require with translation services. The staff of Hargrove Elementary is trained in the Sheltered Instruction Observation Protocol (SIOP) model (Echevarria, Vogt, & Short, 2008). This is a model used to develop ELL students' reading development, particularly Hispanic students but used in mainstream classrooms with students from all ethnic and linguistic backgrounds. The school is now a "SIOP" trained school and it is a priority of each administrator to continue training new employees as following this model has proved to be successful in the students' achievement.

Hargrove Elementary serves grades Prekindergarten through fifth grade averaging around 415 students. Hargrove Elementary is a Title 1 school with approximately 85% of the students qualifying for free/reduced lunch. The area's main employment field is agribusiness and the per capita income in the area is \$31,793. The demographic breakdown for the district and school are listed in Tables 2 and 3. Of those 60% Hispanic students, over 75% of the parents speak only Spanish. Most of the Hispanic parents work in agriculture fields as their main source of

Table 1

School Ethnicity Breakdown for Past Years

Year	Hispanic	White	Black	Other
2013-14	52%	28%	17%	3%
2012-13	52%	27%	19%	2%
2011-12	50%	29%	19%	2%
2010-11	44%	31%	21%	3%

Table 2

District Ethnicity Breakdown

Year	Hispanic	White	Black	Other
2015-16	37%	40%	19%	4%
2014-15	41%	37%	18%	4%

Table 3

School Ethnicity Breakdown

Year	Hispanic	White	Black	Other
2016-17	59%	24%	15%	2%
2015-16	60%	23%	15%	2%
2014-15	55%	25%	18%	2%

income and there is a small population of migrants. With the influx of Hispanics, past history shows that it comes with the language barrier which is a major obstacle that must be addressed in the plan to improve parental involvement.

In order to combat the language barrier there have been attempts to hire additional bilingual staff. Prior to the 2015-2016 school year, there were three Spanish speaking staff members in addition to the Migrant staff that were not based at the school but available to assist when necessary. However, this school year, there was a bilingual Kindergarten teacher hired that has been a huge benefit to the school. Although, even with the four bilingual staff members, there are times more bilingual personnel are needed. The bilingual staff are directly involved with instruction on a daily basis and therefore are not readily available for translations as the parents arrive/call to the school at sporadic times throughout the day. These four individuals are still insufficient when the school hosts Open House, accountability conferences and report card/progress report pick up. Despite the obvious need for more bilingual staff, considering the budget issues, the school will more than likely not be able to hire any other staff members. Regardless, the staff at Hargrove Elementary strive to have parents involved in their child's education and will continue to combat the language barrier however necessary.

The parental involvement statistics are not equivalent to the student population makeup, therefore the staff would like to improve the relationship with all groups of parents. For example, with a population of 55% Hispanic there was only 25% Hispanic parental involvement. However, since the Hispanic population are the majority, there will be a specific focus on the increasing the Hispanic population parental involvement. Last school year, the participation for the Hispanic parents was approximately 25%. Compared to other schools in Sampson County with similar demographics, that amount of participation is considerably lower. School A has

53% Hispanic with a 56% parental involvement rate, School B has 55% Hispanic with a 70% parental involvement rate, and School C has 53% Hispanic with an 85% parental involvement rate. There isn't a standard that denotes the appropriate percentage of parental involvement that a school should have. With the data collected from those neighboring schools with similar demographics, School A, B and C had higher parental involvement rates. Therefore, Hargrove Elementary saw the need to improve the parental involvement with the Hispanic population.

Parents are very influential figures in the education of their children. Hispanic parents are no exception. Smith, Stern, and Shatrova (2008) believe that although Hispanic parents care about their children's education, they are not involved in the school. Keeping in mind that parental involvement looks different for different cultures. Through research, Smith et al. (2008) found that Hispanic parents felt parental involvement entailed "checking homework, reading to children and listening to children to read" (p. 9). Hispanic parents entrust their child's education solely to the school due to their profound esteem of teachers. Hispanic parents care about their child's education but their view of parental involvement is just not the same as what schools have termed as parental involvement.

English Language Learners in Rural Schools

Unique challenges are presented to rural schools as the ELL students and their families are more likely to choose the rural locations to establish their homes (O'Neal et al., 2008), but their involvement is just as meaningful as other students. In fact, Suizzo and Stapleton (2007) reported that with the younger children, Hispanic parents have high expectations for their child's education. In rural areas, the interaction with the teacher presents another challenge for the ELL parent due to the parents feeling unequally yoked with the teacher's power as they strive to be a part in their child's education (Shim, 2013). Also, according to Shim (2013), parental

involvement and influence also is a major deciding factor in a rural student's decision to attend college.

ELL parents in rural areas are seeking an environment where teachers do not make false assumptions, where they are seen as priceless in their child's education, and where the parents and students are belittled (Shim, 2013). They want to be involved in their child's education and in rural areas this may be more difficult because of some of the aforementioned factors. Shim (2013) also declares that in rural areas where the teachers are mostly Caucasian it is even more critical for them to be mindful that a child's academic achievement is not determined by the English proficiency level of the parents nor the students. The ELL parents in rural areas desire that educators make a conscious effort to be aware of the challenges they face and yet collaborate with them to do what is necessary to benefit their child's overall growth (Shim, 2013).

Statement of the Problem

There are parents that come to school frequently whether it be for conferences, Parent Teacher Organization (PTO) meetings, or other school sponsored events. For the most part, the school has their support when the parents have to be contacted for various reasons and most parents contribute when requested. However, the staff would prefer more of the Hispanic parents to also be involved in some classroom activities, more of the PTO meetings, monitoring behavior, ensuring their child attend school regularly and support homework and study time. Just as important as the schools' academic goals and vision for the students are the parents' academic goals for their children. Hargrove Elementary has to assess the parents' needs and ensure that the school is providing opportunities for them to be involved in ways they desire to be involved. Hargrove has not surveyed parents to solicit their opinions regarding specific activities that would they would be more apt be more involved. This oversight contributes to the lack of parent

involvement. For the 2014-2015 school year, Hargrove Elementary had approximately 25 - 30% parent involvement (see Table 4). The teachers and staff expressed that they would like to improve the percentage of parental involvement in several areas including but not limited to: curriculum nights, progress report meetings, PTO involvement and volunteers.

Parental involvement needs to improve in order to enhance the overall educational experience for the students. Although the staff is persistent in increasing all parent involvement, a particular need with the Hispanic/English as Second Language population has been identified. Hargrove Elementary School is comprised of 55% Hispanic, however, overall their parent participation is less than 20% (see Table 4). Hargrove Elementary's goal is to improve the overall parent participation rate to 35 – 40% and more specifically the Hispanic population's rate to 30%, this goal was based on discussion with Hargrove's leadership team. As the parent involvement improves, based on research, as a result there should be an increase in student achievement (Epstein, 2011; Henderson & Mapp, 2002; Hornby, 2000).

The purposes of my problem of practice are to investigate the barriers to Hispanic parents being involved in their child's education, investigate ways to alleviate as many barriers as possible, for the Hispanic parents to feel as though the education of their child is a partnership with the school and find ways for all stakeholders to understand their role in Hispanic education and Hispanic student achievement. Although Hargrove Elementary staff is persistent in improving all parent involvement, they have identified a particular need with the Hispanic and English as Second Language population. The goal is to improve the overall parent participation rate to 35 – 40% from the current rate of 25 – 30% and more specifically the focus group's rate from 20% to 30%. As the parent involvement improves and relationships improve, the staff hopes to simultaneously improve student achievement. The types of parental involvement will be

Table 4

Parental Involvement for 2014-15 School Year

	Hispanic	White	Black	Other
Curriculum Nights	18%	25%	25%	50%
Progress Reports	38%	42%	47%	75%
PTO Meetings	1%	5%	4%	13%

assessed along with the student academic data grades three through five utilizing Epstein's types of parental involvement. In order to effectively involve parents, some training may be necessary.

It is imperative that teachers be trained on how to effectively involve parents, as this is not part of standard education teacher preparation programs (O'Neal et al., 2008). Partnership between home and school versus one-way communication to home from school is a more effective way to involve parents (Epstein, 2009). In addition Epstein (2009) suggests, parent involvement is more consistent in schools where there is a culture of collaboration between home and school and a welcoming atmosphere. These suggestions would be very important to Hargrove Elementary as work is being done to improve parental involvement. For Hispanic parents some of the factors that prevent them from being involved in schools are the lack of the staff being hospitable and friendly, lack of effective communication, and the lack of initiative of the staff to greater involve the parents (Smith et al., 2008). Hargrove's staff intends to set the atmosphere to be conducive to a partnership where students, parents, and staff can collaborate in order to increase student achievement. The parents will be surveyed as to the success of the staff creating a welcoming atmosphere for effective two-way communication and engagement. Establishing and maintaining high levels of parental involvement in schools is an essential element in ensuring the staff's effectiveness in providing the best possible education for the children they serve.

Research Question

The following indicators (aligned to the PTA National Standards for Family-School Partnerships (2004) and Framework of Six Types of Involvement by Joyce Epstein (2009)) will provide the answers to the research question:

- The level of parental involvement in school activities such as PTO programs, curriculum nights, progress report pick up nights, etc. and at home activities such as homework, reading with the child, projects, etc. (Standards 1 & 3 - The National PTA, 2004; Type 1 & 4 - Epstein, 2009)
- Communication from home to school and vice versa that is both collaborative and informational. (Standards 1 & 2 – The National PTA, 2004; Type 2 & 4 – Epstein, 2009)
- Numbers and types of volunteers during the school day for various activities both learning centered and less-learning centered. (Standards 1 & 2 – The National PTA, 2004; Type 3 – Epstein, 2009)

The following research question(s) will guide this study:

- How can the faculty and staff of Hargrove Elementary improve the types of the parental involvement as defined by Joyce Epstein (2009) for Hispanics in a rural elementary school? Those types include Parenting, Communicating, Volunteering, Learning at Home, Decision Making and Collaborating with the Community (Epstein, 2009).
- Using the six types of parental involvement as defined by Joyce Epstein (2009) what impact will increased Hispanic parental involvement have on student achievement (measured by benchmarks and other academic markers)?
- Through training and opportunities, how will the types of parental involvement of Hispanics increase?
- What are the barriers to Hispanic parental involvement and how can the school staff alleviate those barriers?

Significance of the Study

The primary concern of any school is student achievement. Administrators, teachers and other school staff recognize how essential the parents are to the success with their child's academic achievement. In rural Sampson County, the continuous migration of Hispanic families combined with the lack of parental support from this group has prompted the school to assess why this group is not involved and what can be done to achieve those partnerships and involve those parents. So far, the school has yet to fully embrace community partnerships where the families/community, mainly Hispanic families, are comfortable being fully involved with school. The students are achieving at an overall rate of 64.8% for the 2014-2015 school year but with increased parental engagement, the research of Epstein (2011), Henderson and Mapp (2002) and Hornby (2000) projects the students can achieve more.

This study will involve needed changes within the school building including teacher training in order to more effectively involve parents. The staff has acknowledged there are things the parents may be unable to conduct due to other factors. However, the focus has to remain on student achievement and involving the parents in the areas they prefer and are able to be involved is what is most important to the staff. Building relationships, becoming more culturally aware, and having the opportunities for the parents to be involved at a school where the atmosphere is receptive, non-judgmental, supportive, and focuses on the children will be at the forefront of what is done at the school level to increase parental involvement.

Limitations of the Study

Gay and Airasian (2000) defined limitations as “an aspect of a study which the researcher knows may negatively affect the results or generalizability of the results, but over which he or she has no control” (p. 625). This study has the following limitations:

- This study was limited to the information from the teachers, staff and parents of Hargrove Elementary School. Therefore, the results may not be generalized due to the difference in make-up of different schools.
- The opinions & views of parental involvement of Hispanic parents and teachers were surveyed in this study. Therefore, the results may not be generalized due to the specific make-up of the surveyed parents.
- This is a rural school with only a maximum of 430 students at any given time throughout the year. Therefore, the results may not be generalized for much larger schools.
- Parents who have been more involved were more likely to return the completed surveys. Some measures will be taken to ensure we have as many parents participate as possible.

Definition of Terms

Barrier: A barrier is defined as any obstacle that prevents effective parental involvement being at an optimum level.

Latino/Hispanic: The term refers to someone of Latin American or Spanish speaking origin. They are from many countries such as Mexico, Colombia, Central and South America, and the Dominican Republic.

Parent: The parent is defined as the biological parent(s) including step-parents, grandparent, foster parent and any adult acting as the legal guardian of the child.

Parental Involvement: Parental involvement is the participation/interaction of parents in every aspect of a child's education. It is the support of the child including but not limited to: time, moral support and two-way communication with the school system.

Student success/Academic achievement: Student success/academic achievement is defined as the measurement used to gauge school success. Under that umbrella are meeting state mandated standards, regular attendance, good behavior, good work ethic and overall well roundedness.

ELL (English Language Learner): An active learner of the English language who may benefit from various types of language support programs. This term is mainly used to describe K-12 students.

ESL (English as a Second Language): Formerly used to designate ELL students; this term increasingly refers to a program of instruction designed to support the ELL.

LEP (Limited English Proficiency): Employed by the U.S. Department of Education to refer to ELLs who lack sufficient mastery of English to meet state standards and excel in an English-language classroom. Increasingly, ELL is used to describe this population, because it highlights learning, rather than suggesting that non-native-English-speaking students are deficient.

CHAPTER TWO: REVIEW OF THE LITERATURE

Introduction

This literature review discusses parental involvement and topics that are relevant to parental involvement and those specific to this particular study. The review begins broad with parental involvement including subtopics: benefits, parental involvement and student achievement, standards for parental involvement, parental involvement in rural schools in the United States and the last subtopic is parental involvement in rural schools in North Carolina. The next topics are definition of parents, professional development, parents of ELLs, parents of Hispanics and ELLs in rural schools in the United States are discussed. After which the lack of Hispanic cultural diversity training is discussed with a relevant case study. Lastly, the misconceptions regarding ELLs and the barriers to Hispanic parental involvement are discussed before the summary.

Parental Involvement

Joyce Epstein (2011), one of the most well-known authors when it comes to the topic of parental involvement, has conducted extensive research on this very important topic that has created more conversation in education than any other topic. It is common sense that parents should be involved in their children's education but what people cannot agree on is who should be doing the communicating and the level of participation from parents. Epstein suggests that a better approach to parental involvement is a partnership versus one-way communication from home to school.

It has become common practice that schools project as though they make a good effort to communicate with parents and the community. However, according to Epstein (2000), when it comes to engaging parents and community in the education of their children, there is a huge

disconnect. Chadwick (2004) concedes that engagement is comprised of more than simply communication going from schools to the public only. In 2011, Epstein noted “partnerships recognize the shared responsibilities of home, school and community for children’s learning and development” (p. 4). Students come to school with their parents, not physically but mentally, and it is without thought that educators have unambiguous contact with those parents daily (Epstein, 2011).

The parents are the child’s first teachers, in this era of educating the whole child, where children learn by being a part of their surroundings (Dodd & Konzal, 2002). Hence educators need to collaborate with those who are serving as teachers at home. It comes as no surprise that parents and teachers share the common purpose of helping the children to be prosperous in and out of school. Where this agreement may end is the means by which parents and teachers realize this goal.

There has not been a “right” answer in the area of parental involvement and how to increase it, but some offer a guideline with tips on how to better engage parents and the community. According to Chadwick (2004), not only does increased parental involvement positively affect student achievement, but stresses that positive impact the community can have on education as well. Involving parents and the community can assist students in reaching their maximum potential. As Hornby (2000) suggests, Chadwick echoes that educators have to do their part to solicit the support of the community and to strengthen their involvement. Collaboration with parents/community and schools equates to both parties working together toward the same intention with a benefit to both parties.

Communicating to the parents/community the schools’ needs demands proper marketing. Many people assume that everyone is aware of what the school needs; when in fact, besides

proper funding, most parents/communities are unaware of how they can best help schools. At the same time, the schools have to keep at the forefront what is needed by the parents/community. For example, the school may need funding from local farmers and in turn the agriculture programs are training students on the necessary skills to become farmers. Public schools have to better market the outcomes they provide and why parents/communities should provide their support (Chadwick, 2004).

Chadwick offers some methods for schools to utilize in becoming cognizant of those the schools serve: parents and community. Depending on the size of targeted audience, some approaches are focus groups, surveys, study circles and large group events (Chadwick, 2004). There are specific strategies offered to schools regarding the different approaches such as length of time, structure, types of questions to ask and even alternative when budget constraints exists. Once the skills have been solidified, discussions taken place and needs identified, one would think parent involvement would automatically increase. However, this process, of involving parents/community, is a cyclical one with collaboration, communication and engagement being an ongoing process.

Michael Umphrey, the founding director of the Montana Heritage Project, created and educational program that has become a national model for school and community collaboration. The project, initiated by the Library of Congress and funded by Liz Clairborne and Art Ortenberg Foundation, was intended to deal with research and cultural heritage. As the excitement grew from the student researchers' discussions and passions about their schools, there sparked an interest from the community to get more involved with the students' education (Umphrey, 2007). Teachers sent their students to various places in the community conducting research on their heritage projects. Among the research, some questions surfaced regarding how

to form and bolster a community. This prompted the educators to delve into discussions about relationships between people. This project opened up a world of possibilities for the students, school and community.

Umphrey (2010) asserts that the training teachers receive encourages isolation from the community and instead encourages membership in associations. Therefore, there needed to be something to get the ball rolling. The heritage projects changed the teachers' perspectives on involving the community in schools. The students' research was an asset to the community as they enhanced the libraries and museums collections and provoked others to get involved in the work. He hoped this project would probe everyone to learn to appreciate each other's worth and build a community centered education.

Through this cultural heritage project, there was a shift in the thinking of everyone involved. Those schools are now more optimistic that resources will be given to them, there is an increased atmosphere of respect between the older people and the students/school, and the intention is now for the school to be an inviting place for parents and community members; these are the outcomes of this project (Umphrey, 2010). Those involved agreed the most valuable commodity was the sense of community they felt and the relationships formed as a result of the project (Umphrey, 2010). Other communities realized the positive impact the community engagement had on these communities and started up similar projects in their communities.

The impact on the communities by Umphrey during his project was great but is not the complete answer to parental involvement. Dodd and Konzal (2002) admitted early in their book that there is not one correct method or solution but many opportunities to improve on it. They concur with Umphrey and others that improving schools should be a community effort; schools have to structure substantial relationships with parents and community members (Dodd &

Konzal, 2002). However, the school should start with the parents, they are a part of the community and once that relationship is strong, the parents can be that element of connection with the rest of the community.

Parent involvement is essential in a child's educational development. One major reason parental involvement is essential is the research has shown that parent involvement affects the level of student achievement (Dodd & Konzal, 2002). Communication with the school will increase the parent's knowledge of daily happenings. This is not to say that every parent will help their child with homework because they know what they should be working on, but the hope is that some will. Effective communication can also help to gain backing for the school. Being involved, participating and knowing parents are needed can have a positive impact on the attitudes of the parents toward the school (Dodd & Konzal, 2002). This is especially important when changes take place due to the fact that people do not favor change. If they are involved throughout the process, they are aware of the specifics and are more likely to support what they had the opportunity to participate in.

Parent involvement/engagement is more than just a policy on paper in a notebook somewhere. Dodd and Konzal (2002) noted that at schools where parent involvement is consistent there is a culture of collaboration and a welcoming atmosphere to those that choose to visit. The authors list different strategies and practices that can aid in the school in effective parent and community engagement. Strengthening the home to school relationship is most important in building the support for children in education; even as that relationship is strengthened the community support will build as well (Dodd & Konzal, 2002). The parents have the strongest interest in what schools do to educate children, their children (Dodd & Konzal,

2002). Again, another set of authors using action research to develop strategies to increase parental involvement; this seems to be the popular choice.

Public opinion matters and any school, teacher or administrator that dismisses the power of the community is setting themselves up for failure. Parents and other community members are the ones making the decisions about the financial support that happens in schools (Dodd & Konzal, 2002). Therefore, educators should maintain those relationships and accentuate the positives to ensure that the community understands educators' concerns and needs. Armed with this information parents and community can rally support for the school, staff and students because they will share at some point and we want it to be favorable for all groups including the Hispanic families.

Benefits of Parental Involvement

McNeal (2014) stresses the importance of parental involvement. The lasting influences of parental involvement, whether direct or indirect, have been discounted for too long. The effects that effective parental involvement have on academic achievement, among other things, has been undervalued (McNeal, 2014). More importantly, all stakeholders in education can benefit from worthwhile two-way parent-school partnerships (Henderson & Mapp, 2002).

Henderson and Mapp (2002) conducted a research synthesis of studies the afforded evidence of positive relationships between those partnerships and student achievement. Some of the benefits they reported were:

- Improved attendance
- Positive attitude about school work
- Improved participation in homework
- Higher scores on standardized tests

- More enrollment in more challenging programs

Epstein (2011) conducted several studies involving school and community partnerships at the elementary and middle school levels. The studies conducted in the elementary schools with successful partnership programs affirmed that students made progress in the areas of math and writing. Another finding was that student attendance improved at schools with successful partnership programs. Another study conducted by Epstein (2011) investigated the effects of a program utilizing type 4 of parental involvement – learning at home. The interactive homework program called TIPS (Teachers Involving Parents in Schoolwork) required students to discuss what they are learning in class with someone at home. The program was implemented in several different subjects including math, science and language arts. In every time, there were gains in academics and more importantly parent participation and awareness.

The above studies demonstrate programs and strategies that involve families in their child's learning at home are connected to elevated student achievement. Epstein (2009) discussed the six different types of involvement and within the framework shares some sample activities. Epstein (2009) then shared stories from different elementary and middle schools mentioning several benefits for teachers and parents. Some benefits reported for teachers were:

- Strengthened relationship between school and home
- A better understanding of student diversity
- Willingness to involve families in different ways

Some benefits reported for parents were:

- Parenting skills were honed
- Increased participation in school
- Increased awareness of school programs

- Strengthened relationship between school and home

Parental Involvement and Student Achievement

Hornby (2011) notes that parental involvement is of considerable importance to children's achievement in schools. Through his research and studies conducted on elementary schools' parental involvement he concluded several outcomes other than increased student achievement. With increased parental involvement there were improvements in children's attitudes, behavior and attendance at school; improved parent-teacher relationships, teacher morale and the school climate; and parents increased interest in their own education and increased satisfaction in parenting.

When it comes to the topic of parental involvement, most will readily agree that it is important for the parents to be involved in their child's education and the parental involvement can influence student achievement (Epstein, 2009; Epstein, 2011; Leichter, 1974; Lightfoot, 1978; Marjoribanks, 1979). According to Dodd and Konzal (2002), parents have the strongest investment in what educators do with their children and "studies of individual families showed what the family does is more important to student success than family income or education" (p. 7). Henderson and Mapp (2002) contend that children achieve better when families are involved in their education. Chadwick (2004) declares that "a more engaged [family & schools included] community results in improved teaching and learning" (p. 13). Other reasons for developing school, family and community partnerships include improved school programs and school climate, assisting educators with their tasks, providing families with support and increased leadership skills for parents (Epstein, 2009). However, Epstein (2009) declares the primary reason to form partnerships with families and school is to benefit the students with being prosperous in school post education.

Ain (2012) acknowledges that engaged parents project the importance and appreciation of education to their children. As a result, children perform better hence enhancing their achievement (Ain, 2012). The overall achievement of a student impacts several things: the school in which they attended, the community in which they live as a law abiding citizen, the higher education institutions they will attend by contributing to the academics therein and the employers for which they will one day work by being or not being a successful employee that achieves positive results. Although, there is not a plethora of specific literature on the effects of Hispanic parental involvement Jeynes (2003) has conducted some studies that link parental involvement to increased student achievement. Through high-level analyses, Jeynes (2003) concluded that parental involvement and increased academic achievement are linked in African American students. In another study in 2007, Jeynes determined that parental involvement was linked to increased academic achievement when focused on urban secondary students. Therefore, the school, parents and community should collaborate in order for the children to be successful.

In addition, some other advantages of parental involvement were “upgraded school facilities, improved school leadership and staffing, higher quality learning programs for students, new resources and programs to improve teaching and curriculum, and new funding for afterschool programs and family supports” (Henderson & Mapp, 2002, p. 57). The studies done by Henderson and Mapp (2002) found that high parental involvement made a positive impact on the schools, students and their academic achievement. Delgado-Gaitan (2004) argues that there is a direct correlation between student achievement and parental involvement when it refers to Hispanic students. The staff of Hargrove Elementary have determined the focus for parental involvement to be on the Hispanic population.

Standards for Parental Involvement

In an endeavor to progress the advancement of these home to school partnerships, a framework has been provided. The framework, developed by Epstein (2011), establishes practices that involve all stakeholders in distinct locations with the same purpose of being devoted to student learning and success. The National PTA (2004) has adopted Epstein's six types of involvement for parent and family involvement programs. In addition, the No Child Left Behind Act highlights activities for the six types of involvement in its guidelines for schools' programs for family involvement (Epstein, 2011).

1. *Parenting*: Helping all families understand child and adolescent development and establishing home environments that support children as students.
2. *Communicating*: Designing and conducting effective forms of two-way communications about school programs and children's progress.
3. *Volunteering*: Recruiting and organizing help and support at school, home, or in other locations to support the school and students' activities.
4. *Learning at Home*: Providing information and ideas to families about how to help students with homework and curriculum-related activities and decisions.
5. *Decision Making*: Having parents from all backgrounds serve as representatives and leaders on school committees and obtaining input from all parents on school decisions.
6. *Collaborating with the Community*: Identifying and integrating resources and services from the community to strengthen and support schools, students, and their families, and organizing activities to benefit the community and increase students' learning opportunities.

Epstein's theory of "overlapping sphere of influence" acknowledges three major contexts in which children age: the school, the family and community partnerships. In this theory, the student is the main focus. However, the school, family and community partnerships alone cannot produce successful students. Epstein (2011) argues that collaboratively the activities from the school, family and community are arranged to encourage self-motivation for the student to achieve success on their own.

In the past 40 years, different entities including government officials have resonated a call to restore parents' involvement in their children's education. During Clinton's presidency, as part of the Goals 2000: Educate America Act, monies were appropriated to schools for the development of building partnerships with parents with a goal to promote the social, emotional, and academic growth of the child (Stitt & Brooks, 2014). Yet, there still is not a specified number placed on the standard for parental involvement. Epstein (2011) asserts that additional studies must be conducted in diverse communities where there are challenges such as parents who do not speak English. What researchers, educators, government officials, scholars and policy makers do agree on is that parental involvement is necessary in order for a child to be as successful in school.

Parental Involvement in Rural Schools in the USA

Different approaches to increase parental involvement have been refined; although most of them were not developed specifically for rural communities and the challenges that come along with these communities (Howley & Maynard, 2007). The differences that exist among rural communities require strategies that will be specific to the particular needs of the community (Howley & Maynard, 2007). Researchers found these challenges to be common among rural communities across the United States: poverty, parents' lack of education, lack of access to

transportation, lack of jobs/low-paying jobs/physically demanding jobs, and schools located in remote, isolated areas making it difficult for parent access (Cheairs, 2015; Howley & Maynard, 2007; Jimerson, 2005; NCEE, 2014). Despite the challenges, it is vital that parents are involved in their education.

Howley and Maynard (2007) noted some approaches to improving education through “parent-school partnerships” at rural schools such as Even Start, the Total Village Project, and the Teacher-Parent Partnership for the Enhancement of School Success. Even Start was a pilot program that took place in rural Montana where parents were active participants in cooperative projects developed by a team at Montana State University (Howley & Maynard, 2007). The purpose of this pilot program was to advance their child’s opportunities in education. The Total Village Project was implemented in rural West Virginia with the approach of “community effort” (Howley & Maynard, 2007). The means of achieving increased parent attendance at meetings, quality of parental involvement at both home and school, increased student esteem and attendance were accomplished through home visits, mentoring, tutoring, and an active family center (Howley & Maynard, 2007). Another successful program was implemented in rural South Carolina called the Teacher-Parent Partnership for the Enhancement of School Success. This program was a joint effort between the University of South Carolina and 18 rural school districts aimed at having a program which increased student achievement and educational opportunities for the students (Howley & Maynard, 2007). Some of the programs components included a summer enrichment program, extensive parent involvement activities and training for teachers, parents and the children (Howley & Maynard, 2007).

According to the NCEE’s evaluation brief, in 2010 the U.S. Department of Education (2014) conducted a study over a period of three years consisting of nine rural schools including

five high schools and four elementary schools from eight different districts and four states. Some of the characteristics of the schools were: low student achievement, high student mobility, average enrollment of 489 with six out of nine schools ranging from 200 to 450, 77% of the students were on free or reduced lunch, and the ethnicity makeup was 45% Hispanic, 23% Black and 22% White. In this study the team members conducted site visits including interviews and focus groups with all stakeholders including parents and one of the topics discussed was schools' improvement experiences related to parental involvement (NCEE, 2014).

One of the goals for this study was to focus on an important component to the schools which was to increase parental involvement. NCEE (2014) noted in the study that although rural, because of the large geographical areas and limited public and private transportation options available, this could be a key barrier to a parent being involved in their child's education. The responses from teachers indicated that 70% of them felt that it was a challenge to have a lack of parent involvement and because of this deficit the teachers focused more on in school based activities (NCEE, 2014). High schools did note the parents attended the athletic events. Some challenges related to parental involvement, as noted by the NCEE (2014) in this study, were parents' work schedules, parents not valuing education, distance between home and school, lack of transportation and parental belief that education is school responsibility. Some strategies that were suggested to the schools in the study to increase parental involvement were: improve the appearance of the school, parent workshops, math and literacy nights, volunteer opportunities, parent liaison, English classes for ELL parents and communication in Spanish and English.

Susan Cheairs (2015) proclaims that as it pertains to the importance and effects of parental involvement, the sense of teachers, parents and administrators all differ. Due to a school district experiencing little parental involvement Cheairs (2015) conducted a study in rural

Tennessee to examine the perceptions and ideals of parents, teachers and administrators related to parental involvement. The study was conducted in a rural school district with five elementary Title 1 schools consisting of: one percent ELL population, various ethnic backgrounds, and three predominantly White schools. The group selected to participate in the study were fifth grade parents, teachers and students (Cheairs, 2015). To assist with increasing parental involvement, several components were implemented including Parent Teacher Organizations, community-wide computer programs and school related activities. Some obstacles the parents faced in the rural communities were limited education levels, long term low socioeconomic status, physically demanding jobs with low pay, low self-esteem, and limited access to educational resources. Of the 25% of the parent surveys that were returned, the parents agreed that their involvement is needed although low (Cheairs, 2015). However, those parents also feel it was because of communication which the teachers and administration agreed but added not having those relationships between home and school was also a factor. With the implemented components parents agreed their involvement led to a positive impact on student achievement (Cheairs, 2015). Howley and Maynard (2007) stated, “projects (activities) that bring the communities together have the potential to support school improvement, economic revitalization and a renewed investment by community members in the vigorous traditions of rural life” (“Promising Approaches,” para. 5).

Parental Involvement in Rural Schools in North Carolina

Parental involvement in rural schools in North Carolina can be particularly challenging due to several reasons. One study conducted in Wilmington, NC and surrounding counties studied the role of grandparents in rural families. Bullock (2004) noted the grandparents in the study had little formal schooling, low income and the role of caregiver was unexpected. The

income and schooling issue has been noted before in previous studies even across the United States (Cheiars, 2015; Howley & Maynard, 2007). Parenting a child with the current educational system is a challenge for traditional parents and can be even more challenging for grandparents (Bullock, 2004). Although the study done by Bullock focused on grandparents as caregivers, there are similar challenges faced by traditional parents in rural settings.

Otto and Atkinson (1997) conducted a study of the effects of specific parental involvement activities on high school juniors' achievement. The study found depending on the type of parental involvement, there were varying results. For example, monitoring school work was found to have a negative effect of both the GPA and achievement test scores of students (Otto & Atkinson, 1997). The workplaces of parents in rural areas in North Carolina do not have the flexibility that suburban areas offer which affects the amount and type of parental involvement (Otto & Atkinson, 1997). Single parent homes in this study where mothers have to work outside the home tends to have a negative effect on their involvement and the child's development due to the lack of time that could be placed on raising the child (Otto & Atkinson, 1997). The results of the study indicated that parental involvement was important and helped to increase academic performance with grade point averages but wasn't as effective with misbehavior (Otto & Atkinson, 1997).

Patricia Duckett Brown (2011) conducted a study involving parental involvement in the Appalachian area of North Carolina. The author noted some of the major challenges that the people in this area face that made it difficult to reap the benefits of a public education including "isolation, lack of roads, difficult terrain and poor availability of goods" (Brown, 2011, p. 12). As in many other rural areas, the residents in these rural areas had lesser education and degrees than the suburban residents; lack of job opportunities is also a concern (Brown, 2011). The

author acknowledges that rural schools have better social relationships due to the closeness of the community (Brown 2011). As far as community involvement in the rural community, it seems to be centered about school activities such as athletic events rather than events based on academics (Brown, 2011). Due to the closeness of the community in the Appalachian areas, there has been a long history community support financially and physically but not so much academically (Brown, 2011).

Professional Development

As stated previously, O’Neal et al (2008) reported that teachers in rural areas of North Carolina lack parental involvement training as the post-secondary schools do not provide this training. Darling-Hammond (2005) also believes that professionals enter teaching without the proper training. Even with the professional development that is offered, it is not effective nor is it directly related to the teachers’ needs (Darling-Hammond, 2005). Therefore, it is important provide targeted professional development to meet the needs of the school, staff and students. In doing so, it is vital for effective professional development, it must be purpose driven (Guskey, 2003).

In providing effective professional development, one must understand the concept. According to Guskey (2000), professional development is “those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students” (p. 16). Education is an ever changing profession in which there must be consistent importance placed on professional development (Guskey, 2000). As it is with the professional development needed at Hargrove Elementary. With the changing demographics, educators have to now be trained on how to best serve the growing population of Hispanics. Professional development is necessary with the diverse

populations that educators now face and with the growing number of English language learners (Darling-Hammond & Bransford, 2005). Darling-Hammond and Bransford (2005) also state that when teachers are informed about their students' "social, cultural, and language backgrounds" (p. 233), there is a positive impact on the students' achievement. The parents also have to be a part of the schooling process in order for students to be successful.

Definition of Parents

The online dictionary of Merriam-Webster (2016) defines a parent as: a person who is a mother or father; a person who has a child; and/or a person who brings up and cares for another. As for this research and study a parent is defined as the person that is the primary caregiver for a child. Whether the parents are biological, stepparent, adopted, foster, legal guardians, grandparents, aunts, uncles, older siblings or other extended family their role in the education of the child is the same. The role of the parent is to be responsible for the child legally and ethically until they are an adult. As it pertains to education the parent is the person that is responsible for the well-being of the child including supporting and encouraging the child to be the best they can.

In the Hispanic culture, a reference to parents and their role in their child's education has to consider a number of other people. A basic component of Hispanic family is the extended family (Soto, 2008). The role of parents may be partially fulfilled or supplemented by grandparents, aunts/uncles, siblings and/or other family members due to the strong family bonds and frequent interactions with the family members (Soto, 2008). It is evident that Hispanic parents encompasses more than just mother and father as several different studies all refer to the parental involvement as family involvement (LeFevre & Shaw, 2012; Saracho, 2007; Soto,

2008). Some of the Hispanic parents have students that are ELL (English language learners) and other Hispanic parents' children are not ELL.

Parents of ELLs in the USA

The parents of ELLs come with some of the same challenges as other Hispanic parents and others that are unique to them. Often times, these parents are also non-English speaking or limited English proficient (Kanno & Cromley, 2013). Their educational levels are low; however, this does not affect the parents' influence and support in their child's academic life (Kanno & Cromley, 2013). Their lack of parental involvement at the school could be due to family illiteracy or fear of being intimidated by school personnel (Osterling & Garza, 2004). ELL parents have children that frequently exceed the proficiency of their parents in the new language (Panferov, 2010) which could add to the intimidation factor. Several researchers agree that regardless of their challenges, ELLs' parents are still the strongest supporters of education for their children (Guilamo-Ramos, Dittus, Jaccard, Johansson, & et al., 2007; Osterling & Garza, 2004; Soto, 2008).

Parents of Hispanics and ELLs in Rural Schools in the USA

In regards to Hispanic and ELL parents, O'Neal et al. (2008) reported that "ELL students and their families tend to settle in geographical locations that are rural" (p. 6). These parents present an uncommon set of challenges including "lack of cultural support in their communities, lack of proficiency in the native language, and poor attendance for seasonal migrant workers" (O'Neal et al., 2008, p. 6). These parents come to this country for a better life for their family (Breiseth, 2016; O'Neal et al., 2008). Furthermore, when it comes to parental involvement, they feel subpar in the parent-teacher relationship due to either past experiences or their lack of English proficiency (Shim, 2013). However, it should be noted that research has indicated these

parents are involved in other ways and do support their child's education (Echevarria, Short & Powers, 2006; Shim, 2008; Soto, 2008).

Hispanic Parental Involvement in the USA

According to Linda Espinosa (1995), parental involvement of Hispanic parents has frequently been low. However, they do value their child's education (Espinosa, 1995; Zarate, 2007) and they associate involvement in school with involvement in their child's life by providing the compliment to their formal schooling through what is taught to them at home (Zarate, 2007). The study conducted by Zarate (2007) included Latino parents, teachers, counselors, school administrators and students from areas such as New York, Miami and Los Angeles; chosen because of their high percentage of Latinos. The surveyed parents felt that educating their child was the school's responsibility (Zarate, 2007) and when describing the cultural characteristics of Hispanic parental involvement, Espinosa (1995) agreed. Soto (2008) also found the same feeling from parents that the teachers are the experts. Hispanic have a strong belief in the "absolute authority of the school and teachers" (Espinosa, 1995, p. 3) and believe their responsibility as a parent is to care for their child. One parent in the study conducted by Zarate (2007) a parent stated "At home, is part two of the school" (p. 9).

There were several commonalities in the parent perceptions of school and parental involvement. Zarate's (2007) study showed the most frequent reason for the lack of parental involvement was insufficient time due to their work schedules. Even though the parents may want to be involved, the possibility of losing wages or possibly even their job was a risk (Zarate, 2007). According to Espinosa (1995), the Hispanic culture of personal interaction, a flexible sense of time and relaxed atmosphere for communication is very different from the traditional style of American schools which may contribute to the lack of parental involvement. Espinoza

(1995) suggests one way to cultivate parental involvement with Hispanic parents is to provide information that the parents need and will assist in the home component of schooling.

Lourdes Diaz Soto has compiled a collection of research and studies on Latinos and education. In the studies, parents were interviewed for different views on different topics. Soto (2008) declares that teachers' negative attitudes have contributed to Latino parents' lack of trust for the school organization. Hispanic parents discussed how teachers made them feel in educational settings, "her attitude toward me was so negative that I didn't want to go back" (Soto, 2008, p. 251). This can be very discouraging for the Hispanic and non-English speaking parents. For many Hispanic cultures, it is not uncommon to stay away from school grounds as to let the school officials handle the business of educating the children (Soto, 2008). According to some teachers, the perceptions of Hispanic parents' literacy interactions are that since the traditional reading a book and answering questions with the children is not happening there is no value in what they actually do (Soto, 2008). Soto (2008) stated in several of the studies throughout the book, that the parents interviewed shared they appreciated education and stressed the value of it to their children.

Lack of Hispanic Cultural Diversity Training in School Community

Case Narrative

On several occasions Principal, principal of Hargrove Elementary, has observed Mrs. Teacher in different settings telling her students to not speak Spanish. "Remember, we speak English at school and Spanish at home." "We don't speak Spanish in class, remember Mrs. Teacher only knows English." These were the kinds of statements that she would make to the kids when they were speaking in their native tongue to other classmates. Mrs. Teacher may have

felt uncomfortable not knowing the language her kids were speaking and therefore did not allow them to speak this “foreign” language.

Mrs. Teacher is a young, Caucasian, beginning teacher at Hargrove Elementary where nearly 60% of the population is Hispanic with 100% of those students’ native language being Spanish and over 90% of their parents speak only Spanish. Mrs. Teacher is from the small rural town in North Carolina where she teaches. The mindset of most of the locals is that “the Hispanics” need to learn English. Her teaching is average and her scores are average with about half of her students leaving her at the end of the year on grade level. Mrs. Teacher felt it necessary to encourage her students to speak only English and felt restricting the Spanish would help them learn English faster; the fact that she didn’t understand when they spoke in Spanish was not her main reason for the practice.

Little did she know Mrs. Teacher was making those children, at least one of the children, uncomfortable. It was a normal chaotic Monday and Mr. and Mrs. Santiago were at the school to speak with Principal regarding their child. The parents (using an interpreter) passionately explained how confused they were and upset with the teacher. They could not understand why Mrs. Teacher was telling their child that she could not speak Spanish at school. They simply did not see how this was a problem. They encourage their children to speak their native language as much as possible and for them to be forbidden to even have a conversation with their friends at school in their native tongue is unacceptable. Next, the parents did something that the Principal was not prepared for at all.

Mrs. Santiago asked the Principal how she would feel if her child was restricted to speak in their native language. Well Principal’s children spoke English, she had to really think about the question before she answered. She did not want to put herself in a situation where she was

not supporting the teacher nor did she want to insert her personal feelings. She responded with a general statement to the parents, “I understand your concerns. Here at Hargrove Elementary we value all of our students and the diversity they bring to our community. I cannot speak for the teacher but I can assure you that she meant no harm. Her actions were due to her limited knowledge of the language and this was not the best way to handle her inadequacy. I will speak with the teacher about the issue.” Principal felt her answer was a good response, acknowledging their concern and yet making sure the matter would be handled.

The parents seemed to read right through that general response and asked Principal the question again. Mrs. Santiago with tears in her eyes, asked “as a mother, how do you explain to your child that the teacher doesn’t want you speaking Spanish because she doesn’t understand it?” This time, Principal spoke from her heart and responded, “I cannot imagine how I would respond to my child in this situation but please know that I will speak with the teacher and rectify the situation because it is unacceptable.” The parents thanked Principal for her time, for agreeing to handle the situation, and left her office with a smile.

Principal was currently studying to obtain her Doctorate in Educational Leadership and her topic involved the study of the Hispanic culture. Part of her staff development for the year would include some training in parental involvement and the Hispanic culture including common myths. She knew this very incident was part of what she read. Matter of fact, allowing the students to speak Spanish to their peers could enhance their academic knowledge and increase their interpersonal communication. However, none of this had been shared with the teachers. Yet, Principal had intended on using this situation to be a teachable moment up until the point where the parents came to the school with a complaint. Now it would just make matters worse by

talking about this situation in an open forum. Although, addressing it with Mrs. Teacher would definitely take place.

Principal needed to make Mrs. Teacher aware of the meeting that took place today and the parents' concerns. She knew that Mrs. Teacher could become defensive and declare they need to learn to speak English and her lack of the Spanish language prevents her from understanding them. Ultimately, Principal knew that Mrs. Teacher would do exactly what she asked her to do even if she disagreed with it because of her status as a teacher. The hope is that the Principal could share the importance of building relationships and the allowing the students to communicate to each other in their native language. However, Principal wanted her to fully understand the depth of what took place and how it could become a serious problem for the school. Principal pulled out her literature and prepared her points and references to have a meeting with Mrs. Teacher to discuss the next steps.

Questions

To guide the conversation between the teacher and the Principal, there are some questions to consider:

1. Is Mrs. Teacher showing equal respect to her students by restricting their native language?
2. How are other teachers in Hargrove Elementary handling the Spanish speaking students in these situations?
3. How does Mrs. Teacher and/or Principal fix this?
4. Will the literature Principal shared with Mrs. Teacher enlighten her and give her a better understanding?

5. Will Mrs. Teacher stop this restriction for sake of doing the right thing or simply compliance?

Solutions/Outcomes

The silver lining in this incident was that Principal had witnessed Mrs. Teacher say this to students on occasion. Therefore, it was not a matter of hearsay. The Principal scheduled a meeting with Mrs. Teacher and then followed up with the parent. The points that the Principal shared with Mrs. Teacher:

- As a professional, she has to be sensitive to the diverse community in which she teaches. Students that come in not knowing any English have to communicate somehow. Speaking Spanish is what the student is comfortable doing and when speaking to a classmate in Spanish at appropriate times such as lunch, in the hallway, even during group work should not be restricted.
- As a professional, it would be more appropriate to learn some basic Spanish (colors, basic words and directives) to help bridge the gap between their language and English.
- During direct instruction, English is the preferred language since that is how they will be tested.
- However, restricting the students speaking in their native language (for those who only speak Spanish) is the same as saying they cannot speak at all. That is not showing respect to the students and their culture.
- Mrs. Teacher should speak with the parent, apologize to them for the restrictions she placed on the child. In order to ease the parents' mind it may be best to explain why

she felt it was alright to do so in the beginning. It is vital to maintain a positive relationship with the family.

- Together Teacher and Principal should discuss how Hargrove Elementary should handle this in the future. There should be some guidelines and/or policies in place for this especially since the Spanish speaking population at Hargrove Elementary is the majority.

Principal followed up with the parent after Mrs. Teacher has had the chance to do her part. She should make sure that the relationship had been restored. Again, she apologized to the parents, assured them that she has handled the situation and even assured them that guidelines/a policy has been put in place that will ensure this doesn't happen to another child. Lastly, she thanked them for their support of Hargrove Elementary. This case was a prime example of why it is important to understand the children that we serve including their culture and background.

This was not an easy conversation to have and the teacher was hesitant about having the conversation with the parents. However, the teacher did speak with the parents and offer an apology. The teacher really felt as though she was just reminding them of what she normally did in class. During the educational lesson, sometimes the children speak in their native language to her and she has to remind them that she does not speak Spanish, so they should communicate to her in English. The parents also shared their frustration with her comment and how they encourage their child to speak in their native language, especially at home. At the end of the conversation, the relationship moved in the right direction. The teacher worked throughout the year to continue to build that relationship at which she was successful in doing.

Misconceptions Regarding ELLs

Improving parental involvement in schools is important to advance the healthy development (of the whole child) for all children, including the Hispanic children, and to ensure the best possible education for the children they serve. Schools are no longer comprised of just Caucasians and Blacks. Furthermore, while educators may recognize the importance of fostering relationships with (the majority at Hargrove Elementary) Hispanic families, the question is whether there is an understanding of the Hispanic community as it correlates to the necessary skills required to promote parental involvement. In order to best serve the Hispanic children and involve their families the faculty and staff must understand the culture, the different types of students that are served and how these parents view parental involvement as a part of their responsibility.

ELL students are a diverse group that demand the same educational opportunities offered to any other student. The National Council of Teachers of English (2008) refers to ELLs as “a highly heterogeneous and complex group of students, with diverse gifts, educational needs, backgrounds, languages, and goals” (p. 1). They are diverse in that they have a range of language proficiency, economic status, academic knowledge, anticipations about education, and their immigration status. O’Neal et al. (2008) state that most teachers in rural areas have not received professional development on teaching ELLs and according to the National Council of Teachers of English (2008), there are only a few states that require they have competence in teaching this diverse group of students. Those states are Arizona, California, Florida, New York and Pennsylvania. So what is known about the ELLs?

One misconception in schools is that ELL students are those students who do not speak any English; however, there are several types of ELLs. Freeman and Freeman (2004) have

identified three types of ELLs: long-term English language learners, limited formal schooling English language learners, and recent arrivals with adequate school English language learners. The long-term English language learners have been in the US for several years, speak English, and most often not labeled Limited English Proficient (because they converse in English fine) but continue to have difficulties academically. The limited formal schooling English language learners have newly arrived here in the US with limited formal schooling, speak little English, transient, do not yet possess conversational English skills, and do not have the academic knowledge in either language. The third type of English language learners are those who have recent arrived here in the US, speak the most English of the other types of ELLs, and are already prepared with academic language therefore making it more feasible to transmit the learning over to English. All English language learners are not the same and therefore educators must be able to accommodate and adapt to their needs according to their knowledge of academics and the English language.

According to Freeman and Freeman (2004), another misconception is that if an ELL can hold a conversation in English then they can understand the academic language. Making that assumption is far from the truth as academic language is so different from conversational language. As stated by The U.S. State Department (2013) in their article “whereas grammatical proficiency may be established in two years, academic competence comparable to that of native language peers takes much longer, between five and 10 years.” Therefore, we cannot assume that conversational competence equates to academic competence.

Barriers to Hispanic Parental Involvement

As easy as engaging parents and community may sound, in order to keep the relationship strong, schools have to combat some barriers. Dodd and Konzal (2002) have pointed out several

barriers for the non-English speaking parents, the non-white, low socio-economic parents, may be terrified by school management. For parents who have unfavorable prior experiences, have special needs children and are very much empathetic or have failed at working out a problem with their child, school can be a discouraging place to visit. Dodd and Konzal (2002) pronounce the best way to overcome these and other barriers is to work together and view the barrier from the other point-of-view.

Schools have to be proactive in combatting the barriers that prevent families from being actively involved in their child's education. Some simple tips provided by Chadwick (2004) include but not limited to: offering free transportation to school for events, providing meals and childcare for school functions, offering translation for all communication and hosting a forum for administrators to hear parent concerns. These tips will persuade parents and community members to become engaged in the education of the children. Staying engaged requires training of both parties and over time which will result in a better tomorrow for all (Chadwick, 2004). Ultimately, it has to be a commitment to improve student achievement on behalf of the school, parents and community.

Throughout his book, Hornby (2011) discusses the principle for parental involvement, potential barriers coupled with how to better understand those barriers, different pathways for schools to effectively involve parents, and findings from studies he conducted. The method, referred to as action research, of investigation through conducting surveys in specific schools and providing recommendations for improvement was used by Hornby in combination with a review of the literature on the topic. It proved effective due to the responses he received and the amount of guidance and support with suggestions that he was able to provide to the school system.

The collaborative process of communicating with parents requires a two-way communication between the parents and the school/educators. Educators have to be genuine in the relationship with parents (Hornby, 2011). Educators have to overcome the barriers, be welcoming, and work effectively with parents to enhance that relationship. It follows then that an enhanced relationship would strengthen parental involvement. Naturally, there are strategies that educators can utilize to effectively engage parents once the relationships have been formed.

In order to collaborate with parents and have them involved in their child's education, educators need to have some pertinent skills. Hornby (2011) stresses the importance of educators having listening skills, interpersonal skills and organizational skills as these are important in effectively communicating with parents. Also, it is important to have knowledge regarding the family makeup, individual needs of the student, parent's viewpoint and culturally aware. Once there is collaboration and educators are knowledgeable then there has to be time spent working on the effectiveness of the parental involvement.

Hornby's (2011) findings on the weaknesses of the parental involvement programs should be of interest because if the program is not effective, then the outcomes may not be positive. Some weaknesses noted by Hornby (2011) were the absence of policies, very little inclusion of diverse parents including parents of special needs children, and minimal training for educators on working with parents. Improving on these weaknesses is essential to having successful, effective parental involvement. In addition, anyone familiar with education should agree that parental involvement is a vital element to a child's success in school.

Summary

Parental involvement is one of the most critical factors in determining a child's academic success. The study of the impact of parental involvement on educational outcomes has been

necessary, particularly amid culturally diverse families and their children. As the minority group that has the highest dropout rate in the country (Pew Research Center, 2015), there has to be a focus on providing help to these Hispanic students in order to assist them in being successful in school. Additionally, the low levels of parental involvement found in different studies across the U.S. (Shim, 2013; Soto, 2008) warrants promoting parental involvement in order to increase the educational outcomes for the Hispanic students. Another way that educators can make significant changes in the educational outcomes of Hispanic students, there should be consideration given to the circumstances that enhance and decrease parent involvement.

Hispanic parents and parents of ELLs are similar in many ways, yet they are different in others. Some commonalities include negative experience with school, cultural belief that the teachers are the experts, low literacy rates, and their lack of comfort with the school as it is associated with government buildings. Both sets of parents have traditionally had low levels of parental involvement and in most cases, their inflexible work schedules are the case of the aforementioned. Some notable differences include the income of those who parents of ELLs in rural areas are normally lower than other Hispanics due to the type of work they do. In urban areas, there are more resources for cultural support and the vicinity of the schools to the homes make it easier for parental support. Also, research has shown that those teachers in some rural schools are not prepared to effectively teach ELLs due to lack of training in college (O'Neal et al., 2008). In rural and urban areas, the language barrier is a concern for both sets of parents; although in some cases the urban areas were more culturally sensitive to the Hispanics and ELL parents. Regardless of the area, the type of parent, educators have to strive for continuous improvement in the area of parental involvement. For this study in particular, educators have to become more culturally sensitive, combat other barriers for parental involvement and ultimately

work together with parental involvement in all forms in order to enhance the child's success in education.

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

There are parents who come to school frequently whether it be for conferences, Parent Teacher Organization (PTO) meetings, or other school sponsored events. For the most part, the school has their support when the parents have to be contacted for various reasons and most parents contribute when requested. However, the staff would prefer for more of the Hispanic parents to also be involved in classroom (volunteering) activities, more of the PTO meetings for decision making opportunities, monitoring behavior, ensuring their child attend school regularly and support homework and study time. Just as important as the schools' academic goals and vision for the students is the parents' academic goals for their children. Hargrove Elementary has to assess the parents' needs and ensure that the school is providing opportunities for them to be involved in ways they desire to be involved. Hargrove has not surveyed parents to solicit their opinions regarding specific activities that they would be more apt to be more involved. This oversight contributes to the lack of parent involvement. For the 2014-2015 school year, Hargrove Elementary had approximately 25-30% parent involvement (see Table 4). The teachers and staff expressed that they would like to increase the percentage of parental involvement in several areas: curriculum nights, progress report meetings, PTO involvement, community involvement and volunteers.

Parental involvement needs to increase in order to provide a better overall educational experience for the students. Although the staff is persistent in increasing all parent involvement, a particular need with the Hispanic/English as Second Language population has been identified. Hargrove Elementary is comprised of 55% Hispanic, however, overall their parent participation is less than 20% (see Table 4). Hargrove Elementary's goal is to improve the overall parent

participation rate to 35–40% and more specifically the Hispanic population's rate to 30%. As the parent involvement increases, based on research, as a result there should be an increase in student achievement (Epstein, 2011; Henderson & Mapp, 2002; Hornby, 2000).

The purposes of my problem of practice are to investigate the barriers to Hispanic parents being involved in their child's education, investigate ways to alleviate as many barriers as possible, for the Hispanic parents to feel as though the education of their child is a partnership with the school and find ways for all stakeholders to understand their role in Hispanic education and Hispanic student achievement. Although Hargrove Elementary staff is persistent in increasing all parent involvement, they have identified a particular need with the Hispanic and English as Second Language population. The goal is to improve the overall parent participation rate to 35–40% from the current rate of 25–30% and more specifically the focus group's rate from 20% to 30%. As the parent involvement increases, relationships improve, the staff hopes to simultaneously increase student achievement. The level of parental involvement will be assessed along with the student achievement scores that are available at the conclusion of the study.

It is imperative that teachers be trained on how to effectively involve parents, as this is not part of standard education teacher preparation programs (O'Neal et al., 2008). Partnership between home and school versus one-way communication to home from school is a more effective way to involve parents (Epstein, 2009). In addition Epstein (2009) suggests, parent involvement is more consistent in schools where there is a culture of collaboration between home and school and a welcoming atmosphere. For Hispanic parents some of the factors that prevent them from being involved in schools are the lack of the staff being hospitable and friendly, lack of effective communication, and the lack of initiative of the staff to greater involve the parents (Smith et al., 2008). Hargrove's staff intends to set the atmosphere to be conducive to a

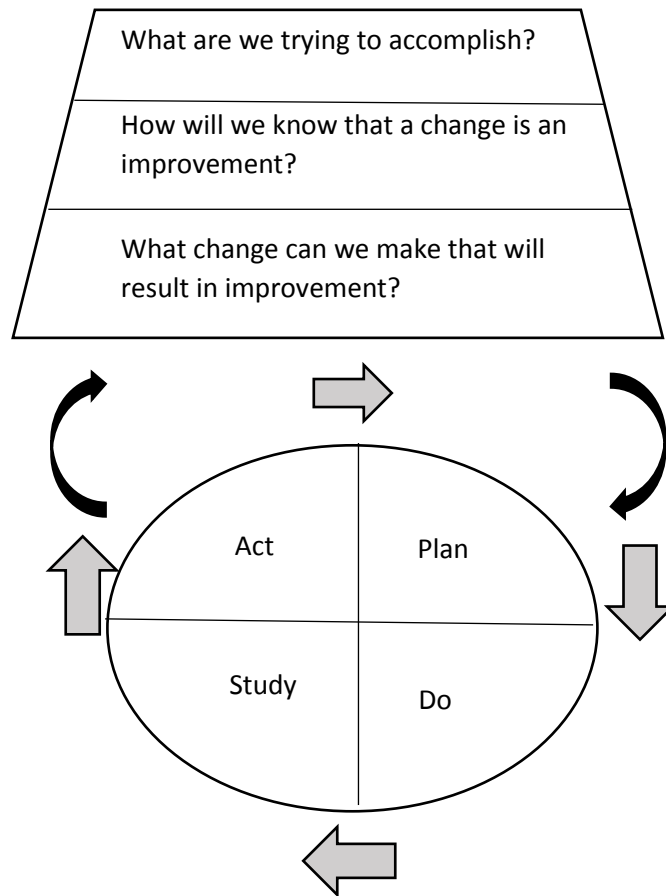
partnership where students, parents, and staff can collaborate in order to increase student achievement. The parents will be surveyed as to the success of the staff creating a welcoming atmosphere for effective two-way communication and engagement. Establishing and maintaining high levels of parental involvement in schools is an essential element in ensuring the staff's effectiveness in providing the best possible education for the children they serve.

Improvement Science

The purpose of this chapter is to describe the research methodology including the research design which is one of the main supporting elements to the research study. The method of research design chosen for this study is Langley's Improvement Science Model (Langley, Moen, Nolan, Nolan, Norman, & Provost, 2009). The Improvement Science Model was chosen to help target the specific areas of improvement and to create activities to improve the level of parental involvement at a rural elementary school. The model, illustrated by Figure 1, is comprised of a set of three essential questions that propel any type of improvement for an organization (Langley et al., 2009). What are we trying to accomplish? How will we know that a change is an improvement? What change can we make that will result in improvement? These three questions combined with the Plan, Do, Study, Act (PDSA) Cycle are the framework for the Improvement Science Model.

Research Question

The purposes of my problem of practice are to investigate the barriers to Hispanic parents being involved in their child's education, investigate ways to alleviate as many barriers as possible, for Hispanic parents to feel as though the education of their child is a partnership with the school and find ways for all stakeholders to understand their role in Hispanic education and Hispanic student achievement. The overall guiding questions for this study are as follows:



Note. Table from Langley (2009).

Figure 1. Improvement science model.

- How can the faculty and staff of Hargrove Elementary improve the types of the parental involvement as defined by Joyce Epstein (2009) for Hispanics in a rural elementary school? Those types include Parenting, Communicating, Volunteering, Learning at Home, Decision Making and Collaborating with the Community (Epstein, 2009).
- Using the six types of parental involvement as defined by Joyce Epstein (2009) what impact will improved Hispanic parental involvement have on student achievement (measured by benchmarks and other academic markers)?
- Through training and opportunities, how will the types of parental involvement of Hispanics improve?
- What are the barriers to Hispanic parental involvement and how can the school staff alleviate those barriers?

This study will investigate parental involvement levels for 2015-16 utilizing the Epstein level of involvement. Based on these findings, analyzing feedback from parents that attend parental events and activities, and analyzing student achievement data, the school administrators will study the effect of the professional development on improving Hispanic parental involvement.

Study Design

Establishing a partnership between home and school is a necessity in fostering collaboration and in supporting the overall achievement of students. Hornby (2000) has suggested that a significant level of parental involvement is a crucial aspect in safeguarding the success of their child's academic programs. Epstein (2011) suggested that a significant level of parental involvement is pertinent to increasing the educational effectiveness of the interaction

between parent and child at home. Parents are the support system that students have at home and their decisions regarding the education of their children affect every facet of what the public school system accomplish on a daily basis. Along those same lines, educators want to ensure that the students receive the best education possible and Hornby (2000) agrees that a collaborative working relationship between teachers and parents is a key factor in providing the optimum education for children. With that being said, the staff at Hargrove Elementary needs to maximize the opportunities for the students to succeed and promote a positive parental attitude toward teachers and schools beginning with increased parental involvement. Langley (2009) notes that underlying changes that result in improvement have certain characteristics such as “have a lasting impact” and “produce visible, positive differences in results relative to historical norms” (p. 89). The faculty and staff at Hargrove Elementary want to make a lasting impact and have a positive impact on parental involvement; therefore, the model of improvement that the study is based on is Langley’s Model for Improvement and may help address the issue with Hispanic parents.

This study will seek to find ways to improve the parental involvement of parents with a focus on the Hispanic parents. The student population of Hargrove Elementary is comprised of nearly sixty percent Hispanic students and utilizing the secondary data, that group of parents does not participate at a comparable level. During the 2015-16 school year data was collected by the staff at Hargrove and this secondary data will be utilized to develop a baseline to determine the types of parental involvement as well as participation rates for the different ethnic groups (Epstein, 2009). This study will analyze questionnaire data collect by the Hargrove staff and analyze these data by using Epstein’s (2009) type of parental involvement:

1. *Parenting*: Helping all families understand child and adolescent development and establishing home environments that support children as students.
2. *Communicating*: Designing and conducting effective forms of two-way communications about school programs and children's progress.
3. *Volunteering*: Recruiting and organizing help and support at school, home, or in other locations to support the school and students' activities.
4. *Learning at Home*: Providing information and ideas to families about how to help students with homework and curriculum-related activities and decisions.
5. *Decision Making*: Having parents from all backgrounds serve as representatives and leaders on school committees and obtaining input from all parents on school decisions.
6. *Collaborating with the Community*: Identifying and integrating resources and services from the community to strengthen and support schools, students, and their families, and organizing activities to benefit the community and increase students' learning opportunities.

Also, Hargrove staff utilized the informal conversations that took place during the CHATS sessions in February and March 2016 in order to collect information on the parents' perceptions regarding their knowledge of various subjects which this dissertation study will analyze this secondary data. The participants whose data will be analyzed were those that attended the various parental events held by Hargrove Elementary during the 2015-16 school year. The secondary data collected will be aggregated to determine the effectiveness of the strategies that were implemented by analyzing the parents' participation in Epstein's (2009) different types of parental involvement. This study's findings will be utilized to recommend

topics for further training. The staff need to understand the Epstein's types of parental involvement as well as how they can make those activities available for the parents. In the realm of the study, consideration will be taken to ensure that offerings for parental involvement are also inclusive for non-Hispanic parents.

Sample

Hargrove Elementary is located in a small, rural community in northeastern Sampson County called Faison, NC between the towns of Mount Olive and Clinton. There has been a steady increase of Hispanic students over the past few years. The specifics are outlined in Table 5. The largest jump took place between school years 2010-11 with 169 Hispanic students and 2011-12 with 211 students. This influx of Hispanics has changed Hargrove significantly. The school's English as Second Language staff increased from one teacher with one assistant to two teachers with one assistant and an increase in Migrant staff going from one person to two Migrant recruiters in the Hobbton District (a mini district within Sampson County Schools district) serving two elementary schools, one middle and one high school. Parents were chosen from the population of students randomly for all means of collecting data.

Data Sources

Figure 2 indicates that parental activities and data that will be analyzed for this study. All correspondence sent from Hargrove to home, is translated to Spanish. Open House is held at the beginning of the school year to welcome the parents and allow the students and parents to meet their teacher and other staff members. The data collected from parents at Open House is mainly in the form of them filling out paperwork for the upcoming school year such as a medical alert form (see Appendix B & Appendix C) and information sheet (see Appendix D & Appendix E). This paperwork is required; therefore all parents fill these out. This could be considered a

Table 5

School Ethnicity Breakdown for Past Years

Year	Hispanic	White	Black	Other
2013-14	52%	28%	17%	3%
2012-13	52%	27%	19%	2%
2011-12	50%	29%	19%	2%
2010-11	44%	31%	21%	3%

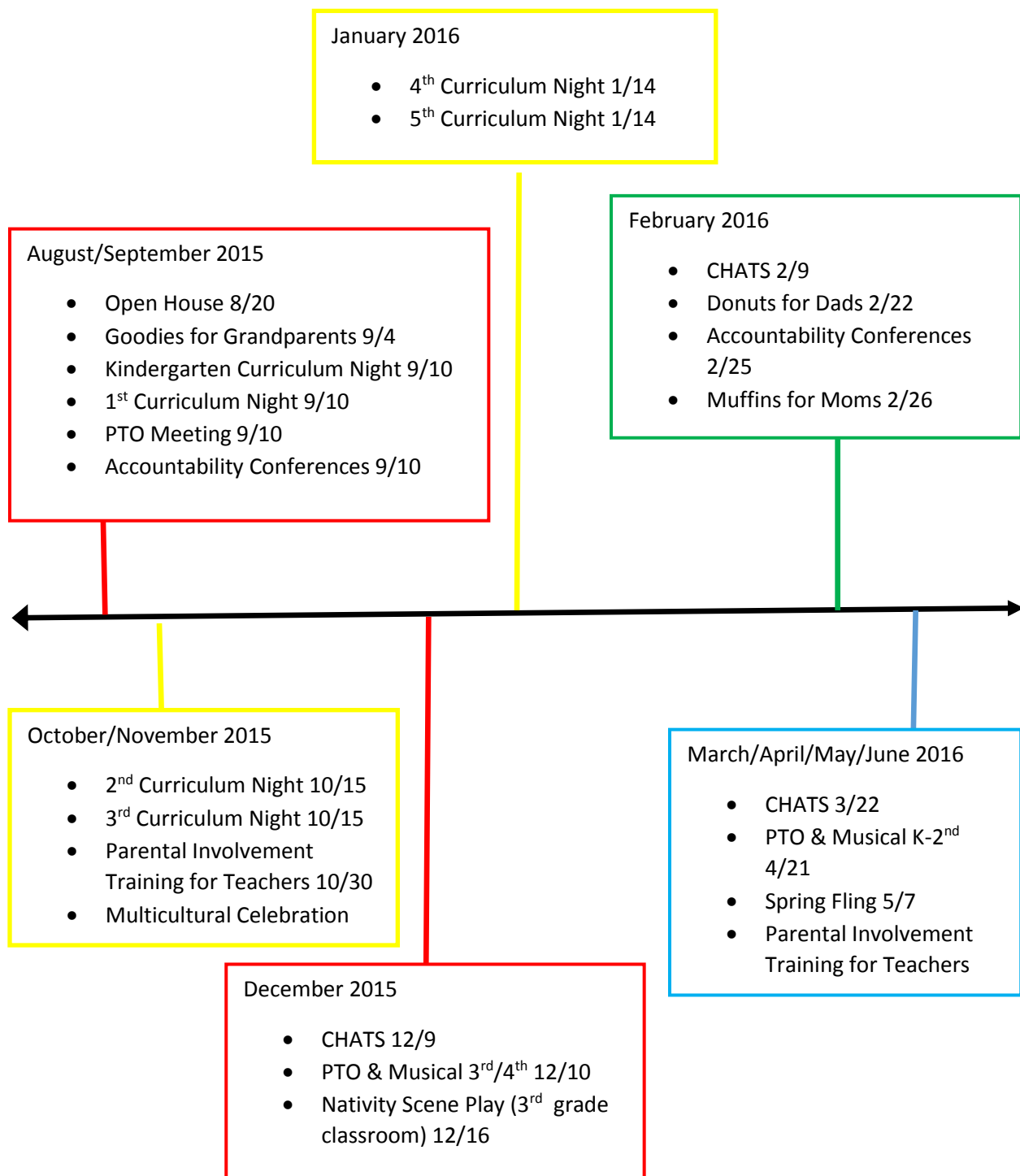


Figure 2. Timeline of parental involvement activities throughout the 2015-2016 school year.

Type 2 – Parenting activity due to the teacher explains ways the teacher will communicate with the parent and how the communication can come from the parent to the teacher. This could also be considered a Type 4 – Learning at home activity due to the information that the teacher shares with the parent on ways that the children can be helped at home with their academics. The Goodies for Grandparents, Donuts for Dads and Muffins for Moms are also held yearly to show appreciation for those who support their children and are all Type 3 due to the volunteer opportunities that are shared as they partake in refreshments with the students (Epstein, 2009). The only data source collected at these events is an attendance sheet.

Other events held yearly include the curriculum nights by grade level. These are nights where information pertaining to the specific grade level is presented to the parents by the teachers (and students in some cases). Information such as: the types of things the students will be learning and how the parents can assist, how important two way communication is and what that looks like from the teacher, and providing parents with ways to help with homework. Refer to Appendix F and Appendix G for two samples of PowerPoints that are shared with parents at the respective curriculum nights and one sample of classroom policies shared with parents as well (see Appendix H). These are linked to Epstein's (2009) Type 1 – Parenting, Type 2 – Communicating and Type 4 – Learning at home. Accountability Conferences are another yearly event that is held at Hargrove Elementary (see Table 6). These conferences provide parents with some of the same type information as do the curriculum nights; however, this information is presented one-on-one with parent and teacher. The student's progress is discussed in detail as well as how the team (school and parent) can work together to enhance the students' progress. The student's prior year Individualized Student Report and or MClass report is discussed with

Table 6

Epstein's Six Types of Parental Involvement (2009) and Hargrove Elementary Activities

Type	Description	Activity	Data Sources
Parenting	Activities illustrate how schools are working to increase families' understanding of child and adolescent development	*Curriculum nights *Accountability nights *Parental involvement training	*Attendance sheets, information shared *Attendance sheets *Culture awareness and information developed Figure 2
Communicating	Activities illustrate ways to increase two-way connections about school programs and student progress	*Open House *Curriculum nights *Accountability nights *CHATS	*Attendance sheets, information shared *Attendance sheets, information shared *Attendance sheets *Attendance sheets, feedback & questionnaire
Volunteering	Activities mobilize parents and others who can share their time and talents to support the school, teachers, and student activities at the school or in other locations	*Goodies for Grandparents *Donuts for Dads *Muffins for Moms *PTO/Musical Performance *Multicultural Celebration *CHATS *Parental Involvement Training	*Attendance sheets *Attendance sheets *Attendance sheets *Attendance sheets and information shared *Attendance sheets and information shared *Attendance sheets, feedback and questionnaire *Culture awareness and information developed Figure 2

Table 6 (continued)

Type	Description	Activity	Data Sources
Learning at Home	Activities provide families with information about the academic work that their children do in class, how to help their children with homework, and other curriculum-related activities and decisions	*Open House *Curriculum nights *Accountability nights *CHATS	*Attendance sheets and information shared *Attendance sheets and information shared *Attendance sheets *Attendance sheets, feedback & questionnaire
Decision making	Activities enable families to participate in decisions about school programs that affect their own and other children	*PTO/Musical Performance *School Leadership Team Meeting	*Attendance sheets and information shared *Attendance sheets and information shared
Collaborating with the Community	Activities encourage the cooperation of schools, families, community groups, organizations, agencies, and other individuals	*Spring Fling *Multicultural Celebration *CHATS	*Attendance numbers through ticket sales *Attendance sheets and information shared *Attendance sheets, feedback & questionnaire

the parent as well. Utilizing this information along with the parent's knowledge of their child, specific strategies are developed as to how best serve the child. The Parent Teacher Organization (PTO) does a quick overview of how the organization has assisted the school and ways the parents can assist. This is done in less than five minutes by the PTO President and there is not much interaction from the parents encouraged. During the same night, the third and fourth (in the Fall) and Kindergarten through second grade (in the Spring) perform a musical for the parents. This generates the largest number of parents and guardians. The only data collected here is the attendance sheet. The PTO/Musical performance could be considered a Type 3 – Volunteering activities and Type 5 – Decision Making due to the information shared and solicited by the PTO (Epstein, 2009).

School Leadership Meetings are also held yearly. These meetings are conducted once a month and include teacher leaders, School Counselor, a teacher assistant representative, Media Specialist, Principal and two parent representatives. This group makes decisions for the school including but not limited to: budgeting, handbook information, parental calendar, hiring and retaining staff, scheduling and daily operation of the school making this a Type 5 – Decision Making activity. Items such as budget expenditures, expectations for students and staff, and revising/reviewing the School Improvement plan are things that the parents can be involved in during this activity. The parent input (if available) is noted in the minutes for the meeting. Spring Fling is the school wide annual fundraiser where parents, students, staff, and the community participate in a carnival-like event. There are fun, games, food, and even a parent versus staff basketball or kickball game during the day. This event is sponsored by businesses and promotes a sense of community and an atmosphere of building relationships as the parents and staff have

fun together. The only data collected at this activity is attendance through ticket sales. Spring Fling could be considered a Type 6 – Collaborating with the Community event (Epstein, 2009).

Plan

The school leadership team determined at the beginning of the 2015-2016 school year there needed to be a plan in order to increase the parental involvement. Utilizing the past attendance sheets at events, calendar of events and more importantly the type of events/activities, the team determined there needed to be more levels of parental involvement. There were not many volunteering, parenting or collaborating with the community events. During some brainstorming, activities were decided on and there was also a decision made to move forward with professional development on parental involvement and the Hispanic culture. Researchers agree that an integral part to teaching ELLs through effective planning would require an awareness of their culture and it is imperative that teachers be trained on how to effectively involve parents, as this is not part of standard education teacher preparation programs (O’Neal et al., 2008).

Do

The plan was then implemented during the 2015-16 school year as the staff began to do some of the new activities to effectively engage the Hispanic parents. There were two activities, CHATS and the Multicultural Celebration in addition to the parental involvement training for the teachers, which had not been conducted before this school year, listed in the timeline in Figure 2 were implemented due to the absence of any such activities at that time. This was done in order to assist in the efforts to improve the types of parental involvement. The Multicultural Celebration was planned to celebrate all cultures at the school and to educate each other on the different cultures. The four cultural groups represented were African-Americans, Hispanics,

Native Americans and Whites. Each group had a section that displayed artifacts and food that originated from their culture along with people (parents and teachers) that shared a brief story of their heritage. Parents were invited to attend this event as well. There was a rotation schedule set up and the different groups (parents and students) were able to visit each group, learn about the different cultures and sample some delicious food specific to each group's culture. This brought the community together and the feedback received from the parents, teachers and students was to please make this an annual event. Attendance sheets were collected as data and feedback was solicited at another activity later in the year. This activity could be considered Type 3 – Volunteering and Type 6 – Collaborating with Community (Epstein, 2009).

Another event that was implemented this year to encourage more parental involvement was the Collaborating with Home, Administration, Teachers and Staff (CHATS) program. This program, very similar to a roundtable, was a very informal event where the parents and community were invited to come out to discuss various topics of concern with the Principal, School Counselor, English as Second Language teacher, other parents/guardians and other teachers as available. The events were held on various days and various times, refreshments were served and parents were given information to help them enhance their child's education at each program. Each time, the parents completed an exit ticket that allowed them to provide feedback on anything related to school and their suggestions as to how the school could improve. The last CHATS program, the parents completed a survey regarding parental involvement to be used as baseline data for the study. As data sources, attendance sheets were collected, feedback was collected (see Appendix I, Appendix J and Appendix K), and feedback from the questionnaire (see Appendix B). The CHATS program could be considered a Type 2 –Communicating, Type 3

– Volunteering, Type 4 – Learning at home and Type 6 – Collaborating with Community due to the variety of information and opportunities offered.

Langley et al. (2009) notes that “developing a change that is an improvement from the viewpoint of the customer is not always easy” (p. 111). Therefore, the staff understood the necessity of finding out the Hispanic parents’ viewpoint. In doing so, using that information to make the fundamental changes would help to create a change in the organization that the parents will be able to see the improvements (Langley et al., 2009). One important aspect of fundamental change that the staff wanted to focus on with increasing the level of parental involvement was that “their impact is felt into the future” (Langley et al., 2009, p. 114). At the last CHATS session, a survey (see Appendix B) was administered to the parents. The survey, developed by the Ohio Department of Education (2016), was adapted to meet the needs of Hargrove Elementary. The objective is to obtain the parents’ viewpoints and feedback and to utilize that information to make fundamental changes. The survey was a modified version of the survey developed by the Ohio State Department and addresses Epstein’s Six Types of Involvement.

An integral component of any successful parental involvement program should consist of training (Epstein, 2009). The teachers at Hargrove Elementary were involving parents and in order to improve the level of involvement, the Principal facilitated some Parental Involvement training that included specifics about the English language learners and some facets regarding the Hispanic culture. The actual training was taken from several sources including Echevarria, Vogt and Short (2008), Hill, Flynn and Epstein (2009) which entailed the six types of parental involvement with suggested activities, SIOP strategies and instruction that works for ELLs. The training took place on various dates throughout the year, September 2015 and April 2016, and one of the culminating activities will be to create a list of barriers to parental involvement for the

Hispanic parents and some ways to alleviate those barriers. The training should assist the teachers in communicating with the parents and creating ways to better involve the parents. This activity could be considered Type 1 – Parenting and Type 3 – Volunteering (Epstein, 2009).

Study

During the 2015-2016 school year, these activities were implemented and next year these activities will change depend on the findings of the study. To address the question of improving the types of parental involvement, the staff will monitor the attendance data from the different activities/events will be kept and studied in order to track the participation and determine how/if improvements could be made. The attendance at the activities for the 2015-16 school year disaggregated by ethnicity in Table 7. The percentages represent the percent of the ethnic population at Hargrove Elementary. To address the impact the improved parental involvement may or may not have on academics, the staff will analyze the current academic data versus last school year's academic data. To address the barriers of Hispanic parental involvement and how to alleviate those barriers, the staff will gather feedback from the parents, investigate ways to combat those barriers and implement those strategies. The study will analyze the aforementioned data and future data regarding Hispanic parental involvement.

Act

The study findings will be utilized to inform and plan purposeful and meaningful parent events based on Epstein and that specifically address Hispanic parents. Some areas where the study findings will be implemented are:

- To help enhance the need to have a Parent Teacher Organization table set up for Open House to recruit members for the organization and to recruit volunteers with available opportunities

Table 7

Parental Involvement for 2015-16 School Year

	Hispanic	White	Black	Other	Total #
Curriculum Nights	43 (17.4%)	19 (20%)	7 (11.1%)	0%	69
Progress Reports/Acct. Conferences (2)	168 (68.3%)	86 (90.5%)	39 (61.9%)	5 (55.5%)	298
	124 (50%)	64 (67%)	34 (54%)	0%	222
PTO Meetings	94 (50%)	65 (77.3%)	25 (49%)	0%	184
Open House	181 (75%)	94 (99%)	59 (86%)	6 (67%)	340
Goodies, Donuts, Muffins	36 (14.9%)	55 (57.9%)	24 (34.8%)	0%	115
	56 (23%)	41 (43%)	8 (13%)	0%	105
	95 (39%)	66 (69%)	32 (51%)	0%	193
CHATS (various dates)	18 (7.3%)	4 (4.2%)	5 (7.9%)	0%	27 average
Multicultural Celebration	33 (13.4%)	8 (8.4%)	14 (22%)	7 (87.5%)	62

- To help enhance involvement as teachers will create opportunities for parents to volunteer/participate in their class and inform/invite the parents with a focus on specific ways to volunteer at home due to those parents who are unable to provide documents in order to be an approved volunteer
- To enhance communication as the staff should continue with the CHATS program that is available in English and Spanish
- To enhance relationships and involvement as the staff will use the strategies learned in the parental involvement training facilitated by the Principal to form new relationships and nurture other relationships such as being more culturally aware and sensitive
- Parent Teacher Organization will need to be more vigilant about recruiting and having discussions about what can be done to support the school
- There should be a scheduled time during lunch hour for those working Hispanic parents to call in to the school and be able to speak to English as Second Language staff or someone in Spanish right away
- Make every effort to schedule meetings later in the evenings, where possible, to accommodate the Hispanic parents' late work hours

One other component that will be necessary to investigate more are the barriers to parental involvement from the parent perspective and from the staff perspective. During the study, there will be conversations with the staff and the parents to delve more into their thoughts on these barriers and how to best alleviate them.

Plan, Do, Study, Act

The next rounds of the Plan, Do, Study, Act will involve taking the study findings to make more detailed recommendations for changes, developing an implementation plan, implementation and evaluation. Armed with the knowledge of what the barriers are to parental involvement from both the staff and parent perspective, the school must take the necessary steps where possible to alleviate those barriers. This knowledge combined with the parental involvement training and a mindset to effectively engage the Hispanic parents on a higher level on involvement should produce positive results in the area of parental involvement.

Data Analysis

The secondary data collected during the 2015-2016 school year will be used as a baseline to compare with the levels of parental involvement in the 2016-2017 school year. There will be the Hargrove Parental Involvement Survey given to parents to gain their perceptions and input that will be used in the data collection and analysis. This study's findings will be utilized to recommend topics for further training for the teachers as well. That data will answer each research question as described below:

- How can the faculty and staff of Hargrove Elementary improve the types of the parental involvement as defined by Joyce Epstein (2009) for Hispanics in a rural elementary school? Those types include Parenting, Communicating, Volunteering, Learning at Home, Decision Making and Collaborating with the Community (Epstein, 2009). – The secondary data compared to the data collected during the study, such as attendance sheets, will provide the answer to this question. See Table 8 for what will be collected and analyzed.

Table 8

Parental Involvement for Indicated School Year

	Year	Hispanic	White	Black	Other	Total #
Curriculum Nights	2016	40 (16.9%)	20 (21.1%)	6 (10%)	3 (33.3%)	69
	2015	43 (17.4%)	19 (20%)	7 (11.1%)	0	69 0
Progress Reports/Acct. Conference	2016	131 (55.5%)	61 (64.2%)	26 (43.3%)	9 (100%)	227
	2015	168 (68.3%)	86 (90.5%)	39 (61.9%)	5 (55.5%)	298 -72
Open House	2016	171 (73%)	74 (78%)	44 (73%)	2 (22%)	291
	2015	181 (75%)	94 (99%)	59 (86%)	6 (67%)	340 -51
Goodies for Grandparents	2016	24 (10.2%)	47 (49.5%)	15 (25%)	1 (11%)	87
	2015	36 (14.9%)	55 (57.9%)	24 (34.8%)	0	115 -28
CHATS (11/4/16)	2016	6 (2.5%)	3 (3.1%)	2 (3.3%)	0	11
	2015	8 (3.3%)	4 (4%)	5 (8%)	0	17 -6

Note. The table tabulates comparison data and does not include all data from 2016-17 because it was not yet available to the researcher.

- Using the six types of parental involvement as defined by Joyce Epstein (2009) what impact will increased Hispanic parental involvement have on student achievement (measured by benchmarks and other academic markers? - The academic data collected during the study, such as benchmark data, will provide the answer to this question.
- Through training and opportunities, how will the types of parental involvement of Hispanics increase? The secondary data compared to the data collected during the study, such as attendance sheets, will provide the answer to this question. See Table 8 for what will be collected and analyzed.
- What are the barriers to Hispanic parental involvement and how can the school staff alleviate those barriers? – The secondary data compared to the data collected during the study, such informal conversations with parents and staff and surveys, will provide the answer to this question.

The data collection methods will be a mixture of qualitative and quantitative as there will be some data dealing with percentages and there will also be some descriptive data. Utilizing the data from the study, the researcher hopes to make the following recommendations and yield the following outcomes:

- Provide suggestions with specific strategies on how to continue to improve Hispanic parental involvement.
- Improve the communication from school to home and home to school and if not, specific strategies will be provided to continue to improve that communication.
- Improve the relationship between parents and school personnel so that school is not intimidating.

- As a byproduct of improved parental involvement, some academic data will be analyzed to see if there is a correlation.
- Combat as many barriers to Hispanic parental involvement as possible.

The timeline for the study is as follows: August/September – administer the survey to parents and teachers; October/November – gather/analyze academic data using Table 9; December/January – finalize data and share results with stakeholders; January/February – provide the staff with an implementation plan and recommendations for the future; March – publish data and recommendations to finalize study.

Summary

Parental involvement in schools is essential to a successful educational program. When the school and home communication is a two way street, the outcomes are immeasurable as to what can happen as a result of this interaction. Involving the Hispanic parents sets the tone that all parents are important and soliciting their feedback enhances the school to home relationship. The aspiration is that there will be increased Hispanic parental involvement and improved school relationships. There is also an inspiration that the staff can learn from the parents, as well as vice versa, how to have a greater impact on the child's academic achievement yielding a positive impact. With the findings from all data collected including: academic data, parental attendance at events/activities, and feedback from parents and staff, the implementation plan and results will be shared to impact a change in attitudes toward Hispanic parental involvement.

Table 9

Epstein's Six Types of Parental Involvement (2009) and Hargrove Elementary Activities 2016-17

Type	Description	Activity	Data Sources
Parenting	Activities illustrate how schools are working to increase families' understanding of child and adolescent development	*Curriculum nights 9/8/16, 10/6/16, 10/20/16	*Attendance sheets, information shared
		*Accountability night 9/29/16	*Attendance sheets
Communicating	Activities illustrate ways to increase two-way connections about school programs and student progress	*Open House 8/25/16	*Attendance sheets, information shared
		*Curriculum nights 9/8/16, 10/6/16, 10/20/16	*Attendance sheets, information shared
		*Accountability nights 9/29/16	*Attendance sheets
		*CHATS 11/4/16	*Attendance sheets, feedback & questionnaire
Volunteering	Activities mobilize parents and others who can share their time & talents to support the school, teachers, & student activities at the school/ other locations	*Goodies for Grandparents 9/2/16	*Attendance sheets
		*CHATS 11/4/16	*Attendance sheets, feedback and questionnaire

Table 9 (continued)

Type	Description	Activity	Data Sources
Learning at Home	Activities provide families with information about the academic work that their children do in class, how to help their children with homework, and other curriculum-related activities and decisions	*Open House 8/25/16	*Attendance sheets and information shared
		*Curriculum nights 9/8/16, 10/6/16, 10/20/16	*Attendance sheets and information shared
		*Accountability nights 9/29/16	*Attendance sheets
		*CHATS 11/4/16	*Attendance sheets, feedback & questionnaire
Decision making	Activities enable families to participate in decisions about school programs that affect their own and other children	*School Leadership Team Meeting 8/31/16, 9/21/16, 10/12/16, 11/9/16, 12/14/16	*Attendance sheets and information shared
Collaborating with the Community	Activities encourage the cooperation of schools, families, community groups, organizations, agencies, and other individuals	*CHATS 11/4/16	*Attendance sheets, feedback & questionnaire

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND RECOMMENDATIONS

This study was designed to describe the characteristics of Hispanic parental involvement, the barriers to Hispanic parental involvement, ways to alleviate those barriers and improve their involvement, and the impact the Hispanic parents had on the academic success of their children. This study was specific to a rural elementary school that had a large and rapid influx of Hispanic students. This phenomena was similar to changes in demographics in schools where immigrants move to in large numbers in various places such as North Carolina, California, and states in the Midwest region (Brown, 2001; Delgado-Gaitan, 2004; Gill, 2010; Panferov, 2010). The low level of Hispanic parental involvement found in various studies across the country where large numbers of Hispanic students attend schools (Shim, 2013; Soto, 2008) warranted promoting parental involvement in order to increase the educational outcomes for the Hispanic students. The knowledge gained from this study can help other rural elementary schools with similar demographics to collaborate with their Hispanic parents and families to improve parental involvement and engage them in their child's academic goals.

Overview of the Study

In the US, the influx of Hispanics had seen a 204% increase in the number of school aged children from 1980 to 2013, as reported by the Pew Research Center (2015). More specifically, in North Carolina the number of Hispanics increased by 129.9% from 1980-2013. According to the 2010 Census, the number of Hispanic school aged children in 2000 was approximately 80,000 representing 1% of the North Carolina population and 21.1% of the Hispanic population in North Carolina. In 2010, the number of Hispanic school aged children was approximately 220,000 representing 2.3% of the North Carolina population and 27.5% of the Hispanic population in North Carolina.

Sampson County Schools saw a significant increase in the number of Hispanic students as well. According to the 2010 Census, the number of Hispanic school aged children in 2000 was approximately 1,600 representing 2.7% of the Sampson County population and 24.6% of the Hispanic population in Sampson County. In 2010, the number of Hispanic school aged children was approximately 3,150 representing 5% of the Sampson County population and 30.2% of the Hispanic population in Sampson County. The towns of Calypso, NC (within 10 miles of Hargrove Elementary) and Faison, NC (location of Hargrove Elementary) respectively had 26.0% and 38.5% of the Hispanic population in Sampson County. Out of the towns/cities with more than 20% Hispanic population, Faison, NC was number five on the list. The Hispanic population had steadily increased and the number of Hispanic students enrolling in schools had also increased.

Hargrove Elementary is located in a small, rural community in northeastern Sampson County called Faison, NC between the towns of Mount Olive and Clinton. There had been a steady increase of Hispanic students over the past few years. The largest increase took place between school years 2010-11 and 2011-12. The school population went from 169 Hispanic students representing 44% to 211 students representing 50% which was an increase of 6% for the Hispanic population. This influx of Hispanics changed Hargrove Elementary significantly. The school's English as Second Language (ESL) staff increased from one teacher with one assistant to two teachers with one assistant. An increase in Migrant staff going from one person to two Migrant recruiters in the district that served two elementary schools, one middle and one high school. There were many times that the ESL staff and Migrant staff were not sufficient to fulfill the needs the Hispanic parents required with translation services. The staff of Hargrove Elementary was trained in the Sheltered Instruction Observation Protocol (SIOP) model

(Echevarria, Vogt, & Short, 2008). This model was used to develop ELL students' academic learning while learning the English language. At Hargrove Elementary the SIOP was used in mainstream classrooms with students from all ethnic and linguistic backgrounds, particularly Hispanic students. The school was considered a "SIOP" trained school and it was a priority of each administrator to continue training new employees as this model had proven to positively impact student achievement.

Hargrove Elementary served grades Prekindergarten through fifth grade averaging around 415 students. In 2015-16 school year, Hargrove Elementary was a Title 1 school with approximately 85% of the students qualifying for free/reduced lunch. The area's main employment field was agribusiness and the per capita income in the area was \$31,793. The demographic breakdown for the district and school are listed in Tables 2 and 3. Of those 60% Hispanic students for the 2015-16 school year, over 75% of the parents spoke only Spanish. Most of the Hispanic parents worked in the fields as their main source of income and there was a small population of migrants. With the influx of Hispanics, came the language barrier which was a major obstacle that had to be addressed in the plan to improve parental involvement.

In order to overcome the language barrier there were attempts to hire additional bilingual staff. Prior to the 2015-2016 school year, there were three Spanish speaking staff members in addition to the Migrant staff that were not based at the school but available to assist when necessary. However, in the 2015-16 school year, there was a bilingual Kindergarten teacher hired that was a huge benefit to the school. Although, even with the four bilingual staff members, there were times more bilingual personnel were needed. The bilingual staff were directly involved with instruction on a daily basis and therefore were not readily available for translations as the parents arrived/called to the school at sporadic times throughout the day. These four individuals

were still insufficient when the school hosted Open House, accountability conferences and report card/progress report pick up. Despite the obvious need for more bilingual staff, considering the budget issues, the school could not hire any additional staff members. Regardless, the staff at Hargrove Elementary strived to have parents involved in their child's education and continued to address the language barrier however necessary.

The parental involvement statistics were not representative of the student population makeup, especially in regard to the Hispanic population. For example, with a population of 55% Hispanic there were only 25% Hispanic parental involvement. Since the Hispanic population were the majority, this study had a specific focus to improve the Hispanic population parental involvement. In the 2014-15 school year, the participation for the Hispanic parents was approximately 25%. Compared to other schools in Sampson County with similar demographics, that amount of participation was considerably lower. School A had 53% Hispanic with a 56% parental involvement rate, School B had 55% Hispanic with a 70% parental involvement rate, and School C had 53% Hispanic with an 85% parental involvement rate. There wasn't a standard that denoted the appropriate percentage of parental involvement that a school should have. With the data collected from those neighboring schools with similar demographics, School A, B and C had higher parental involvement rates. Therefore, Hargrove Elementary staff saw the need to improve the parental involvement with the Hispanic population.

Parents are very influential figures in the education of their children. Hispanic parents are no exception. Smith, Stern, and Shatrova (2008) believe that although Hispanic parents care about their children's education, they are not involved in the school. Keeping in mind that parental involvement looks different for different cultures, through research, Smith et al. (2008) found that Hispanic parents felt parental involvement entailed "checking homework, reading to

children and listening to children to read” (p. 9). Hispanic parents entrust their child’s education solely to the school due to their profound esteem of teachers. Hispanic parents care about their child’s education but their view of parental involvement is just not the same as what schools have termed as parental involvement. The goal was to improve the overall parent participation rate to 35–40% from the current rate of 25–30% and more specifically the focus group’s rate from 20% to 30%.

This study sought to find ways to improve the parental involvement of parents with a focus on the Hispanic parents. The student population of Hargrove Elementary in 2015-16 was comprised of nearly 60% Hispanic students and utilizing the secondary data, that group of parents did not participate at a comparable level. During the 2015-16 school year data was collected by the staff at Hargrove and this secondary data was utilized to develop a baseline to determine the types of parental involvement as well as participation rates for the different ethnic groups (Epstein, 2009). This study analyzed questionnaire data collected by the Hargrove staff and analyzed that data using Epstein’s (2009) type of parental involvement:

1. *Parenting*: Helping all families understand child and adolescent development and establishing home environments that support children as students.
2. *Communicating*: Designing and conducting effective forms of two-way communications about school programs and children’s progress.
3. *Volunteering*: Recruiting and organizing help and support at school, home, or in other locations to support the school and students’ activities.
4. *Learning at Home*: Providing information and ideas to families about how to help students with homework and curriculum-related activities and decisions.

5. *Decision Making*: Having parents from all backgrounds serve as representatives and leaders on school committees and obtaining input from all parents on school decisions.
6. *Collaborating with the Community*: Identifying and integrating resources and services from the community to strengthen and support schools, students, and their families, and organizing activities to benefit the community and increase students' learning opportunities.

Also, Hargrove staff utilized the informal conversations that took place during the CHATS sessions in February and March 2016 in order to collect information on the parents' perceptions regarding their knowledge of various subjects. The researcher also analyzed this information. The participants whose data were analyzed were those that attended the various parental events held by Hargrove Elementary during the 2015-16 school year. The secondary data collected was aggregated to determine the effectiveness of the strategies that were implemented by analyzing the parents' participation in Epstein's (2009) different types of parental involvement. This study's findings were utilized to recommend topics for further training if needed. In the realm of the study, consideration was taken to ensure that offerings for parental involvement were also inclusive for non-Hispanic parents. This study was designed to describe the characteristics of Hispanic parental involvement, the barriers to Hispanic parental involvement, ways to alleviate those barriers and improve their involvement, and the impact the Hispanic parents had on the academic success of their children.

Problem of Practice

There were parents, both Hispanic and non-Hispanic, that came to school frequently whether it be for conferences, Parent Teacher Organization (PTO) meetings, or other school

sponsored events. For the most part, the school had their support when the parents had to be contacted and most parents contributed when requested. However, the staff preferred more of the Hispanic parents to also be involved in some classroom activities (volunteering), more of the PTO meetings (decision-making), monitoring behavior (parenting), ensuring their child attend school regularly, and support homework and study time (learning at home). Just as important as the schools' academic goals and vision for the students were the parents' academic goals for their children. Hargrove Elementary had to assess the parents' needs and ensure that the school was providing opportunities for them to be involved in ways they desired to be involved. Hargrove had not surveyed parents to solicit their opinions regarding specific activities that they would be more apt to be more involved in the past. This oversight contributed to the lack of parent involvement. For the 2014-2015 school year, Hargrove Elementary had approximately 25 - 30% parent involvement. The teachers and staff expressed that they wanted to improve the percentage of parental involvement in several areas including but not limited to: curriculum nights, progress report meetings, PTO involvement and volunteers. Epstein (2009) agreed that the different levels of parental involvement are needed in order to maximize the academic effects of parental involvement.

Parental involvement needed to improve in order to provide a better overall educational experience for the students. Although the staff was persistent in increasing all parent involvement, a particular need with the Hispanic/English as Second Language population had been identified. In the 2015-16 school year, Hargrove Elementary School was comprised of 55% Hispanic, however, overall their parent participation was less than 20%. For this study, Hargrove Elementary's goal was to improve the overall parent participation rate to 35 – 40% and more specifically the Hispanic population's rate to 30%, based on discussion with Hargrove's

leadership team during the 2015-16 school year. As the parent involvement improved, based on research, as a result the researcher should expect an increase in student achievement (Epstein, 2011; Henderson & Mapp, 2002; Hornby, 2000).

The purposes of the problem of practice were to investigate the barriers to Hispanic parents being involved in their child's education, investigate ways to alleviate as many barriers as possible, for the Hispanic parents to feel as though the education of their child is a partnership with the school and find ways for all stakeholders to understand their role in Hispanic education and Hispanic student achievement. As the parent involvement improved and relationships improved, the staff hoped to simultaneously improve student achievement. The types of parental involvement were assessed along with student academic data grades three through five utilizing Epstein's types of parental involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community (Epstein, 2011). In order to effectively involve parents, some training was necessary.

It was imperative that teachers be trained on how to effectively involve parents, as this was not part of standard education teacher preparation programs (O'Neal et al., 2008). Partnership between home and school versus one-way communication to home from school is a more effective way to involve parents (Epstein, 2009). In addition Epstein (2009) suggests, parent involvement is more consistent in schools where there is a culture of collaboration between home and school and a welcoming atmosphere. These suggestions were very important to Hargrove Elementary to improve parental involvement. For Hispanic parents some of the factors that prevented them from being involved in schools were the lack of the staff being hospitable and friendly, lack of effective communication, and the lack of initiative of the staff to greater involve the parents (Smith et al., 2008). Hargrove's staff intended to set the atmosphere

to be conducive to a partnership where students, parents, and staff could collaborate in order to increase student achievement. One of the first tasks of this study was to survey (See Appendix L) the parents as to the success of the study's effort to create a welcoming atmosphere for effective two-way communication and engagement and other elements of Epstein's (2011) types of parental involvement. Establishing and maintaining high levels of parental involvement in schools was and continues to be an essential element in ensuring the staff's effectiveness in providing the best possible education for the children they serve.

Study Questions

The purposes of the problem of practice were to investigate the barriers to Hispanic parents being involved in their child's education, investigate ways to alleviate as many barriers as possible, for Hispanic parents to feel as though the education of their child is a partnership with the school and find ways for all stakeholders to understand their role in Hispanic education and Hispanic student achievement. The overall guiding questions for this study were as follows:

- How can the faculty and staff of Hargrove Elementary improve the types of the parental involvement as defined by Joyce Epstein (2009) for Hispanics in a rural elementary school? Those types include Parenting, Communicating, Volunteering, Learning at Home, Decision Making and Collaborating with the Community (Epstein, 2009).
- Using the six types of parental involvement as defined by Joyce Epstein (2009), what impact will improved Hispanic parental involvement have on student achievement (measured by benchmarks and other academic markers)?
- Through training and opportunities, how will the types of parental involvement of Hispanics improve?

- What are the barriers to Hispanic parental involvement and how can the school staff alleviate those barriers?

This study investigated parental involvement levels for 2015-16 utilizing the Epstein level of involvement compared to 2016-17 (see Table 8). Based on these findings, analyzing feedback from parents that attended parental events and activities, and analyzing student achievement data, the school administrators also studied the effect of the professional development on improving Hispanic parental involvement.

There is evidence that suggests parental involvement positively influences student achievement and overall well-being of the child (Epstein, 2009; Henderson & Mapp, 2002). Educators and parents alike play vital roles in the academic success of students. Epstein's (2009) studies indicated an effective partnership between home and school yield effective parental involvement. The researcher utilized these studies to ensure Hargrove provided more activities such as: newsletters with academic suggestions for parents, more frequent phone communicating the academic activities and other weekly activities that would take place at school, and provided tips to increase the parental involvement through the promotion of learning at home. It was and still is the school's responsibility to implement and provide opportunities to promote parental involvement as defined by the federal government.

Data Sources

In this chapter, the study analyzed various sources of data. Analyses of the data included attendance at school based activities, programs, and conferences including the number of attendees and the demographics of the attendees. This data allowed the researcher to gather information as to parent participation in the events and activities. The data collected from the parental involvement activities this school year mainly consisted of sign in sheets for the purpose

of attendance. The activities that were offered during 2016-17 school year (up until November 2016) at Hargrove Elementary are categorized using Epstein's six type of parental involvement (Epstein, 2009) and described in Table 9. The participation rates for activities by ethnicities and overall are listed in Table 8.

Analysis of Parent Survey Responses

The Parental Involvement Survey (see Appendix L) was adapted to meet the needs of the research. There were a total of 30 questions/statements and 3 sections of yes/no questions regarding activities the parents were involved in, would be interested in, and would participate with in the future. There was one multiple select question that addressed how parents accessed information from the school and there was one open ended question that asked for specific comments or suggestions on how the school could better support the parental involvement in the children's learning and school. The last few questions of the survey provided the researcher with specific information as to the respondents. The 19 respondents included five (26.3%) males, 11 (57.9%) females and 4 didn't respond to the question. The respondents consisted of 1 grandmother, 1 foster parent and 17 parents with the races: 4 (21.1%) African-American, 12 (63.2%) Hispanic, 2 (10.5%) White and 1 (5.2%) no response. Their children were spread out over the grades Pre-kindergarten through fifth grade: 5 Pre-kindergarten, 3 Kindergarten, 4 First graders, 5 Second graders, 7 Third graders, 5 Fourth graders and 4 Fifth graders.

The Parental Involvement Survey was given to the parents at a school based event in March 2016 and allowed the researcher to analyze parent perceptions of the efforts of the school and the effectiveness of the attempts at improving their involvement. The Parental Involvement Survey also provided some insight pertaining to parents' expectations, perceptions and experiences regarding their involvement in their child's education. Hispanic parental input and

faculty input allowed the researcher to compare the barriers to parental involvement (see Figures 3 & 4) and solutions each group's point-of-view. Qualitative analysis of survey data helped determine patterns of responses that were used to identify barriers parents faced. This included developing broad, valuable and detailed descriptions of the data analyzed, including determining common themes and drawing conclusions about their meaning (Creswell, 2007) and how it related to the purposes of the problem of practice.

The data was best analyzed using the different types of parental involvement: parenting, communicating, volunteering, learning at home, decision making and collaborating with community (Epstein 2011). The questionnaire had a broad variety of response choices in the questionnaire as some were ranking, some were yes/no, some were multiple select and some were fill in the blank. There were a total of 19 respondents to the questionnaire. The statements were directed toward activities and feelings of the parents and their responses were either strongly agree, agree, neutral, disagree, strongly disagree or don't know/not applicable. There were statements pertaining to the types of activities they participated in, would participate in if offered or plan to participate in the future. Lastly there was a space provided for the parent to give some information regarding gender, ethnicity, child's grade level, and their relationship to the child. There was no request for parent/guardian names. The raw data for the responses to the survey are arranged in Table 10 according to the types of parental involvement as explained by Epstein (2011).

Each of the questions in the questionnaire were related to one of Epstein's (2011) six types of involvement using her descriptions. They are categorized in Table 10. The researcher provided more details and descriptions of the respondents' answers as it relates to each involvement type in the information to follow.

Parental Involvement...	
Barriers	Suggestions
• Involvement opportunities	• create a list of opportunities
• Scheduling conflicts	• parent survey of interests
• knowledge	• hold meetings at diff. times i.e.: CHATS during morning, afternoon, & evening hours or a session prior to PTO
• Lack of communication	• curriculum night - include a meal & <u>show off</u> student work
	• monthly calendar, discussions at Open House
	• Choose 1 day of the week for involvement
	• PTO booth
Teachers	

Note. Figure 3 is the chart paper that denotes the ideas the staff had in regards to barriers to parental involvement and how to alleviate those barriers.

Figure 3. Sample - Brainstorming from staff.

Barriers	Ways to alleviate
· Language (4)	· More translators (4)
· School Schedule vs: (4) Work Schedule (10-12 hrs.)	· More time available (4)
· Lack of transportation (4)	· Continue with chats (3)
· Newcomers (2)	· ESL classes for (3) adults
· Unfamiliar with school (2) Systems	· Parenting classes (3)
· Too many requisites (3) for volunteering (Too much paperwork or unable to provide paper- work)	· Spanish voicemail (2)
· None (1)	· Direct line in (1) Spanish

Note. Figure 4 is the chart paper that denotes the ideas the parents had in regards to barriers to parental involvement and how to alleviate those barriers.

Figure 4. Sample - Brainstorming from Hispanic parents.

Table 10

Hargrove Elementary Parent Involvement Survey

Epstein Type	Question #	Strongly Agree & Agree	Neutral	Strongly Disagree & Disagree	Not applicable or No Response
Parenting	3	17	1		1
	23	19			
Communicating	4	19			
	5	19			
	6	17	1		1
	7	13	6		
	8	19			
	17	18	1		
	20	16	1		2
	28	19			
Volunteering	9	18	1		
	10	3	2		14
	24				
	25				
Learning at Home	2	16		1	2
	11	15		1	3
	12	17			2
	13	16	2		1
	14	15	3		1
	15	19			
	16	18		1	
	18	16	2	1	
	29	16	1	1	1
Decision Making	19	14	2		3
Collaborating w/ Community	1	18	1		
	22	15	2	1	1
	26	19			
	27	19			
	30	15	2		2

Note. This table provides the raw data with the number of respondents for each category as grouped according to Epstein's (2011) six types of parental involvement.

Parenting. The questionnaire contained two questions (#3, #23) that met this description. According to Epstein (2011), parenting is described as helping all families understand child and adolescent development and establishing home environments that support children as students. Of the respondents, 94.6% either agreed or strongly agreed the school has done favorably in providing activities that assisted in the area of parenting. The other 5.4% of the respondents selected neutral or don't know/not applicable. Respondents indicated that the school provided information to the parents regarding child development through newsletters, information from the Parent Teacher Student Association and other communications on a consistent basis as well as making the students comfortable and prepared as they moved to the next grade level.

The researcher at the time the survey was given the Principal of the school and therefore had a deep understanding of the school culture at the time. Therefore, the researcher added only one open ended response to understand the overall sentiments of the parents that responded to the survey. The questionnaire contained one open-ended response question that asked parents to indicate any comments/suggestions on what the school could do better to support their involvement in their child's learning at school. The researcher recommended one because open ended responses do not necessary elicit many responses. There were 2 out of 19, (10.5%), respondents to the open ended question. One respondent suggested more teachers invite parents to read in class (volunteering) and have parent volunteers to help with teacher needs throughout the year (volunteering). Another respondent suggested the following: parents be notified when the students take local benchmark tests (communicating), tutoring for the students throughout the year, and more frequent communication from the teacher regarding any problems (communication). Based on the analysis, the researcher found communication regarding problems to be a frequent response from the Hispanic parents. No matter how frequently, these

parents wanted to be informed if their children were misbehaving or not performing well academically. The researcher understood this to be that even if the Hispanic could not directly assist with the academics, their expectations were that their children come to school, behave and do their best in their schoolwork. This message was being communicated to the Hispanic students by their parents consistently. In addition, the parents were supportive in their comments that the school provided plenty of strategies for them to support their students at home with their schoolwork.

Communicating. The questionnaire addressed this element through questions #4-8, 17, 20 and 28. Epstein (2011) described communicating as designing and conducting effective forms of two-way communications about school programs and children's progress. In the area of communicating, 83.6% either agreed or strongly agreed the school was successful in their communications. In reviewing the various communication data the researcher found that the school communicated with the parents frequently whether through parent-teacher conferences, homework folder, e-mails. The staff listened to the parent concerns, provided translators when necessary, and had the two-way communication established.

There was a multiple select question that also addressed communication. The statement asked respondents to check any of the sources they used to access information about Hargrove Elementary. All 100% of the respondents selected homework folder, 94.7% selected contact the teacher, 89.5% selected parent/teacher conference, 52.6% selected weekly call from Principal, 47.4% selected Hargrove's Facebook page, 36.8% selected Hargrove Elementary website and 15.8% selected Hargrove's Twitter. The researcher found that communication was not a problem but it could be enhanced with the use of more translators throughout the day and at afterschool events.

Volunteering. The questionnaire contained several questions (#9, 10, 24, and 25) that met this description. Volunteering, as described by Epstein (2011), is recruiting and organizing help and support at school, home, or in other locations to support the school and students' activities. Seventy-five percent of the respondents agreed or strongly agreed that the school was satisfactory in the area of volunteering. In reviewing the various sources of data (survey, CHATS feedback, and informal feedback) the researcher found that the school offered different ways for the parents to be involved, they were trained (if needed) on their task, the school is a friendly environment and the parents felt their involvement was valued. The researcher did find this to be a concern for Hispanic parental involvement in that if they volunteered more in classrooms, it would be beneficial to their assistance they provide to their children at home.

Learning at home. As it pertained to learning at home, there were questions #2, 11-16, 18 and 29. According to Epstein (2011), learning at home is described as providing information and ideas to families about how to help students with homework and curriculum-related activities and decisions. For these questions, 89.5% of the respondents either agreed or strongly agreed that the school fulfilled this type of involvement. However, there were a small 2.9% that either disagreed or strongly disagreed. In reviewing the various sources of data (survey, CHATS feedback, and agendas at curriculum nights) the researcher found that the school sent information to the parents as to what they could do to help their child at home, regular academic updates, and information on academic expectations for their child's grade level. The school also challenged and supported the students academically, adjusted the instruction to meet the students' individual needs, involved the parents in academic goal setting, and even provided the families with information on how to monitor and discuss schoolwork with their children. The researcher did

not find this to be a barrier to parental involvement. The Hispanic parents used the strategies provided by the school and helped their children in every way they could at home.

Decision making. There was only one question (#19) on the questionnaire that met this description. Epstein (2011) described decision making as having parents from all backgrounds serve as representatives and leaders on school committees and obtaining input from all parents on school decisions. There were 14 out of 19 (73.6%) of respondents that agreed or strongly agreed with the school's effort in the area of decision making. In reviewing the survey the researcher found that the school provided the opportunity for parents to be involved in school improvement planning and decision-making. This was mainly in the form of serving on the School Leadership Team and/or Parent Teacher Organization. The researcher did not find this to be a barrier to Hispanic parental involvement. The parents were informed and satisfied with the happenings of the school.

Collaborating with community. There were several questions that met this description including #1, 21, 22, 26, 27 and 30. Collaborating with the community, as described by Epstein (2011), is identifying and integrating resources and services from the community to strengthen and support schools, students, and their families, and organizing activities to benefit the community and increase students' learning opportunities. The percentage of respondents that felt the school was successful in this area, either agreed or strongly agreed, was at 88.6% and there was a small 5% who either disagreed or strongly disagreed. In reviewing the various sources of data (survey, CHATS feedback, and curriculum nights information) the researcher found that the school made the parents feel welcomed, provided them with community services to help with their child's learning, and behavior needs as well as the family needs and provided ways for families to be involved at home or in the community if they cannot volunteer at school. The

school also made a concerted effort to respect and include all cultures and diversity within the student body as well as demonstrated that the school was (and is) a safe place for students to learn. The researcher did not find this to be barrier to Hispanic parental involvement. This community was very close and utilized each other to collaborate with and accomplish the necessary tasks at hand. Due to the area being very rural, there were not community resources such as after school programs, community buildings, etc. that would be available in an urban area.

Other. Other questions/statements were included to gather feedback on how parents currently participated, would participate, and what activities they would like to see offered. Most of the respondents, on average 63.6%, indicated they would participate in the following supports if offered: English/Spanish classes, transportation services, assisting in the classroom, leading clubs/activities, and monitoring/working the hallways and cafeteria. Most of the respondents, on average 56.7% indicated they already participated in the following supports: curriculum nights, PTO meetings, assisting school with translations, volunteer in the cafeteria, School Leadership Team, reading/homework at home, planning field trips, and volunteering for the book fair. In the area of planning to participate, an average of 54.3% indicated they plan to participate in the following events in the future: curriculum nights, PTO meetings, assisting school with translations, volunteer in the cafeteria, School Leadership Team, reading/homework at home, planning field trips, and volunteering for the book fair.

Analysis of CHATS Data

Throughout the study, some occurring at CHATS sessions (February, March, and November 2016) and others at school improvement team meetings (June and August 2016), there were conversations where the goal was to identify some barriers and how the staff/parents could

alleviate those barriers. Those suggestions were noted on chart paper (see Figure 3 (staff) and Figure 4 (parents)). In reviewing the various notes and synthesizing the comments, the researcher found that both parents and staff agreed that scheduling was a barrier. The staff understood the parents have long hours to work and may need flexibility in the timing of the activities. The parents concurred with that solution as well. The other barriers were similar, but not the exact same. Some suggestions offered by parents were immediately implemented such as Spanish voicemail and the school even ensured weekly calls were in English and Spanish in order to best serve the Hispanic population. Transportation was one barrier that we could overcome one family at a time utilizing the migrant tutors to provide them transportation to the school. However, the staff did not have a solution to that on a bigger scale.

The comments from all of the sessions were studied and categorized for this study. As this study aimed to improve parental involvement as measured by Epstein's (2009) six involvement types, some of the comments are categorized according to those types in Table 11. Once the data was categorized, the researcher concluded that parents that could be involved were and those same parents actually wanted more parents to be involved. The largest number of comments, 63, indicated that the Hispanic parents still felt the need for more translators. The synthesis of the various feedback from the CHATS session also provided the staff with valuable suggestions as to how the school could improve the parental involvement and relationship with the parents. The one barrier that the staff really worked at to improve was to have more translators available during events. There were migrant tutors across the county that were scheduled in advance to assist with events and this proved to be very beneficial as the parents felt the staff was more accessible with the translators' help. Overall, after analyzing the various data

Table 11

Feedback from Various CHATS Sessions at Hargrove Elementary

	Strengths (120+)	Areas of Concern (45+)	Suggestions (80+)
Parenting	<ul style="list-style-type: none"> *Parent nights & curriculum nights *Tutoring program 	<ul style="list-style-type: none"> *Need more classroom parent activities 	<ul style="list-style-type: none"> *Parents need to attend the meetings to ask about the progress of their children
Communicating	<ul style="list-style-type: none"> *Continue excellent attention to us and our children *Appreciate the open dialogue between school personnel and parents 	<ul style="list-style-type: none"> *We need a phone menu in Spanish *Need bilingual secretary 	<ul style="list-style-type: none"> *Continue CHATS *More reminder so more people will come
Volunteering	<ul style="list-style-type: none"> *Parents have the opportunity to be involved with their kids *I feel that this (CHATS) will help with involvement 	<ul style="list-style-type: none"> *It is hard to volunteer when you cannot come to the school *Find volunteers to make and answer calls in Spanish 	<ul style="list-style-type: none"> *Could be a better volunteer if specific activities were provided *Look for volunteers
Learning at Home	<ul style="list-style-type: none"> *Taking time to include parents *The sessions are very informative *Valuable (academic) information is given *My child shared what they learned about others from the multicultural event 	<ul style="list-style-type: none"> *Have more teachers available in the CHATS *I want to help more with my child at home but my English is not so good 	<ul style="list-style-type: none"> *Continue with Facebook posts of classroom activities *Continue to have meetings to inform parents on how to help their child learn
Decision Making	<ul style="list-style-type: none"> *Keeping parents involved with the Principal 		<ul style="list-style-type: none"> *Review tardy policy with parents at PTO to decrease tardiness *Parents need to attend meetings so that they are involved in decisions at school

Table 11 (continued)

	Strengths (120+)	Areas of Concern (45+)	Suggestions (80+)
Collaborating with the Community	*School working together with parents *Continue celebrating diversity *Multicultural day was wonderful	*Try not to have too many fundraisers at once *Involve more parents in the multicultural event	*Different types of events and fundraisers

Note. The table includes the comments from the CHATS sessions categorized using Epstein's (2011) six types of parental involvement. The comments are not ranked in any particular order.

sources, relationships improved with the changes made from these simple, yet powerful conversations.

The staff consistently solicited the feedback of the parents, Hispanic and non-Hispanic, throughout the study. Samples of the feedback solicited at each CHATS session can be found in Appendices I, J and K. During the February 2016 CHATS session one parent in particular shared the contact information of a community agency that may could offer free assistance with the translation services. On several occasions, the researcher contacted the suggested agency and a community college in the area to attempt to secure some extra translators. Those efforts were unsuccessful due to their availability, however, the staff were able to utilize the migrant tutors across the county to come for major events. This proved to be very helpful and it was noted as teachers indicated during the conferences the ease and flow was much better with the increased amount of translators.

Student Achievement Data Analysis

Hornby (2011) notes that parental involvement is of considerable importance to children's achievement in schools. Through his research and studies conducted on elementary schools' parental involvement, he concluded several outcomes in addition to increased student achievement. With increased parental involvement there were improvements in children's attitudes, behavior and attendance at school; improved parent-teacher relationships, teacher morale and the school climate; and parents increased interest in their own education and increased satisfaction in parenting.

The literature supports that parental involvement has a positive impact on student achievement. Henderson and Mapp (2002) contend that children achieve better when families are involved in their education. Chadwick (2004) declares that "a more engaged [family & schools

included] community results in improved teaching and learning” (p. 13). Epstein (2009) declares the primary reason to form partnerships with families and school is to benefit the students with being prosperous in school post education. Ain (2012) acknowledges that engaged parents project the importance and appreciation of education to their children. As a result, children perform better hence enhancing their achievement (Ain, 2012). Although there is not a plethora of specific literature on the effects of Hispanic parental involvement, Jeynes (2003) has conducted some studies that link parental involvement to increased student achievement. For the greater good, the school, parents, and community should collaborate in order for the children to be successful.

The researcher analyzed the feedback from parents and staff alike and with the staff implemented the changes to improve parental involvement (see Table 12). This feedback was gathered on multiple occasions during CHATS, on survey, on CHATS feedback forms. This data was collected at beginning, middle, and towards the end of the school year. The analysis of data indicated several suggestions for changes. Some of those changes included: staff provided the parents of strategies to help their children at home academically, increase of translators at school events, more communication in both English and Spanish, and having more teachers available for the CHATS sessions. There were the same amount of parents involved in the curriculum nights (69 in 2015-16 and 2016-17). However, the evidence of the increase in the academic achievement data indicated the parents were more informed in their child’s education as they attended teacher conferences and academic meetings as well as other events at school. In turn, they were able to affect change in the academic area for their child. As the academic data showed in Table 12, there was an increase in each of the academic areas except one. The researcher

Table 12

Academic Data Hargrove Elementary

Type	Past Data 15-16	Current Data 16-17	Change (+/-)
Beginning of Grade 3 Test	16.67% (9/54)	17.74% (11/62)	+1.07
Benchmarks – 3 rd Math	61.5%	62.9%	+1.4
Benchmarks – 4 th LA	62% (EOG3 59)	61.3% (EOG3 57.9)	-0.7
Benchmarks 4 th Math	70.9% (EOG3 70.5)	72.7% (EOG3 86)	+1.8
Benchmarks 5 th LA	74.3%	74.9% (EOG4 63.6)	+0.6
Benchmarks 5 th Math	65.5%	73.9% (EOG4 67.3)	+8.4

attributed those small positive changes to the impactful changes listed above that the school made.

The parental activities at school were intertwined in providing academic suggestions every opportunity the parents attended. Specifically, at the November 2016 CHATS session, the parents' opinions were solicited by the researcher as to how their child's academics had been affected by their parental involvement in the school. Comments from the (11) parents included: they knew more questions to ask the children about their schoolwork, they used the Parent Portal (can access their child's grades) more often, child thrived when they were involved and encouraging, child felt supported and they knew what was going on, kept child excited about school, child knew what was expected from parent and teacher and knew parent and teacher were a team. The researcher used these comments along with the other data to gauge the progress of the parental involvement efforts of the staff. It showed the school had promoted the involvement and have worked with the parents to form that partnership Epstein (2009) speaks so frequently about and the impact that it can have on parental involvement.

When the researcher analyzed the participation numbers for the activities at the school, comparing 2015-16 to 2016-17, there was a decrease in each event except the Curriculum Nights (see Table 9) which remained the same. The amounts of decrease were: Progress Reports/Accountability Conferences – 24%, Open House – 15%, Goodies for Grandparents – 24%, CHATS session – 35%. The researcher noted a change in the leadership took place and this could have had an effect on participation. However, with the feedback from parents and staff coupled with the academic data, it was obvious that the level of involvement still improved despite the decline in numbers (see Table 9). Sampson County was also affected by Hurricane Matthew in October 2016 which also had an effect on the number of parent participants.

Sampson County Schools missed 8 days of school due to the storm and the aftermath. There were numerous road closings all over the county which affected (and still has an impact as of February 2017) transportation. Where some may have had a direct route to the school, after the storm may have to take a detour that would add an additional 5-10 miles to their trip. Countywide, there were at least 10 families devastated as they were displaced due to storm damage to their homes. The researcher resides in this community and saw firsthand the devastation from the hurricane in the community. There were also some farmers whose Hispanic employees' work load was impacted by the storm as well. It is important to note that what could be perceived as researcher bias actually was a contribution since it allowed the researcher to have a better understanding of the parental culture and community.

Study Findings

The results of the study are presented below and organized according to the research questions.

Study Question 1

How can the faculty and staff of Hargrove Elementary improve the types of the parental involvement as defined by Joyce Epstein (2009) for Hispanics in a rural elementary school? Those types include Parenting, Communicating, Volunteering, Learning at Home, Decision Making and Collaborating with the Community (Epstein, 2009).

The data from the questionnaire and feedback from the CHATS sessions showed that a large number of Hispanic and non-Hispanic parents are involved in their children's education. Overall, the attendance numbers in most school based activities decreased from 2015-16 school year to 2016-17 school year. One major factor that contributed to the decrease in the number of parents that attended events at school was Hurricane Matthew that struck in October 2016.

Significant damage took place in Sampson County which displaced some families and caused many to be unemployed for a period of weeks. The students missed nearly 1 ½ weeks of school mainly due to the damage that was done to the roads which prevented safe travel for the buses to pick up the students. The road conditions also made it difficult for parents to have a direct path to school in some cases.

The researcher also gauged the progress of this goal to improve parental involvement by Epstein's (2009) different types of involvement and the outcomes that Epstein found in her past studies. For parenting, the staff provided tips for the parents to assist in their child's education, provided them with contacts for family support services as needed, and conducted home visits for students coming to Pre-K (school) for the first time. The findings indicated, 84.2% agree or strongly agree, that there was growth in this area as parents had an understanding of and a confidence in the changed conditions for learning. In the area of communicating, the staff regularly sent newsletters in English and Spanish, held parent conferences, and had translators available for families. The findings indicated 80% of parents monitored and had an awareness of child's progress, interacted with teachers, and communicated with teachers with ease. For volunteering, the staff provided opportunities for parents to volunteer in the classroom. Ninety-five percent of parents indicated that families are welcomed and valued at school. Parents were provided with information on the curriculum, information on homework and participated in goal-setting for their child in the category of learning at home. The findings showed that 84% of parents knew how to support and help their child at home. With decision-making, parents were encouraged and invited to participate in the Parent and Teacher Organization and parents served on the School Improvement Team. The researcher found that 75% of parents indicated that they had input into policies that affected their child's education. In reference to collaborating with the

community, the staff provided the families with information on summer programs in the community. There was a summer arts program where students had the opportunity in which to participate. The rural community did not have an abundance of offerings for students but they were made aware of what was offered. Ninety-five percent of parents indicated they had an awareness of the school's role in the community. Overall the parent involvement improved but did not necessarily increase and the researcher appreciated quality over quantity.

Despite the challenges, the researcher found that the school made small changes in the way the school could better serve the Hispanic population. The Hispanic parents were provided with more translators at school for events (communicating), staff schedules were altered to meet the peak time of phone calls (communicating), written and verbal correspondences were communicated in English as well as Spanish (communicating). Through the CHATS session, the relationship between the staff and parents improved as the open dialogue continued to progress (communicating). Parents were able to provide input on school decisions as well as get more information about how they could volunteer at school (decision making). Curriculum materials were given to the parents that were specific to the child's grade level and offered many suggestions for the parents to help their children with homework and curriculum-related activities (learning at home & parenting). The curriculum night's attendance remained constant at 69 parents/guardians. These sessions contained information that was useful to the parents including what the students would be learning throughout the year and how the parents could support their children as students.

It was also noteworthy that there were Hispanic parents who still believed that educating their child was the school's responsibility which could also be a contributing factor in the lack of increase in participation numbers. Zarate (2007) surveyed Hispanic parents who indicated

responsibility of education of their children could be relinquished to the school. The staff of Hargrove Elementary were proactive in the approach to the Hispanic parents as they consistently solicited the parents help and support. The staff stressed to parents the importance of the partnership between home and school and the benefits that partnership could provide to their child's academic success.

In addition, in order to improve the types of parental involvement, the staff of Hargrove Elementary needed to do more work on the Epstein's (2009) parental involvement types including: volunteering and collaborating with the community. The staff should develop a list of classroom/school activities (volunteering) available to parents and offer specific dates for parents to sign up at Open House. The staff should encourage and assist parents with filling out the proper paperwork to become a volunteer. The staff should involve the parents and families more with the planning of the Spring Fling, which is the school's major fundraiser (collaborating with the community). The staff should work more with the agencies in the community to provide assistance to families when needed (collaborating with the community). For example, share the mobile library summer schedule with the parents so the students can be reading throughout the summer. These additional actions would assist in improving the parental involvement.

Study Question 2

Using the 6 types of parental involvement as defined by Joyce Epstein (2009) what impact will improved Hispanic parental involvement have on student achievement (measured by benchmarks and other academic markers)?

The researcher noted several occasions of school events (every CHATS session in 2015-16, CHATS November 2016, Curriculum nights for 2015-16 school year and September – October 2016, and Accountability night September 2015 and September 2016) where academics

were discussed. During the CHATS sessions, the staff provided tips on how to enhance the learning at home. This included specific pamphlets with grade specific curriculum tips for the parents to assist their child at home. The curriculum nights also provided a means for the staff to provide the parents a view of the overall plan of study for the school year and specific projects that were occurring at the time. These grade specific nights also provided parents time to ask questions and provide their input regarding their child's education as well. The academic data indicated in Table 12 indicated increases in the Beginning of Grade 3 ELA test, Grade 3, 4, and 5 Math benchmarks, and Grade 5 ELA benchmarks. These increases supported the efforts the parents and staff made to enhance that home to school partnership. According to the review of literature, Ain (2012) acknowledged that engaged parents project the importance and appreciation of education to their children. As a result, children performed better hence enhancing their achievement (Ain, 2012). The findings corroborate with Ain's (2012) findings as the parents obtained more information by engaging in the events, the students performed better than the previous year.

Henderson and Mapp (2002) conducted sessions that indicate positive relationships between parent-school partnerships and student achievement. Some of those benefits included improved participation in homework and higher scores on standardized tests. Epstein (2011) conducted studies in elementary schools with successful partnership programs. Students at those schools attendance improved and they made progress in the areas of math and writing. In both studies, there were gains in academics and more importantly parent participation and awareness. This also correlated to the researcher's study. There were gains in the academic data in Reading and Math and also with participation and awareness as evidenced by the feedback in the CHATS sessions. Epstein (2009) concluded that through frequent, meaningful home-school partnerships,

students are more likely to realize the importance of school and staying in school to further their education.

Study Question 3

Through training and opportunities, how will the types of parental involvement of Hispanics improve?

The staff provided parents with opportunities to be involved in the classroom, the Parent Teacher Organization, and School Improvement Team (the decision making entity at school). The staff also provided some training in the form of informational packets with tips and strategies from the National Parent Teacher Organization on how to be involved as a parent. The staff had discussions at each of the CHATS sessions regarding parental involvement and how it could be enhanced by the partnership between home and school. Overall, the parent involvement numbers did not increase. The researcher indicated that more training in the areas of volunteering and collaborating with the community for parents and teachers will be needed. The purpose of the training would be for improvement in those areas of parental involvement as the various data showed more opportunities were needed for the volunteering and collaborating with the community types of parental involvement (Epstein, 2009). The training should take place at the beginning of the year and at the middle of the school year for sustainability. Providing the proper training will allow the staff and parents to be knowledgeable as to how to better provide opportunities to volunteer, how to volunteer, and how to collaborate with the community. As the saying goes, knowledge is power. As parents and staff are more knowledge about the types of parental involvement they will be able to make better decisions about being involved.

Study Question 4

What are the barriers to Hispanic parental involvement and how can the school staff alleviate those barriers?

The staff indicated the barriers to parental involvement (in Figure 3) including: involvement opportunities, scheduling conflicts, knowledge, and lack of communication. The parents indicated the barriers to parental involvement (in Figure 4) including: language, school schedule versus work schedule, lack of transportation, and lack of knowledge of school systems. Dodd and Kancel (2002) pronounce the best way to overcome these and other barriers was to work together and view the barriers from the other point-of-view. In the brainstorming session, where suggestions to alleviate these barriers were also developed, each group considered the other group's point-of-view.

The suggestions on how to alleviate the barriers were discussed amongst parents and staff. Some of these were implemented as a part of this study. To address the barrier of involvement opportunities, the school provided parents with lists of ways to be involved at school and at home. To address scheduling conflicts, the CHATS sessions were offered at different times during the day. To address the barrier of parents being unfamiliar with school, during curriculum night, student work was showcased which helped the parents to see exactly what the students were doing in school. To address the barrier of language, more translators were provided during progress report pick up/accountability night. This resulted in increased understanding for the parents of their child's academic progress and expectations. To address the barrier of school schedule vs. work schedule, the English as Second Language teachers' schedules were designed around the parents' lunch time to accommodate the heavy call volume. Overall, the staff was able to address barriers as this study implemented some solutions and will

continue to work on the other barriers as they strive to provide the best education possible for all students. Hornby (2011) stresses the importance of effectively communicating with parents. Communication was key to the progress that the staff made with parental involvement in this area.

Significance of the Findings

The findings from this study indicated that parental involvement improved in the areas of parenting, communicating and learning at home. Some areas, such as volunteering, collaborating with the community and decision making still need more work as the findings indicated a decrease in participation alone. Although, the staff is committed to continuous improvement in everything the staff does including promoting the achievement of the students through improved parental involvement. The researcher is not in a position to generalize the findings and create a model for improving Hispanic parental involvement. However, based on the data the researcher gathered during this study, it can be argued that Hispanic parent's input and participation has an impact on their child's education and academics in this school setting. The findings helped the researcher make specific recommendations for this school community to increase its Hispanic parental involvement with the hopes to positively impact student achievement.

Recommendations for (The Next Year, 3 Years, 5 Years) Future Practice

This research supports the notion that it is imperative that rural elementary schools invest in parental involvement especially the Hispanic students and their families in order to improve educational outcomes. The findings of this study also supported the belief that Hispanic parents are supportive of the schools and do what they can at home to support the schools. Although it was not evident in the level of Hispanic parent involvement due to the barriers such as non-English speaking parents, low education levels, and time/travel constraints. The following are

recommendations for future research in the area of improving Hispanic parental involvement for Hargrove Elementary School.

The practices of improving Hispanic parental involvement in this rural elementary school has to become engrained in the culture of the school. This includes constantly looking for ways to involve parents in the school, outside of school, and behind the scenes making decisions. At every event, every effort needs to be made to include translators so that Hispanic parents feel essential to the school. Whenever possible, schedule meetings to respect the parents' time and availability. Keep in mind the parents that are still not able to attend meetings at school, therefore, send correspondence to them in their native language as to keep them abreast of what is going on at school.

One of the most frequent pieces of positive feedback the researcher received was to continue having the CHATS sessions. These sessions were informative, informal and very informal conversations between parents and staff on various subjects. The staff provided meals at each session and varied the times between morning and afternoon. Different topics were discussed at each session, with every session allowing for parental input and feedback. The interaction with the administrator and other staff members proved very beneficial to the school and parents. The CHATS sessions allowed the school to address all of six types of parental involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community as described by Epstein (2011). This component of parental involvement is one that would definitely be beneficial to any school interested in improving parental involvement.

Schools across the state continue to combat the restraints of budgets. In doing so, the researcher recommends the promotion of the community partnership to recruit Spanish speaking

assistance for the schools. During one of the CHATS sessions, a parent shared of a resource that the school may have access to in order to obtain “free” Spanish speaking help. The school capitalized on the infrastructure that offered assistance by contacting them on several occasions. Although they were unable to provide people that were a good fit for the schools’ needs, there was constant communication sharing the needs and progress on finding someone. Utilizing any community partnerships that are available to schools is an added bonus and should be taken advantage of in cases where it is available.

The researcher’s main goal was to increase the number of parental involvement with a focus on Hispanic parents. Although there was not an increase in the percentages, the quality of the parental involvement improved and there was a positive impact on student achievement. The researcher suggested recommendations for continued improvement. For the next academic year the staff should focus on Epstein’s (2009) volunteering type of involvement. With the increased accountability for teachers, they have become very protective of the instructional time. Therefore, there has to be some training for staff and parents on volunteering on a consistent basis in meaningful ways that will benefit all stakeholders. In the literature, Epstein (2009) indicated that the results to collaborating with the community included increased skills and talents for students, parent interaction with other families, and the staff will be more knowledgeable, helpful referrals of children and families to needed services. This was one of the areas where the school can benefit the most. Increased parental involvement in the areas of volunteering and collaborating with the community could also lead to emotional and academic achievements for the students (Epstein, 2009). Improved academic achievement did occur during the study, however, the impact could be even greater with more engagement.

Too little parental involvement was how the researcher chose to study and improve parental involvement. The researcher recommends submitting a grant for the school to receive funding to address the barriers to parental involvement. Those reoccurring barriers were: transportation, translators, and further professional development for the parents and staff. The goal for the grant would be to continue to improve parental involvement being inclusive of the Hispanic population. The grant, written for a total of \$40,000, would provide funding to hire a Spanish speaking teacher assistant, transportation to major events, and professional development for staff/training for parents. The breakdown of the grant funds is found in Table 13.

The researcher recommends applying for this grant every two years or as the school sees fit for their needs. As the grant funds are implement and strategies are implemented, the stakeholders have tow collaboratively work together. In doing so, keeping in mind that Americans are task oriented and Hispanics are more interpersonal. Accomplish the tasks with that personal touch.

The researcher also suggested to continue with the CHATS, provide more structure as to what to discuss each time ensuring it is connected to parental involvement. To even be more personal with the focus on more Hispanic parents, consider changing the name to CAFÉ time being inclusive of Hispanic types of food as well. The researcher is confident with these suggestions, the staff could obtain their goal of increased parental involvement.

Conclusion

Parental involvement is a significant aspect of whether a child is academically successful. The fact that the number of Hispanics in the area and that continue to migrate to the area provides the basis necessary to urge schools to engage the Hispanic population as to benefit the child. Promoting parental involvement of Hispanic parents can enhance their child's academic future.

Table 13

Funding Details for Parental Involvement Grant

Description	Amount
Staff paid as a teacher assistant will provide translation services for staff and parents, and provide support to parents regarding school on a part time basis for a period of two years.	\$30,000
Transportation to the major events at school including: Curriculum Nights, Parent Teacher Organization events. Accountability Conferences, and Parental Involvement Training.	\$1,000
Professional development/Parent training – partner with school system with similar demographics excelling in parental involvement; hire someone from there to provide professional development to teachers on a workday(s) for a total of 6 hours, topics covered would include how to involve parents but more specifically Hispanic parents; those same people will provide parental involvement training to the parents during an evening session with childcare provided by the teacher assistants, teachers available for interaction with the parents at their training for that interpersonal affect and have the event catered.	\$5,000
Hire an outside entity part time for two years to monitor the effectiveness and implementation of the grant	\$4,000

Based on the analysis of the attendance at school based events, attendance decreased.

Nationwide, parental involvement levels are low and what the researcher gleamed from this statistic is that schools have to continually searching for ways to involve and engage the parents.

In rural elementary schools with a high Hispanic population, schools can utilize the tips offered and affect change in their buildings. Staff knowing the cultures of the community and being aware of the need for the parent involvement is half the battle. Hispanic parents care about their children and their education just as much as other ethnicities do and the hope is for schools to collaborate and accommodate the challenges of parental involvement for the benefit of the students.

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APPENDIX A: LETTER OF SUPPORT FROM DR. ERIC BRACY

Sampson County
Board of Education
Deanna Stachler, Chairman
Sonya Powell, Vice-Chairman
Mary Brown
Faye Gay
Teffair Simpson
Glenn Tarr
C. H. Wilson



P. O. Box 439
Clinton, North Carolina 28329
Telephone: 919-593-1461
Fax: 919-593-2443
www.sampson.k12.nc.us
Dr. Eric C. Bracy
Superintendent

April 12, 2016

Dr. William Rouse
Department of Educational Leadership
Ragsdale 210 5th Street
Greenville, North Carolina 27858-4353

Re: Support for Shajuana Sellers

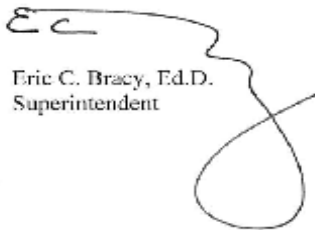
Dear Dr. Rouse:

It is my pleasure to write a letter in support of the research involving Parental Involvement being submitted to the LEED Program by Shajuana Sellers.

Shajuana has been employed with Sampson County Schools since August 2008. She has served four years as an Assistant Principal, one year as Director of the Alternative Learning Program and is in her third year as Principal at Hargrove Elementary. We had a discussion about the need for the increase in parental involvement and I agree with the need and support her efforts to attain this in the school and be able to utilize those strategies throughout the county.

In conclusion, I fully support the efforts of Shajuana Sellers as she seeks to increase parental involvement with the hopes of seeing the benefit to our students, school, and the community at large.

Sincerely,


Eric C. Bracy, Ed.D.
Superintendent

APPENDIX B: SAMPSON COUNTY SCHOOLS MEDICAL ALERT



P. O. Box 439
Clinton, North Carolina 28329
Telephone: 910-592-1401
Fax : 910-590-2445
www.sampson.k12.nc.us

MEDICAL ALERT

Sampson County
Board of Education
Dewain Sinclair
Board Chairman
Sonya Powell
Vice Chairman
Mary Brown
Faye Gay
Kim Schmidt
Telfair Simpson
Glenn Tart

Superintendent
Dr. Eric C. Bracy

Student Name: _____ Grade _____

Date of Birth: _____ Male/Female (Circle) White/Black/Hispanic/Other (Circle)

Address: _____

Phone: _____

Parent/Legal Guardian: _____

Mother: Work No. _____ Father: Work No. _____
Cell No. _____ Cell No. _____

Emergency Contacts:

Name: _____ Phone: _____

Name: _____ Phone: _____

Please circle the correct answer and complete the information as needed.

Does your child have any health problems? Yes No

If yes, please complete the following information:

Name the condition(s): _____

When did the child last have problem(s)? _____

Is child on any medication? _____
What? _____

Will he need medication at school? _____

What do we need to be aware of concerning your child's condition?

Who is the child's physician?

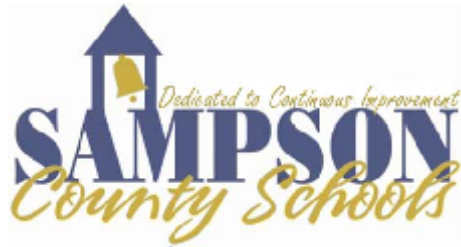
Name: _____ Phone: _____

It is the parent/guardian's responsibility to inform the school nurse if your child's medical condition changes or if your child develops a new condition. I hereby give permission for the school and the healthcare provider to release/exchange any medical information pertinent to my child's health condition(s).

Parent signature: _____ Date: _____

*Teachers: Please place a copy of all Medical Alert Forms in the School Nurse Box.

APPENDIX C: SAMPSON COUNTY SCHOOLS MEDICAL ALERT SPANISH



Sampson County
Board of Education
Dewain Sinclair
Chairman
Sonya Powell
Vice-Chairman
Mary Brown
Faye Gay
Kim Schmidlin
Telfair Simpson
Glenn Tart

Superintendent
Dr. Eric C. Bracy

P. O. Box 439
Clinton, North Carolina 28329
Telephone: 910-592-1401
Fax : 910-590-2445
www.sampson.k12.nc.us

ALERTA MEDICA

Nombre del Estudiante: _____ Grado: _____

Fecha de Nacimiento: _____ Masculino/Femenino(encierre en un círculo) Blanco/Negro/Hispano/Otro (encierre en un círculo)

Dirección: _____

Teléfono: _____

Padre/ Guardián Legal: _____

Madre: # del trabajo _____ Padre: # del trabajo _____

del Celular _____ # del celular _____

Contactos de Emergencia:

Nombre: _____ Teléfono: _____

Nombre: _____ Teléfono: _____

Por favor encierre en un círculo la respuesta correcta y complete la información que se necesite.

¿Tiene su hijo algún problema de salud? Si No

Si la respuesta es SI, por favor complete la siguiente información:

Nombre la(s) condición(es): _____

¿Cuándo fue la ultima vez que su hijo(a) tuvo problema(s)? _____

¿Está su hijo(a) bajo algún medicamento? _____

¿Cuál? _____

¿Necesitará tomar algún medicamento en la escuela? _____

¿En relación a la condición de su hijo(a) hay algo más que necesitemos saber? _____

¿Quién es el doctor de su hijo(a)?

Nombre: _____ Teléfono: _____

Es la responsabilidad del padre/guardián informar a la enfermera de la escuela si la condición médica de su hijo(a) cambia o si su hijo(a) desarrolla una condición nueva. Yo autorizo a la escuela y al proveedor de salud para que se den/intercambien cualquier información médica perteneciente a la condición de salud de mi hijo(a)

APPENDIX D: SAMPSON COUNTY SCHOOLS ENROLLMENT FORM

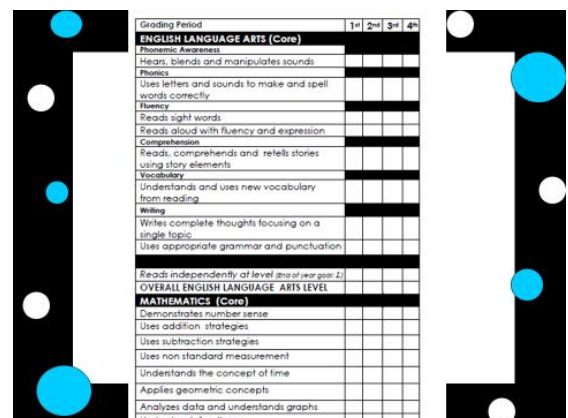
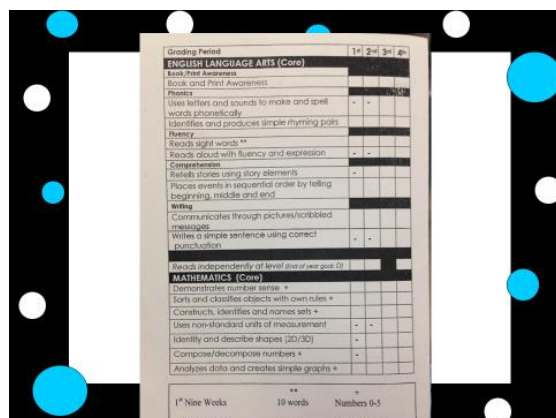
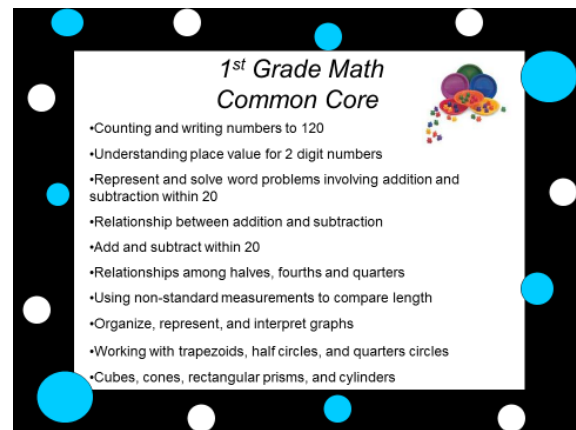
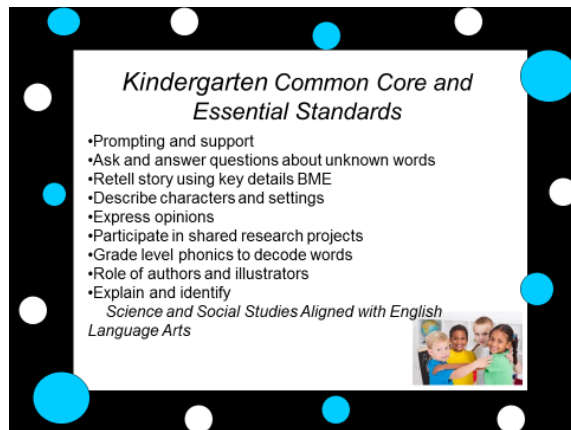
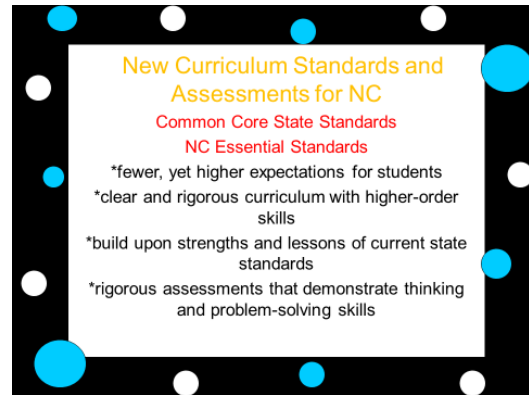
<h3 style="margin: 0;">Sampson County Schools</h3> <h4 style="margin: 0;">Enrollment/Student Information</h4>		ADMISSION INFO - office use only TEACHER _____ Student # _____ Entry Date _____ / Grade _____ BUS# _____ Alternate BUS # _____
Legal Last Name _____ First Name _____ Middle Name _____ Preferred First Name _____	Date of Birth _____ / _____ / _____ Month Day Year	
ETHNICITY: (check ONE) <input type="checkbox"/> HISPANIC/LATINO <input type="checkbox"/> NOT HISPANIC		
RACE: (Circle one or more) REQUIRED GENDER: (Circle) Male Female <input type="checkbox"/> WHITE <input type="checkbox"/> BLACK <input type="checkbox"/> ASIAN <input type="checkbox"/> AMERICAN INDIAN <input type="checkbox"/> NATIVE HAWAIIAN/PACIFIC ISLANDER		
Primary Home Phone No. () _____		
Primary 911 Address		Mailing Address (if different from 911 address)
Street No. & Name _____		Street No. & Name (or PO) _____
City & Zip Code _____		City & Zip Code _____
_____ CHECK HERE IF YOUR ADDRESS HAS CHANGED SINCE LAST SCHOOL YEAR.		
The information provided should be updated throughout the year if any changes occur. Information provided will be used for the Blackboard calling system in the event of emergencies and for the purpose of sending general school information.		
Student LIVES With: <input type="checkbox"/> Mother & Father <input type="checkbox"/> Mother Only <input type="checkbox"/> Father Only <input type="checkbox"/> Guardian (CIRCLE ONE) <input type="checkbox"/> Mother & Step-Father <input type="checkbox"/> Father & Step-Mother		
Are there court custody orders on file? Yes _____ No _____		A COPY OF THE CUSTODY PAPERS MUST BE SUPPLIED TO THE SCHOOL.
In the case of joint custody, correspondence and phone communication will be provided to the Primary Address and Phone No. listed above, unless other arrangements have been made with the school.		
Parent/Guardian/Legal Custodian Information		
Mother/Guardian Information		Father/Guardian Information
Last Name	Last Name	
First Name	First Name	
Cell Phone	Cell Phone	
Home Phone	Home Phone	
Employer	Employer	
Occupation	Occupation	
Business Phone	Business Phone	
Email Address	Email Address	
Speaks English Yes No		Speaks English Yes No
Address: Same as student YES NO		Address: Same as student YES NO
If Different _____		If Different _____
_____		_____
TRANSPORTATION: BUS _____ CAR _____		

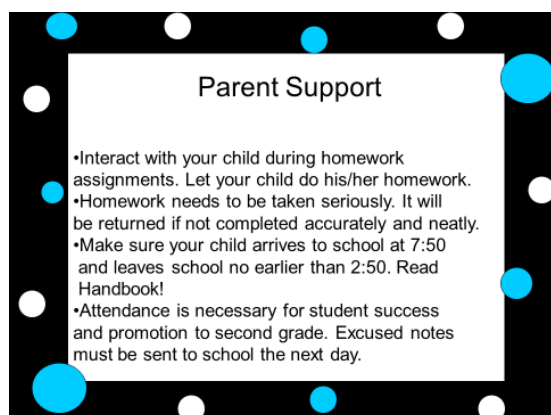
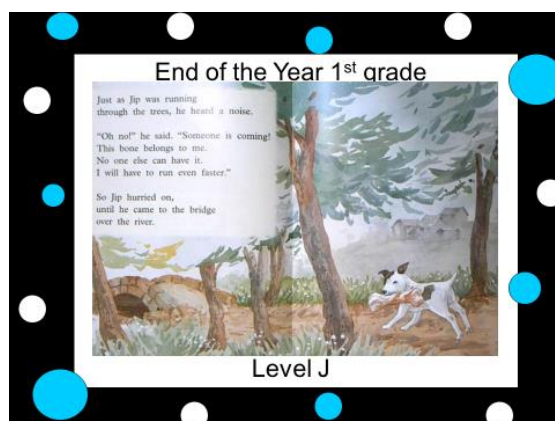
APPENDIX E: SAMPSON COUNTY SCHOOLS ENROLLMENT FORM SPANISH

Escuelas del Condado de Sampson Matrícula/Información del Estudiante		ADMISSION INFO - office use only
		TEACHER _____
		Student # _____
		Entry Date _____ / Grade _____
		BUS# _____ Alternate BUS # _____
<div style="display: flex; justify-content: space-between;"> <div> Fecha de Nacimiento _____ / _____ / _____ <small>Mes Día Año</small> </div> <div> Apellido _____ Nombre _____ </div> <div> Nombre del Medio _____ Nombre que prefiere _____ </div> </div>		
ETNICIDAD: (Marque Una) HISPANO/LATINO _____ NO HISPANO _____		
RAZA: (Encierre en un círculo uno o más) OBLIGATORIO GENERO: (Encierre en un círculo) Hombre Mujer BLANCA NEGRA ASIATICA INDIA AMERICANA NATIVOS DE HAWAI/ISLAS PACIFICAS		
Nº de Telef. Principal de la Casa: ()		
Dirección Principal de Emergencia		Dirección de Correo (si es diferente de la dirección de emergencias)
Nº de Calle & Nombre _____		Nº de Calle & Nombre (o PO) _____
Ciudad & Zona Postal _____		Ciudad & Zona Postal _____
_____ MARQUE AQUI SI SU DIRECCION HA CAMBIADO DESDE EL ULTIMO AÑO ESCOLAR.		
La información que se da debe actualizarse durante el año escolar si hay algun cambio. La información que usted nos da será usada por un sistema automatizado de llamadas (Blackboard) en casos de emergencias y para enviar información general de la escuela.		
El estudiante VIVE Con: Mamá & Papá Mamá Solamente Papá Solamente Guardian (ENCIERRE UNO) Mamá & Padrasto Papá & Madrastra		
¿Hay órdenes de custodia de la corte en el expediente? DEBE ENTREGAR UNA COPIA DE LOS PAPELES DE LA CUSTODIA A LA ESCUELA Sí _____ No _____		
En caso de custodia compartida, la comunicación por correo y teléfono será proporcionada a la Dirección primaria y Nº de teléfono que aparece arriba, al menos que se hayan hecho otros arreglos con la escuela.		
Información del Padre/Guardian/Custodio Legal		
Información de la Mamá/Guardian		Información del Papá/Guardian
Apellido _____	Apellido _____	Apellido _____
Nombre _____	Nombre _____	Nombre _____
Telef. Celular _____	Telef. Celular _____	Telef. Celular _____
Telef. De Casa _____	Telef. De Casa _____	Telef. De Casa _____
Empleador _____	Empleador _____	Empleador _____
Occupación _____	Occupación _____	Occupación _____
Telef. Del Trabajo _____	Telef. Del Trabajo _____	Telef. Del Trabajo _____
Dirección de email _____	Dirección de email _____	Dirección de email _____
Habla Inglés? Sí No		Habla Inglés? Sí No
Dirección: La misma del estudiante Sí NO Si es Diferente _____ _____		Dirección: La misma del estudiante Sí NO Si es Diferente _____ _____
TRANSPORTE: BUS _____ CARRO _____		

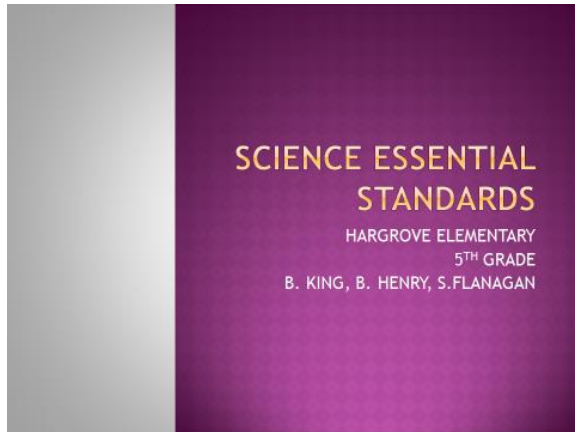
APPENDIX F: KINDERGARTEN/FIRST GRADE CURRICULUM NIGHT

POWERPOINT (PORTION)





APPENDIX G: FIFTH GRADE CURRICULUM NIGHT (PORTION)



AGENDA

- 5TH GRADE SCIENCE ESSENTIAL STANDARDS (CURRICULUM)
- EXAMPLES OF SCIENCE ITEMS/CLASSSCAPES/SchoolNet
- WEBSITES/ACTIVITIES
- VOCABULARY
- HOME SCHOOL CONNECTION

STRUCTURES AND SYSTEMS OF ORGANISMS

- 5.L.1 Understand how structures and systems of organisms (to include the human body) perform functions necessary for life
- 5.L.1.1 Explain why some organisms are capable of surviving as a single cell while others require many cells that are specialized to survive.
- 5.L.1.2 Compare the major systems of the human body (digestive, respiratory, circulatory, muscular, skeletal, and cardiovascular) in terms of their functions necessary for life.

ECOSYSTEMS

- LS 5.L.2 Understand the interdependence of plants and animals with their ecosystem.
- 5.L.2.1 Compare the characteristics of several common ecosystems, including estuaries and salt marshes, oceans, lakes and ponds, forests, and grasslands).
- 5.L.2.2 Classify the organisms within an ecosystem according to the function they serve: producers, consumers, or decomposers (biotic factors).
- 5.L.2.3 Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem.

HOME-SCHOOL CONNECTION

- REVIEW VOCABULARY WITH YOUR CHILD
- MAKE FLASH CARDS
- HELP WITH HOMEWORK
- ASK THEM QUESTIONS ABOUT WHAT THEY LEARNED IN SCIENCE THAT DAY
- ENCOURAGE THE READING OF SCIENCE RELATED BOOKS

THANK YOU!!!

APPENDIX H: FIRST GRADE DISCIPLINE/HOMEWORK POLICIES

Daniels' Homework Policy

Homework is important. It is meant to be a review of what we are learning in class. This year students will receive a homework choice board on Mondays. They are to choose 3 items on that board to complete for the week. The items must connect to make a tic-tac-toe or 3 in a row. In addition to their chosen items they are to read every night. Students will receive a spiral notebook in which to complete homework assignments. They will also have a reading log for you to put the name of the book and sign each night as they read. They can most likely fit all of the assignments for the week on one sheet of paper. They can return the notebook any day during the week as long as it is returned by Friday. Please do not return notebooks until all of the assignments for the week are complete. Thanks for all of your help and support at home.

Daniels' Discipline Policy

This year I will be having a rewards behavior system. Students will get 2 tickets on Monday. They can then gain more tickets for good behavior throughout the week. They can also lose tickets based on bad behavior. On Fridays they must have 8 tickets in order to participate in the reward. The reward may be different each week. It can be anything from extra outside time, fun centers, treat, etc. Also, at the end of every nine weeks I will have a classroom store. I will keep weekly records of their number of tickets and they will be able to use their accumulation of tickets to buy items from the store. I really like to focus on the good instead of the bad. I am looking forward to having a wonderful year in first grade.

Daniels' Directrices de las tareas

La tarea es importante. Está destinado a ser una revisión de lo que estamos aprendiendo en clase. Este año los estudiantes recibirán una tarjeta de elección tareas los lunes. Son para elegir 3 artículos sobre ese tablero para completar para la semana. Los artículos deben conectarse a hacer una en raya tic o 3 en una fila. Además de sus artículos elegidos son para leer todas las noches. Los estudiantes recibirán un cuaderno de espiral en la que para completar las tareas. También tendrán un registro de lectura para que usted ponga el nombre del libro y firmar cada noche mientras leen. Lo más probable es caben todas las asignaciones para la semana en una hoja de papel. Pueden devolver el cuaderno cualquier día de la semana, siempre y cuando se devuelve el viernes. Por favor, no devolver los cuadernos hasta que todas las tareas de la semana se han completado. Gracias por toda su ayuda y apoyo en el hogar.

Daniels' Procedimientos de disciplina

Este año va a tener un sistema de recompensas comportamiento. Los estudiantes recibirán 2 entradas para el lunes. A continuación, pueden ganar más entradas para el buen comportamiento durante toda la semana. También pueden perder entradas basadas en el mal comportamiento. Los viernes deben tener 8 entradas con el fin de participar en la recompensa. La recompensa puede ser diferente cada semana. Puede ser cualquier cosa de tiempo extra exterior, centros de diversión, tratar, etc. Además, al final de cada nueve semanas voy a tener una tienda de aula. Voy a mantener registros semanales de su número de entradas y ellos serán capaces de utilizar su acumulación de billetes para comprar artículos de la tienda. Realmente me gusta centrarse en el bien en lugar del mal. Tengo muchas ganas de tener un año maravilloso en el primer grado.

APPENDIX I: CHATS FEEDBACK 12/9/15

C.H.A.T.S. @ HARGROVE ELEMENTARY 12/9/15 Exit Ticket		C.H.A.T.S. @ HARGROVE ELEMENTARY 12/9/15 Exit Ticket/Ticket de Salida	
<p>+</p> <p>Multicultural day was very positive experiences for child hope this celebration continues.</p> <p>My child really enjoys Multift program</p>	-	<p>Start</p> <p>Comienzo</p>	
<p>Suggestions for Improvement:</p> <p>I am happy to try to volunteer for things at the school, but I tend to be able to respond to a specific request - ie, not quite sure how to volunteer- do I call and say I am available a particular day and see if I could be used somewhere?</p> <p>With the # of Spanish speaking friends I would like to see an opportunity for my English speaking child to learn Spanish - don't really have a suggestion how that could occur - probably no \$ for formal class</p>		<p>Stop</p> <p>Detengase</p> <p>Sobre las traducciones que sea un poco mas sencilla por favor o abecedario de quien lo traduce para sea lo de mas sencilla para el estudiante</p>	<p>Continue</p> <p>Sobre el proceso de los niños</p> <p>Continuar Que estén como nosotros como Padres de no fuer nuestros hijos Para su esos mas sea adelante</p>

APPENDIX J: CHATS FEEDBACK 2/9/16

C.H.A.T.S. @ HARGROVE ELEMENTARY

2/9/16 Exit Ticket/Ticket de Salida

Start Comienzo	
Stop Deténgase	
Continue Continuar	<p>I feel like it is good to have these meetings. Mrs Sellers, you are doing A fine job. If I can ever help in any way, let me know.</p> <p style="text-align: right;"><i>Patricia Lewis</i></p>

C.H.A.T.S. @ HARGROVE ELEMENTARY

2/9/16 Exit Ticket/Ticket de Salida

Start Comienzo	<p>EN TENER UNA INTERPRETE DISPONIBLE PARA TENER INFORMACION DE NUESTRO HIJOS</p>
Stop Deténgase	<p>EN QUE LA ENTREGA DE PREMIOS TENGAN A ALGUIEN EN ESPAÑOL PARA ENTENDER MUCHO MAS PARA LAS PERSONAS NO ABIA EN INGLIS</p>
Continue Continuar	<p>CON LAS ACTIVIDADES ESO AYUDA A LOS PADRES Y A LOS NIÑOS</p>

APPENDIX K: CHATS FEEDBACK 3/22/16

C.H.A.T.S. @ HARGROVE ELEMENTARY	C.H.A.T.S. @ HARGROVE ELEMENTARY
<div style="display: flex; justify-content: space-between; align-items: center;"> 3/22/16 Exit Ticket/Ticket de Salida </div>	<div style="display: flex; justify-content: space-between; align-items: center;"> 3/22/16 Exit Ticket/Ticket de Salida </div>
<p>Start Comienzo</p> <p>Comienzo interesarme mas en las cosas de mis niños Porque tienen excelente exitos que de las Reuniones nos ayudan a nosotros.</p>	<p>Start Comienzo</p> <ul style="list-style-type: none"> - program such as the ambassador to help promote safety for children - could last award day program be done in evening for working parents
<p>Stop Deténgase</p> <p>que no los niños no se Pelean en la escuela</p>	<p>Stop Deténgase</p>
<p>Continue Continuar</p> <p>que las reuniones van muy bien y nos ayudan y nos ayudan a saber mas de nuestros hijos</p>	<p>Continue Continuar</p> <p>Chats</p>

APPENDIX L: PARENT INVOLVEMENT SURVEY

Adopted from the Ohio Department of Education

Hargrove Parent Involvement Survey

March 2016

As a parent or caregiver, your involvement in your child's learning and school is valuable and important. This survey asks for your opinions about what your child's school does to get you involved in your child's education and how you are involved at home. Your individual responses, which may help schools improve connections with parents and families, will remain confidential. Results will only be reported as part of a group.

For each statement below, please check one answer that most closely matches your opinion on your child's school this current year. If you do not know or think you do not have enough information to answer please select "I don't know."

[illegible]

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know Not Applicable
13. My child's teacher(s) adjust their teaching styles to meet the academic needs of my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I believe my child is challenged by the school academic curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. My child's teacher(s) hold high expectations for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. My child receives the academic support needed to meet his/her individual needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. At Hargrove, staff are willing to listen to parent questions and concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I am asked about my child's talents and strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I can be involved in school improvement planning and decision-making at my child's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Provides translators to assist families as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I am given information about community services that help with families' needs (adult education, job, health, mental health, utilities, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I am given information about services to support my child's learning and behavior needs and enhance his or her talents (tutoring, mentoring, camps, career exploration).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. The school helps my child feel comfortable as he/she moves from one grade to the next.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. My involvement in my child's education is valued at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. My child's school is a friendly environment for students, parents and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. My child's school is a safe place to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. My child's school respects all cultures and diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Has established two-way channels for communication from home to school and from school to home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Provides information to families on how to monitor and discuss schoolwork with their child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Provides ways for families to be involved at home or in the community if they cannot volunteer at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I would use the following supports if they were offered:

Spanish Classes	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Assisting in the classroom (tutoring, grading papers)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Transportation	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Giving talks (careers, hobbies, motivation)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
English Classes	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Monitoring halls, working in the library, cafeteria or other areas	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Networking with other families	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Leading clubs or activities	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Adult education classes	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Checking attendance	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Parenting classes	<input type="checkbox"/> Yes	<input type="checkbox"/> No			

Currently I participate in the following supports:

Curriculum Nights	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Student Performances @ PTO	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Communication with HW Folder	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Book Fair/Volunteering Media Center	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Communication through e-mail	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Reading @ home with child	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Reading to/with classes	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Assisting child with homework	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Assisting school with Translations	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Supervising homework	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Volunteering/Cafeteria	<input type="checkbox"/> Yes	<input type="checkbox"/> No	School Leadership Team	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Supervising Field Trips	<input type="checkbox"/> Yes	<input type="checkbox"/> No	PTO Decision Making/Officer	<input type="checkbox"/> Yes	<input type="checkbox"/> No
PTO Meetings	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Planning field trips/making suggestions	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Spring Fling as a vendor	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Spring Fling as a participant	<input type="checkbox"/> Yes	<input type="checkbox"/> No

I will now/plan to participate in the following supports:

Curriculum Nights	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Student Performances @ PTO	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Communication with HW Folder	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Book Fair/Volunteering Media Center	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Communication through e-mail	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Reading @ home with child	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Reading to/with classes	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Assisting child with homework	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Assisting school with Translations	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Supervising homework	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Volunteering/Cafeteria	<input type="checkbox"/> Yes	<input type="checkbox"/> No	School Leadership Team	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Supervising Field Trips	<input type="checkbox"/> Yes	<input type="checkbox"/> No	PTO Decision Making/Officer	<input type="checkbox"/> Yes	<input type="checkbox"/> No
PTO Meetings	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Planning field trips/making suggestions	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Spring Fling as a vendor	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Spring Fling as a participant	<input type="checkbox"/> Yes	<input type="checkbox"/> No

I use the following source(s) to access information about Hargrove Elementary: *

- ☐ Contact teacher
- ☐ Homework Folder
- ☐ Hargrove Elementary Website
- ☐ Twitter
- ☐ Facebook page
- ☐ Weekly call from Principal
- ☐ Parent/Teacher Conference
- ☐ Other: _____

Please provide any comments or suggestions below on what the school could do to better support your involvement in your child's learning and school:

Your child's grade level: ☐ Pre-K ☐ Kindergarten ☐ 1st ☐ 2nd ☐ 3rd
☐ 4th ☐ 5th

Your race/ethnicity: ☐ African-American ☐ Asian/Pacific Islander ☐ Hispanic ☐ Multiracial
☐ Native American ☐ White ☐ Other (please specify): _____

Your gender: ☐ Male ☐ Female

Your relationship to child in this school (if other than parent or step-parent): Please specify:

**Thank you for your feedback and we look forward
to making improvements!**

APPENDIX M: IRB APPROVAL

10/7/2016

epirate.ecu.edu/app/Doc/0/6DSD92H8MF4412AAUD3BEPQK1A/fromString.html



EAST CAROLINA UNIVERSITY
University & Medical Center Institutional Review Board Office
4N-70 Brody Medical Sciences Building · Mail Stop 682
600 Moye Boulevard · Greenville, NC 27834
Office 252-744-2914 · Fax 252-744-2284 · www.ecu.edu/irb

Notification of Initial Approval: Expedited

From: Social/Behavioral IRB
To: [Shajuana Sellers](#)
CC: [Marjorie Ringle](#)
Date: 10/6/2016
Re: [UMCIRB 16-000727](#)
Parental Involvement

I am pleased to inform you that your Expedited Application was approved. Approval of the study and any consent form(s) is for the period of 10/6/2016 to 10/5/2017. The research study is eligible for review under expedited category # 5, 7. The Chairperson (or designee) deemed this study no more than minimal risk.

Changes to this approved research may not be initiated without UMCIRB review except when necessary to eliminate an apparent immediate hazard to the participant. All unanticipated problems involving risks to participants and others must be promptly reported to the UMCIRB. The investigator must submit a continuing review/closure application to the UMCIRB prior to the date of study expiration. The Investigator must adhere to all reporting requirements for this study.

Approved consent documents with the IRB approval date stamped on the document should be used to consent participants (consent documents with the IRB approval date stamp are found under the Documents tab in the study workspace).

The approval includes the following items:

Name	Description
Parental Involvement Survey	Surveys and Questionnaires
ParentLetter_Sellers.docx	Consent Forms
ShajuanaSellersProposal.docx	Study Protocol or Grant Application

The Chairperson (or designee) does not have a potential for conflict of interest on this study.

IRB00000705 East Carolina U IRB # 1 (Biomedical) IORG0000418
IRB00003781 East Carolina U IRB # 2 (Behavioral/SS) IORG0000418

