

MIGRANT PARENT INVOLVMENT:
COMMUNITY, SCHOOLS, & HOME

by

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B.S., Colorado University, 1978
M.S., University of Northern Colorado, 1989

AN ABSTRACT OF A DISSERTATION

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Department of Curriculum and Instruction
College of Education

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Abstract

This study focused on migrant parent involvement in the educational experience of their children. Specifically, the study investigated parent involvement in the domains of (1) Community Setting, (2) School Setting, (3) and Home Setting, and its relationship to student achievement in reading and mathematics assessments. Research has clearly indicated that parent involvement in the education processes of children is a critical facet to their academic success. Nevertheless, research has also indicated that parent involvement programming in educational institutions has been structured to address a stable, middle class, language and culturally homogeneous patron. Given the dynamics that impact migrant families, districts that are heavily impacted by migrant families must ameliorate parent involvement programming to address the unique needs of migrant families and their children.

The participants in the study comprised 51 migrant families. The response rate for participation in the study consisted of 25% of the total migrant population within the school district. Data were gathered through a survey and an interview.

Four research hypotheses were identified and tested. The procedure employed to test the strength of the relationship between the individual domains and the scores was the Pearson's Product-Moment Correlation. Additionally, a two-tailed test was used as the procedure for all hypotheses tested. The results indicated that there was not a significant relationship between the domains and student achievement scores. Nevertheless, there was variability among the students' achievement scores despite the level of involvement demonstrated by the parents. Therefore, based on the range of scores, student success was not predicated on the level of engagement that parents demonstrated on the survey. Other factors accounted for the academic success or failure of the student. These factors may have included constraints such as teacher training and

dispositions, the level of second language development that the child possessed, and the resiliency of the student. Nevertheless, for students within the same family, where one student scored extremely high and the other child scored extremely low, parent involvement could have been the deciding variable that could have assisted the low scoring child succeed academically, if the parent training had taken into consideration the factors that impact migrant families.

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CHAPTER 1

INTRODUCTION

As a critical component to academic success of children, parent involvement, has been a well-documented fact. Research clearly demonstrates that parent involvement in the daily educational experience of their children leads to higher academic achievement, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioral problems at school (Melhuish, Sylva, Sammons, Siraj-Blatchford, and Taggart, 2006, Boethel, 2003, Lopez, 2004, Vadem-Kiernan, 2005, Carreon, Drake, and Callabrese-Barton 2005, Quicho and Daoud, 2006, and Barrera and Warner, 2006).

The research clearly indicates that when parents involve themselves in the educational processes of their children, the children are likely to earn higher grades and test scores, and enroll in higher-level programs. The students tend to be promoted, pass their classes, and earn credits, attend regularly, have better social skills, show improved behavior, and adapt well to school. Ultimately, the students tend to graduate and go on to postsecondary education. However, the majority of the studies and related findings are applicable and significant when certain commonalities exist. First, the studies have focused on institutions that serve a stable population of families and both families and institutions are bound by a common language and heritage. Secondly, researchers have evaluated the impact on student achievement as parents involve themselves in the activities, practices, and programming developed for a stable, middle class, and monolingual English population. Lastly, the studies generated have defined parent involvement predicated on parents participating in activities, practices, and programs that include make-it-take-it nights, literacy activities, and school functions. The research is clear that when these commonalities exist, these activities, programming, and training offered to parents bound

through common language and heritage by an educational system and staff that mirrors the same language and heritage as the parents does indeed work. However, as districts, schools, and staffs continue with traditionally employed mainstream parent training approaches, pockets of parents within the system are often overlooked, misjudged, and ultimately stereotyped as not caring about the educational experience of their children when they do not participate in the activities organized. Invariably this stigma has been attached to migrant parents. Therefore, the focus of this research was to study parent involvement behaviors of migrant parents.

Definitions of Terms

Cultural Capital. The personal dispositions, attitudes, and knowledge gained from experience; connections to education-related objects (e.g. books, computers, academic credentials), and connection to education-related institutions (e.g. schools, universities, libraries) (Grenfell and James, 1998, Robbins, 2000 as cited in Lee and Bowen, 2006).

Community Involvement. The participation behaviors of the parents in educational community activities.

Economic Capital. The power to purchase products (Lee & Bowen, 2006).

Familism. Attachment to extended family (Howley, 2003)

Hispanic. Relating to a person of Latin American descent living in the United States, especially one of Cuban, Mexican, or Puerto Rican origin (Merriam-Webster's Collegiate Dictionary, 2001). Gollick and Chinn (1986) define the term Hispanic as including different racial groups and mixtures of racial groups as well as at least three distinct ethnic groups, including Mexican-Americans, Puerto Ricans, and Cuban-Americans.

Home Involvement. The educationally related participation behaviors of parents at home.

Illegal Alien. Unsanctioned entry into the United States, 8 U.S.C. 1325 (Plyler v. Doe, 1982).

Immigrant. The process of individuals settling in a foreign nation (Gollick and Chinn, 1986).

Limited English Proficient. Students who are learning English as “English as a second language” (Chamot and O’Malley, 1996).

Math Achievement Scores. Scores derived from state assessment scores.

Migrant. The child of a parent who works in an agriculturally related field or employed in those categories which the federal government has identified as qualifying as migrant work (Title I, Part C Education of Migratory Children, 2003).

Reading Achievement Scores. Scores derived from state assessment scores.

Settled-out. Migrant families who no longer follow the migrant lifestyle (Title I, Part C Education of Migratory Children, 2003).

Second language learner. Synonymous with Limited English Proficient.

School Involvement. The participation of the parents in the school where their children attend.

Social Capital. The contextual influences that parents have on children’s development (Coleman as cited in Lee & Bowen, 2006).

Background

Nationally, the Migrant Education Program (MEP) was enacted as a legal facet to public education when congress passed an amendment to the Elementary and Secondary Schools Act (ESEA) in November 1966, thus creating the MEP as a component of ESEA Title I (Branz-Spall and Wright, 2004). The number of families, children, and young adults impacted through the

Migrant Education Program varies. Diverse variables contribute to the inconsistency of set numbers. Environments such as immigration patterns, employment availabilities, housing, faulty collection of data by schools due to high mobility rates, consistent and ongoing identification and recruitment, and harvest patterns all tend to alter the identified number of migrant students and their families.

In 1994 however, data reflect that 657,373 students and their families were identified by the U.S. Department of Education (USDE, 1994) as eligible for Migrant Education Program services, of which approximately 70 percent of students and families did receive some type of services (Kindler, 95). In 97-98 the USDE identified 621,000 migrant students or 1.4 percent of all students in the U.S. The majority of identified students in the continental U.S. lived in the states of California, Texas, Florida, Michigan, and Oregon. Nevertheless, within the past decades migrant families have to come to the U. S. from different parts of the world. The greatest part of these migrant students new to the country has proceeded from Mexico or from Central America. Currently, data from the USED indicates that over 80 percent of the new migrants to this country have come and are coming from these two regions.

Families qualify for the Migrant Program based specifically on parent employment. Parents need to be employed in an agriculturally related job to meet the requirements for the Migrant Program. Once the families are eligible for the program the children of the identified families meet the criteria for supplemental educational services.

Historically, the traditional migrant family has moved from state to state following the seasonal and harvest patterns of each region. As they move from one region to another, they cultivate and process whatever agricultural product is available in the locale. However, over the

years the definition of a migrant family has expanded to include those parents or guardians employed in beef processing plants.

Turnover rates, as defined by the Federal Government through “Industrial Surveys,” for specific positions found in a beef plants can make the position temporary thus qualifying employees under Title I, Part C Education of Migratory Children. As beef processing plants have multiplied across the United States, the demand for employees to work in these plants has also increased. The employment needs of beef packing industries coupled with families needing and seeking a better life have created unique migration patterns that have led to significant impact on the different regions and states receiving families. Consequently, the migrant families identified in the early years of the Migrant Program and the migrant families identified who work in the beef packing industry are for the most part significantly different. The impact on beef packing communities that vast migration has had include issues of language, culture, reframing business delivery systems, increase in law enforcement needs, and certainly requiring public education to rethink educational constructs to meet the needs of families new to the country and new to the district.

During the decade of 1990 to 2000, Kansas was in the top ten receiving states for migrant students and families. The number of identified students and families in Kansas grew exponentially. In 2004, the number of identified migrant students and families reported to the Office of Migrant Education (OME) numbered 16,000 (J. Prichet, personal communication, July 21, 2004). The majority of the families came to Kansas from Mexico and Central America. In 1990 there were approximately five thousand students in the state of Kansas whose first language was Spanish. By the year 2000 this number had increased to 13,752 students, with the majority of these identified as children of migrant families (2000 Census, October, 2002). However, a

facet to the implementation of No Child Left Behind (NCLB) has called for a review of the recruitment guidelines for migrant families; subsequently implementing changes to recruitment practices. These changes in recruitment practices have had a tremendous impact on the number of families identified and served locally and regionally. In 2000-2001 there were 25,915 children enrolled in the Kansas Migrant Program. In 2005-2006 this number had been reduced to 5,078 (J. Minor, personal communication, March 9, 2007).

A significant implication related to the declining numbers of identified migrant families consists of the following. Although numbers have diminished based on new recruitment guidelines, many of these families remain in the community. The parents have settled-out and no longer qualify under the Migrant Program; nonetheless, the variables that migrant families and former migrant families and their children bring to the district remain the same.

The preponderance of migrant families and former migrant families and their children reflected in the demographics of this Midsize Community in Midwest (MSCMW) has created significant impact upon the educational system in terms of the delivery of instruction, facilities, programmatic frameworks, and ancillary programs for at-risk students. Coupled with accountability mandates found in NCLB that directly assess positive and systematic academic progress for migrant students and parent involvement, school districts are confronted with the daunting task of clearly ensuring success rates for all subgroups including the migrant students and assuring that parents are involved in the educational processes of their children.

No Child Left Behind contains sweeping changes to the Elementary and Secondary Education Act (ESEA). The law contains four basic education reform principles: (a) stronger accountability for results, (b) increased flexibility and local control, (c) expanded options for

parents, and (d) an emphasis on teaching methods that have been proven to work (Title I, Part C Education of Migratory Children, 2003).

Under NCLB, school districts receiving migrant funds will have to follow policy and procedures as delineated within the NCLB legislation and as interpreted and defined by the OME. According to the OME the general purpose of the MEP is to ensure that migrant children and their parents fully benefit from the same free public education provided to other children and that parent are empowered to make informed decisions concerning the education of their children. Consequently, both the Kansas and the local operating district will have to initiate a Comprehensive Needs Assessment and a plan for Service Delivery. The Comprehensive Needs Assessment entails a systematic analysis of the needs of migrant students and their families, the Service Delivery Plan stipulates the means and methods that will be utilized to meet and deliver services to the migrant children and their families (Title I, Part C Education of Migratory Children, 2003).

Migration to this MSCMW by diverse populations has consistently occurred throughout its history. Nevertheless, in the past decade, migration patterns have been dominated by the employment needs of the two beef packing industries that currently operate in MSCMW. This influx of people has certainly increased the number of Mexican, Central, and South American workers in this area. Good wages, a sizable community, coupled with reasonable proximity to Mexico and to Latin America has encouraged this movement of people. From 1970 to 1990 more than 24,000 Latino families moved to this region during this timeframe, with the majority of these being Mexican. Notable portions of these families are now residents of MSCMW and employees of the beef packing companies, (MSCMW 21st Century Leadership, 2004. This is a leadership class offered by the local Chamber of Commerce. The purpose of the class is to

familiarize and provide a historical perspective to potential leaders within the community related to the economic, demographic, and political development in MSCMW). The beef packing plants in MSCMW currently find themselves with a diverse workforce that continues to be minority driven and whose first language is Spanish. Data reflect that 80% of the employees at both plants are Mexican. Data further suggest and define the families of recent arrival as young and of childbearing years. A conversation with plant management confirms this fact. One of the plants recently expanded their facilities and hired an additional 250 employees. Human resources at the plant described the new hires as individuals between the ages of 20 to 35 years of age (J. Loft, personal communication, May 29, 2004). Birthrates and pregnancy rates in the community of MSCMW mirror the national trend for Hispanic families. The number of babies born to Hispanic women in the United States has reached a record high, increasing to 18 percent of the total number of U.S. births. Romo (1999) maintains that the increase in Hispanic-origin births is the result of high birthrates among Mexican-origin women, particularly recent immigrants. The impact of the movement of families to this locality can be exemplified by the following graph that depicts the population shifts in the local school district.

Table 1.1

Ethnic distribution over ten-year span

Ethnicity	1994	2005
Caucasian	61%	24.3%
Hispanic	32%	69.2%
African American	3%	2.1%
Asian	4%	1.9%
Native American	0%	.4%
Multi-Ethnic	0%	2.1%
Total Non-Minority	61%	24.3%
Total Minority	39%	75.7%

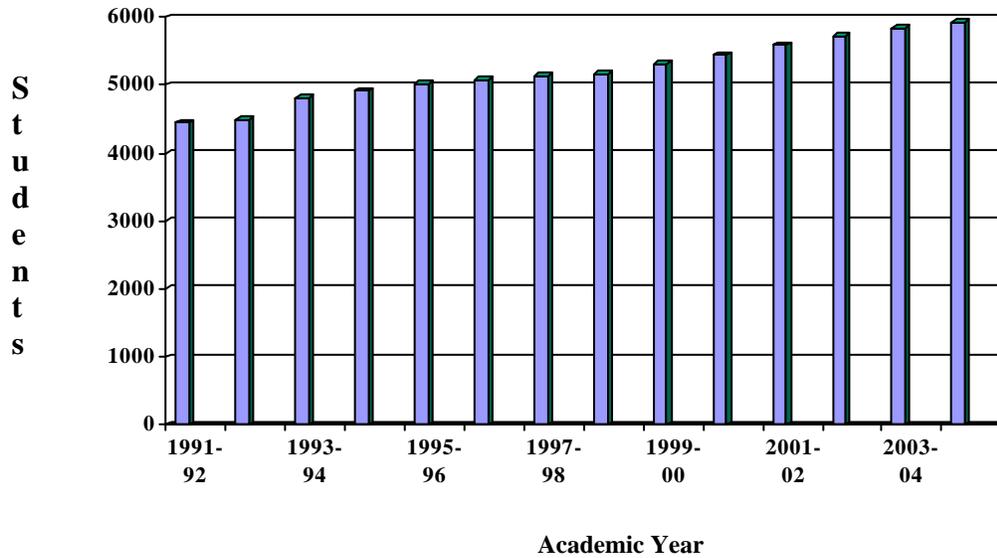
Source: Data & Curriculum Office MSCMW School District, (J. Smith, personal communication April 19, 2007).

Table 1.1 demonstrates that in a ten year span the demographics of the school district reversed. The district became and continues today to be an entity that is driven by minority students. The impact of these changes in the educational system have required the rethinking and restructuring of educational delivery systems that are inclusive of family involvement.

The shift in demographics has been consistent with the growth experienced by the district. In the past thirteen years the local school district has grown in student population by more than 30%. A growing student population of nearly 6000 students in Pre-K through twelfth grade is served by the local school district, with the overwhelming majority of this growth being Mexican students.

Figure 1.1

District Growth Patterns



Source: Data & Curriculum Office for School District MSCMW, (R. Kron, personal communication, April 20, 2007).

Figure 1.1 demonstrates that for the past thirteen years the local district has grown by more than 100 students per year. This increase in student population has been based primarily on new families coming to the community to work in the beef packing plants. The presence of these families in the community and work site is succinctly reflected in the growth experienced by the local district.

Further disaggregation of district data indicates that 46% of the district's 6000 students are second language learners. Of these, a total of 679 students are non-English proficient, and 1, 714 are limited English proficient students. The majority of the ESL population in the local school district in MSCMW at one time was migrant. However, parents settle out of the migrant lifestyle. Lastly, MSCMW is the 30th largest school district in the state. Nevertheless, MSCMW has the largest migrant population in the state with over 200 families representing well over 400 students with indications that this population will continue to grow.

The implication of the dynamics related to the district growth, current and future employees of beef plants, migration, and first language other than English will continue to define the parent of the child who will be attending the local schools. Although the children will be bilingual the parent will primarily be monolingual Spanish. To involve the migrant parents in the educational process of their children will entail educational systems rethinking and restructuring parent programming to meet the needs of these parents.

Statement of the Problem

The focus of this study was to investigate parent involvement in the domains of (1) Community Setting, (2) School Setting, (3) and Home Setting, and its relationship to student achievement. The method employed was to review the participation behaviors of migrant parents in their community, schools, and home and discover whether a relationship could be demonstrated by linking parent involvement to reading and math assessments. In this study, the reading and math scores were the dependent variables. The Community Setting, School Setting, and the Home Setting were the independent variables.

Tables 1.2 and 1.3 demonstrate a review of the graduation rates from the local high school for migrant students. The graduating class of 2004 was comprised of 302 students. Of these, 232 were identified as Hispanic, 11 were identified as migrant. Data indicates that in 2001, as a composite group, 568 students began the year as freshmen and of these, 25% or 144 were migrant students. In comparing the migrant data from the year 2001 to 2004 only 11 out of the original 144 graduated from high school. This constitutes a 70 % loss in students from the original 144 identified out of a total of 568. Data appraisal from year to year indicates that the biggest discrepancy occurred as students moved from their freshman to sophomore year. Of the originally identified migrant group of 144 students only 32 freshmen transitioned to their

sophomore year. Finally, when the migrant students became seniors, only 11 of 144 graduated in 2004. Subsequent freshman to senior years are noted to establish a historical pattern for migrant students. Having described the three domains earlier, the following questions were used to conduct the study.

- (1) What are the participation behaviors of the parents in community activities?
- (2) What are the participation behaviors of the parents in school?
- (3) What are the participation behaviors of parents at home?
- (4) How do all participation behaviors by parents relate to student performance on state assessments?

Table 1.2

All students as ninth graders at MSCMW school district

Year	9 th grade (All students)	Migrant Students	Percent Migrant	Graduated
2001	568	144	25%	_____
2002	544	114	20%	_____
2003	527	111	21%	_____

Source: Data & Curriculum Office for school district MSCMW, (R. Kron, personal communication, November, 19 2005)

Table 1.3

All students as seniors at MSCMW school district

Year	12 th grade	Migrant Students	Percent Migrant	Graduated
2004	304	11	.4%	All
2005	353	0	0%	All
2006	351	0	0%	All

Source: Data & Curriculum Office for school district MSCMW, (R. Kron, personal communication, November, 19 2005)

In voicing concerns with the local high school administration about the absences of migrant students in the graduating classes, the researcher was provided with the following explanations. (1) Many of the students move to other states or school districts within the state or return to their home base; (2) in many cases the students have made so many moves in their

lifetime or have not attended school consistently that students fall dramatically behind academically and never recuperate; (3) some students graduate early or attend alternative school settings; (4) a significant portion of students enters the workforce because of familial issues; (5) students marry or stop attending school because of pregnancy; (6) some students commit acts of violence where expulsion is mandated, (R. Kron, personal communication, June 23, 2005). In probing further and exploring interventions and specifically migrant parent involvement the administration felt that parents did not privilege parent involvement activities. Parent participation rates related to parent/teacher conferences at the secondary level confirm this assumption. Table 1.4 demonstrates the participation rates of parents in parent/teacher conferences for the district.

Table 1.4**Parent/Teacher Conference Attendance Rate by School**

School	Year	Year	Year	Year	Year
	02-03	03-04	04-05	05-06	06-07
HS	47.50%	52%	50%	51%	49%
MS	78%	81%	81.50%	86.50%	90%
5/6 Center # 1	98.6%	98.50%	98.50%	99%	99%
5/6 Center # 2	97%	98%	97%	97%	96%
Elem. # 1	98%	99.5%	100%	99%	100%
Elem. # 2	100%	99.5%	100%	99.5%	100%
Elem. # 3	100%	99.5%	100%	99.5%	100%
Elem. # 4	98.50%	99%	99%	99%	98%
Elem. # 5	98.5%	99%	99%	99%	98%
Elem. # 6	94%	95.5%	95%	94.5%	94%
Elem. # 7	100%	100%	100%	100%	100%

Source: Data & Curriculum Office for School district MSCMW, (R. Kron personal communication, May 3, 2007)

Table 1.4 demonstrates a yearly average for spring and fall of the attendance rate and participation of parents related to teacher conferences. Attendance to parent/teacher conferences at the lower levels by parents reveals engagement and involvement by basically all parents. At the secondary level however, there appears to be a dramatic drop in attendance. Although parent teacher conferences represent only a facet of parent involvement the data at the secondary level

are representative of a symptom that is reflected in the number of migrant students that ultimately graduate. Questions that surface includes: Why are parents not attending parent/teacher conferences. Are schools not providing information to all parents or a receptive welcome to all parents? The research does indicate that migrant parents often do not attend parent activities because of language, acceptance at school, and a feeling of inadequacy and incompetence based on their proficiency of the English language. Nevertheless, in speaking with parents informally, parents confided that they felt they had no avenue or recourse toward advocacy. Parents felt unheard and unwanted.

Consequently, there is a chasm between what the school system maintains and promotes as parent involvement and the reality perceived by some parents. The researcher believes that developing an ongoing dialog with migrant parents will provide tremendous insight to increase parent involvement especially at the secondary level that will ultimately impact the graduation rate of migrant students. The principal investigator will initiate an interview based on a survey to accomplish this study. The focus of this study will be to discover in what way parent involvement is indicative of student achievement in multiple arenas? The method employed will be to review the educationally related participation behaviors of migrant parents in their community, schools, and home and discover whether a relationship can be demonstrated by linking parent involvement to state reading and math assessments of their children that ultimately lead to and impact graduation rates.

Rationale for Study

The rationale for this study consists of discovering the relationship between migrant parent involvement in the educational processes of their children and how this involvement links to student achievement. Secondly, it is to create awareness of the unique lifestyle of migrant families who work in beef packing plants and the barriers that may prohibit or limit their level of involvement. Lastly, it is to offer recommendations related to successful family involvement programming for migrant parents.

As implementation of No Child Left Behind continues, it is critical that school districts seek ways to involve parents in the educational process of their children. Title I Part A, clearly stipulates the role of the parent in the educational process of their children. The involvement of parents in their children's education and schools is critical to the success of schools (Title I Part A, 2003). Further clarification of parent involvement by Title I Part A, which is based on NCLB, through statutory definition includes that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and that other activities are carried out, such as those described in section 1118 of the Elementary and Secondary Education Act of 1965 (ESEA) (Parent Involvement). [Section 9101 (32), ESEA.] (Title I Part A, 2003). Additionally, Title I, Part C, Education of Migratory Children, falls under the auspices of Title I Part A. The parent involvement regulations that are intrinsic in Title I Part A also bind Title I Part C, which provides direction to the Migrant Education Programs. Consequently, given the population shift that has occurred in the district, the graduation rate of migrant students, the participation of parents at the secondary level, the mandates found in

NCLB and Title I, and the compendium of research that demonstrates the academic efficacy of parent involvement, it is necessary for school districts highly impacted by migrant students to reexamine their parent involvement components and initiate activities and programming that meet the needs of the migrant families.

This study is presented in the context of providing insight to the engagement of migrant parents in the educational experience of their children. In many instances, migrant parents because of lifestyle are not as profoundly engaged with the educational processes of their children as defined by public institutions. As students negotiate the educational system, district personnel often portray the migrant parents as individuals who do not care. This lack of understanding related to the lifestyle of the migrant families often results in the depiction of migrant families as uncaring and unwilling to be active participants in the educational experience of their children. This study is to confirm or disconfirm these perceptions.

Significance of the Study

The results of this research will assist school districts make decisions and implement strategies for parent involvement specifically designed to meet the needs of migrant parents. Furthermore, this investigation will guide educational practitioners in identifying, assessing, and incorporating research based practices and techniques to include the parent of the migrant child in the educational system. Additionally, this study will contribute significantly to a limited body of knowledge that addresses migrant parent involvement (Lopez, Scribner, and Mahitivanichcha, 2001, Boethel, 2003). Finally, this inquiry will carry national implications as it will assist states and regions address to the academic needs of students and parents who are migrant and new to a particular location.

This study hopes to focus on the state of Kansas, whose exposure to migrant students and parents who are second language learners although not new has certain variables that clearly provide direction. These variables consist of the Office of Civil Rights, NCLB, Title I Part A, and Title I Part C, which carry intrinsic mandates for parent involvement to assist students to meet and achieve educationally at reasonable rates.

The unique aspect of this study that deviates from past investigations concerning parent involvement, consist of the limited number of quantitative studies available related to migrant parents in general and specifically of those parents who work in beef processing plants. This is of particular interest to the state of Kansas for the following reasons. First, beef processing has escalated in the state and the demand for employees has been consistent and ongoing. Second, migration to particular locations within the state has been a relatively new phenomenon, which has brought to the districts impacted, a diverse population. Lastly, many districts throughout the state of Kansas need technical assistance with practical, research-based practices on how to engage at multiple levels all parents, including the migrant parent. Furthermore, this study will also assist other parts of the nation that are experiencing similar migration patterns for various reasons including but not limited to beef processing.

Limitations of Study

Limitations to this study encompass three areas. First, this study was based on correlational data. The results will not support causal claims. Since a longitudinal study design will not be employed it will not be possible to gauge whether parent involvement has been consistently present in the educational experience of the child thus impacting the academic achievement of the child. Consequently, since correlational data will be utilized to demonstrate

relationships, it is not possible to rule out other possible causes for children's success or failure in terms of academic achievement.

A second limitation will be the instrument utilized in the collection of data. The participants may rate their involvement higher, lower, or acquiesce in the domains assessed based on the necessity to be good parents. This possible limitation will be attenuated through a pilot study.

Lastly, a possible limitation may include deriving inferences that might not be applicable to all migrant students. The information collected will be specific to the context and region under study. Although inferences related to parent involvement can be made across a wider spectrum that could include other regional states, recommendations generated through this study will be tailored to the specific context where they will be applied.

CONCLUSION

The history of MSCMW has been characterized by consistent yet distinct immigration patterns that have defined the community. In the past decade the new families that have arrived in the region have created a considerable impact on the community and on the educational systems. Migrant families have been attracted to the area by employment opportunities that are available in the two beef processing plants in the locale. Based on the employment of the parent or guardian in these beef plants the children qualify as migrants. These students bring needs that far exceed the normal demands of the educational system. These migrant children, however, are here to stay.

It is the proposition of this investigation to initiate a study to systematically analyze the relationship between parent involvement in multiple arenas and student achievement. The method employed will be to review the educationally related participation behaviors of migrant

parents in their community, schools, and home and discover whether a relationship can be demonstrated by linking parent involvement to state reading and math assessments of their children that ultimately lead to and impact graduation rates. The data gathered from parents, will be collected and reviewed. These findings will be compared and contrasted to find patterns, commonalities, and differences that will provide the foundation for predictions and inferences related to migrant parent involvement.

CHAPTER 2

REVIEW OF LITERATURE

The involvement of parents in the educational experience of their children has been a well-documented fact that has consistently demonstrated positive implication for children, schools, communities, and society in general. The research clearly affirms that academic achievement is enhanced, behavior problems diminish, test scores improve, and grade retention is reduced when parents are actively involved in the educational experience of their children (Melhuish, Sylva, Sammons et al. 2001, Boethel, 2003, Lopez, 2004, Vadem-Kiernan, 2005, Carreon, Drake, and Callabrese-Barton 2005, Quicho and Daoud, 2006, and Barrera and Warner, 2006).

Parent involvement has traditionally been defined by having parents involved in school activities such as attending parent-teacher conferences, attending programs featuring students, and engaging in volunteer activities as promoted through the school. Parent educational involvement at home may include providing help with homework, discussing the child's schoolwork and experiences at school, and structuring home activities (Lee and Bowen, 2006). Nevertheless, Coleman (1988) through his study viewed parent involvement in terms of "social capital" or the contextual influences that parents have on children's development. Further clarification of contextual influences resides and is imbedded in the obligations and expectations of reciprocity in social relationships, norms and social control, and information channels (Coleman as cited in Lee & Bowen, 2006). The keystone involved as related to influence and as applied to the educational setting and how this influence impacts the educational experience of children is that ultimately the influence that parents bring to the educational setting determines the lifelong success of children. Parents who possess ample social capital, exert this influence and

create the circumstances for their children to access the educational services they need. Needless to say, parents that do not possess social capital, or the wherewithal to gain social capital, often see their children marginalized based on inadequate educational services rendered.

Further deliberations of social capital by Bourdieu, 1986, Coleman, 1988, and Putnam, 2000, expanded the notion of social capital and identified other dimensions of “capital” that parents possess that influence the development of their children. Another form of capital identified by researchers consisted of “Cultural Capital,” or the personal dispositions, attitudes, and knowledge gained from experience; connections to education-related objects (e.g., books, computers, academic credentials), and connections to education-related institutions (e.g. schools, universities, libraries) (Grenfell & James, 1998, Robbins, 2000 as cited in Lee and Bowen 2006). Consequently, the greater an individual’s cultural capital, the greater his or her advantage in procuring additional capital that will benefit family members. Another critical component to the spheres of influence that parents have related to the educational experience of their children is based on economics, or the capital power to purchase products (Lee and Bowen, 2006).

In viewing migrant families through the multiple dimensions of “capital” the research demonstrates a paucity of resources or influence accessible to most migrant families. Therefore, for some parents the opportunities to engage their children concerning their educational experience may be limited based on lifestyle or lack of capital. The lack of capital or influence identified through research that impact migrant families, which limit and in some cases prohibits the ability of the parent to advocate for their children, consistently establishes the foundation for a tenuous future for their children at best and a faulty premise for the overall success of their children.

This literature review will examine barriers that limit and in some cases prohibit migrant parents from fully participating in the educationally related experiences of their children. Studies clearly demonstrate that the descriptors and variables that impact and disenfranchise migrant parents from educational institutions and their children's education include (1) parent mobility, (2) poverty, (3) health issues, (4) cultural isolation, (4) parental advocacy, and (5) ineffective educational policies in public schools that do not meet the needs of migrant students and families (Perry, 97, Secada, 98, Boethel, 2003, Vaden-Kiernan, 2003, Trevino, 2004, Lopez, 2004, Perez Carreon, Drake, and Callabrese-Barton 2005, and Lee and Bowen, 2006).

Barriers

The Casteli family, mom and her three children, originally came from the state of Guerrero, in mainland Mexico. The initial entry to the United States by the family occurred in California. They arrived in the United States two years ago. The truncated lives of this family provide a deeper understanding of the barriers that impact migrant parents as they endeavor to survive and get ahead.

Maria had just recently divorced her husband and found herself with limited alternatives as to how to continue with her life. She sent the children to live with maternal grandparents in Guerrero for two years so they could have stability in their lives. Maria moved to Tijuana, Mexico. She looked for work and livable housing in Tijuana. Once she had situated herself in Tijuana, she sent for her children. When the family reunited in Tijuana, the children discovered that they had a step dad.

Time and separation had a tremendous effect on family dynamics. Conflicts between the eldest child and the stepfather created tension in the family and within a short time the step dad disappeared, leaving the family to fend for themselves. Maria with the assistance of her eldest

son had to become the head of the household. Schooling, although important, was not a priority for the mom or her children. The children were busy selling items on the street and working where they could to make ends meet, while mom worked wherever she could. Finally, Maria made the decision to cross the border.

They lived for less than a year in California. During this time mom worked in a bar, picked onions, and cucumbers; the children worked where they could while attending school very sporadically. Family tension and economics forced the family to move again. A year and half ago they arrived in MSCMW.

Family Liaisons from the local Migrant Education Program contacted the family within two days of their arrival. The family was living in the garage of a friend of a friend. They knew no one and they had no family in the area. Maria began to work in the local bar. Although she applied, legal status prohibited her from working in the beef plants. As a family they did not have proper clothing for the weather, there were transportation issues, the children needed medical and dental attention, and food was requested. It took the family six months to become appropriately situated.

Once the family had stabilized, the children began to attend school on a regular basis. The eldest child entered as a seventeen-year-old freshman. The school immediately reviewed his graduation status and asked him to seek a GED from an alternative center. The school system felt that he was inappropriate for the school based on his age and lack of credits required for graduation. Maria felt that the school knew best and she did not want to create problems for herself and her children. Therefore, her child began to attend an alternative educational setting. He dropped out after several months.

Parent Mobility

Maria and her children are a vivid example of the many dynamics that include mobility that impact migrant families. Perry (1997) maintains that there is clearly a gap between schools and their expectations, and the day-to-day existence of Migrant families. Perry further states that the typical elementary and secondary school in the United States is organized for a stable population of resident students and their families.

Traditionally, migratory families have traveled in three geographical streams, or routes, but these streams have given way to less predictable movement patterns. The traditional routes that migrant families have traveled follow the growth cycles of crops across specific regions of the United States, generally from south to north and back again, United States General Accounting Office, (October 1999). For migrant parents to take advantage of the planting and harvesting of each particular region they have traditionally taken their children out of school early in the spring to return late in the fall.

This continuous cyclical movement of migrant families creates conditions that impose multiple obstacles to educational achievement, such as discontinuity in education, social and cultural isolation; strenuous work outside of school, extreme poverty, and poor health, (Strang, as cited in Kindler, 1995). These environmental constraints that surface based on constant movement in the life of the migrant family impact the educational experience of their children in various capacities. As Salerno contends, children of migrant farm workers and fishers are among the most educationally disadvantaged children in the country Salerno, (as cited in Kindler, 1995). The constant movement of families certainly limits the capacity of the parents to become involved in the educational experience of their children.

The families whose children are served through MSCMW educational system experience similar movements. Parents leave their home base either in Mexico, Central America, or Asia, and come to initial ports of entry in the U.S. Many of the recent migrants to MSCMW are families that first arrive in Texas, Arizona, California, or New Mexico and then find their way to the region. The attraction to this location is the availability of work in the beef processing plants. The local school system receives and exits students throughout the calendar year. Many of the students who enter and leave the school system have been in the district before. However, a significant portion of the transient students are new to the country and new to the district creating a growth trend in the local school district that has averaged well over a hundred new students per year for the past ten years.

Another consideration impacting student mobility concerns external factors that substantially influence the beef plants such as exhausting the “national herd” or national economics. These aspects tend to limit the production of beef and hours worked by employees. These two factors had an impact on the beef plants for the 2003-2004 calendar years and continue to the present. Number of hours worked by employees plummeted from over forty hours per week to less than thirty hours per week. Head of households could not provide fundamental necessities for their families based on their take home pay. The lack of sufficient financial resources caused families to move and relocate to communities where they could provide for their families (J. Harrah, Advisory Panel, 2004. The Panel is a committee comprised of local organization in MSCMW. The purpose of the Panel is to address community and workforce needs by combining local resources to address these community needs).

A third facet that impacts transience of students and families consist of turnover rates at beef companies. Employees list job satisfaction, lack of consideration by supervisors, and speed

of production line as major points of dissent and reasons as to why they leave their jobs, (F. Torrez, personal communication, June 25, 2004). Nevertheless, as families and students leave, new families seeking employment and a new life arrive to replace those that have left. Consequently, there is a continual flow of families either leaving or arriving to MSCMW.

The fourth major reason for student mobility concerns vacation time. Time off is granted to employees throughout the year. Families utilize this time to visit extended family and friends in this country and in their country of origin. In many instances these visits are extended and prolonged and frequently the families do not return to work, (P. Crandel, personal communication, June, 26, 27, and 28, 2004). Additionally, many migrant families who are new to the country do not understand U.S. educational expectations regarding uninterrupted school attendance. Parents take their adolescent children out of school for long visits home, especially around the holidays. All of these considerations impact the students as they leave with their families who, for a myriad of reasons, depart from one region to another. These are primary factors that impact student mobility in the local school district. Other associated factors consist of criminal behavior by adults, lack of proper documentation required for employment, health factors, familial obligations, inability to cope with cultural differences, and injuries sustained while working in the beef plants. These reasons tend to influence the mobility of parents, thus creating educational gaps in the educational experience of children that contribute significantly to their inability to succeed in public schools.

These migration patterns, work, and paths followed by migrant parents lead families to encounter and confront variables that are often overwhelming and the result for the family and children in the educational setting is often predictable. Based on mobility, parents must develop new understandings about the world, establish new social networks, acquire new forms of

cultural capital (e.g. learning English), and learn new ways to function, including determining how to access medical and educational services for their children (Perez Carreon, Drake, and Calabrese-Barton 2005). Migrants move as often as three to five times during one academic year (Martinez, Scott, Gingras-Cranston, and Platt, 1994, Lopez, Scribner, and Mahitivanichcha, 2001, and Lopez, 2004). As parents negotiate their new environment, education and involvement in the educational process of their children takes a secondary stance.

The implication and ramification of high mobility rates tend to impact the educational experience of children by not only engendering in children educational gaps and disrupted schooling borne through their complete educational experience; mobility as opposed to stability affects children from the moment of inception. *The Presidents Advisory Commission on Educational Excellence for Hispanic Americans* (1996) found that:

The first nine months of pregnancy and first five year of life are considered the critical years for establishing the foundation for learning. A mother's nutritional; health, social, emotional, and educational conditions and capacities will have a tremendous impact upon the future development and the future educational and social success of the child. The bonding social interactions and relationships established between parents and children and relationships established between parents and children during the first year of life will affect the child's "self esteem," language, cognitive abilities, world view, values, personality, and future social relationships with others. It is critical, therefore that a child's environment (during the first three years) be stimulating, nurturing, supportive, and loving. If children are talked to, read to, allowed to explore, experiment, to utilize all five senses, they are more likely to be ready for school.

Although it is not impossible under any circumstance to provide children an environment that is conducive to school readiness, the likelihood that this occurs with families that are consistently on the “go” is highly unlikely. Additionally, the influence in terms of social and economic capital that parents have and bring to a community and a school setting is minimal. Martinez et al. (1994) reinforce these findings by noting that in general, migrant farm workers average 191 days of farm work a year; the rest of the time is spent either looking for work or working other temporary jobs. The aggregate synthesis of parent mobility impacts the migrant child in various capacities that include lack of presence in the school setting of the child. *The President’s Advisory Commission on Educational Excellence for Hispanic Americans* (1996) sheds more clarity on the complexity and deleterious educational impact migrant children face as migrant children begin their educational process.

At age four, Hispanic children tend to have less well-developed school-related skills than do white children. In 1993, for example, Hispanic four-year old children were less able than their white counterparts to identify basic colors (61 percent compared to 91 percent), recognize all letters of the alphabet (12 percent compared to 31 percent), count up to 50 or more (11 percent compared to 22 percent), and write their first name (59 percent compared to 74 percent). This inadequate introduction to schooling, as this report documents, may have long-term negative consequences for Hispanic students.

The President’s Advisory Commission on Educational Excellence for Hispanic Americans (1996) further discovered that by age nine, Hispanic students lag behind in reading, mathematics, and science proficiency. Furthermore, the Commission found that Hispanic students were more likely to be “held over” in the elementary grades or experience “delayed schooling,” both strong predictors of school dropouts. Additionally, the Commission discovered that by middle school

Hispanic children were two years behind in math and reading, and about 4 years behind in science. Lastly, 40 percent of the 16 to 24 year old Hispanic dropouts left school with less than a 9th grade education, compared with 13 percent of white dropouts and 11 percent of black dropouts.

In 2003, the study *From Risk to Opportunity: Fulfilling the Educational Needs of Hispanic Americans in the 21st Century*, relates that Hispanic 9-year-olds performed 13 percent below non-Hispanic whites, and 13- and 17- year-olds performed 9 and 8 percent respectively below their non-Hispanic peers. The 2000 NAEP test results indicate that there has been no overall change in reading scores of all fourth graders from 1992 to 2000 (Hanna & Schofield, 2003). This study also reports that although the graduation rate for Hispanics has improved, in 2000 the graduation rate for all Hispanics including migrant students reflected a 64.1 percent high school completion rate.

Mobility, coupled with assorted variables that impact families which includes having to establish themselves in the community critically impedes the involvement of parents in the educational experience of their children. Not only does constant movement engender in children educational gaps and discontinuity in their education, but also mobility diminishes the possibility for parents to establish and create supportive home environments. Lastly, the economic foundation sustaining the family predicated on continual movement is tenuous at best and faulty as a whole. Nevertheless, parents strive unconditionally to see their family survive and will use whatever methods is available including a faulty economic foundation to function as a catalyst to access services and goods. Needless to say, migrant parents are not able to access these goods and services. Decidedly, migrant families and their children have been described as one of the

most marginalized segments of society impacted by the acute dynamics of lifestyle and the poverty intrinsic to families consistently on the “go”.

Poverty

Poverty as a descriptor of migrant families is a well-documented fact (Perry, 97, Secada, 98, Boethel, 2003, Vaden-Kiernan, 2003, Trevino, 2004, Lopez, 2004, Perez Carreon, Drake, and Callabrese-Barton 2005, and Lee and Bowen, 2006). The contextual influences that parents bring to the educational setting define in numerous manners the experience children will have in schools. Economics as a capital or influence that parents have or do not have either provide or limit the avenues for the success of children.

As a life dynamic, poverty impacts migrant families in various manners. Head of households are not able to provide for the family a stable home environment where children can have the educational resources needed to be successful in schools. Additionally, families do not have the wherewithal to visit colleges, attend seminars concerning education and how to best assist their children prepare for a post-secondary education.

Poverty also limits the ability of parents to engage in building the social relationships that are necessary for the exchange of information, which includes information related to the educational context. Middle-class families tend to form networks with other parents at their children’s schools through conversations on the sidelines of sporting events and during pick-up and drop offs to other after-school activities. Working-class and poor families instead treat problems individually. If they raise a concern, they raise it as one parent rather than in a collective, and they are not likely to share their concerns with other parents from the school (Mitra, 2006).

Poverty inhibits parents from recognizing and adopting middle class values that are reflective of the schools. Schools in general operate from a middle class perspective (Souto-Manning & Swick, 2006). Invariably teachers identify more readily with parents who also demonstrate middle class values and participate in activities designed by schools for middle class parents. The research indicates that in many cases schools might feel that they welcome all families; often educators within those schools recognize only a narrow band of acceptable behaviors. Teachers like parents who defer to them and accept their opinions about their children. Consequently, parent involvement as a paradigm does not account for the resource differences in and across parent and family contexts (Tushnet, 2002 as cited in Suoto-Manning & Swick, 2006).

Current research indicates that in the United States the number of identified families qualifying as poor continues to escalate. The National Center for Children in Poverty (2007) estimates that 17% of the families in the United States live in poverty. In Kansas, 38% of the families have been identified as families in poverty or low income. In the educational system of MSCMW all elementary schools qualify as Title I schools. Consequently, the majority of the students who attend public schools can be considered as children of poverty.

Ruby Payne (1996) offers a profound understanding of the truncated life of families and children that experience poverty. Payne describes two types of poverty that impact families. One is “situational poverty,” or the poverty that results from a situation that occurs through a phenomenon that alters family life. A vivid example of this type of poverty would be the death of a spouse or a divorce, where the family is left to fend for themselves without a head of household. The second type of poverty is considered “generational” or where poverty has become a way of life based on the experience and foundation established by the first generation.

Both types of poverty impact migrant families. Families are often separated by environmental constraints that include legal and opportunity factors. Legal factors include deportation of a spouse for lack of proper documentation or because legal infractions have been committed in the community where they reside. In some instances the head of household will leave the family in a certain location and venture to other parts of the United States to seek employment. The employment documents that he/she possesses are not acceptable where he/she had initially applied for work. Furthermore, additional facets to this constraint include the separation of families based on economics. Families who have traditionally lived in poverty in their country of origin now find themselves with a better economic foundation. Traditionally these families in their native country were bound and held together by the dynamics of poverty and familism, now these same dynamics become factors of dissention amongst the family. Traditions, cultural norms, family unity or familism, and seeking to blend into the dominant cultures create dissention within the family that often results in the fragmentation of the family. Acculturation and the process involved in rapid cultural changes does carry with it high risk implication for migrant students. Smokowski and Bacallao, (2006), state that not only are students who are experiencing rapid cultural change at-risk for negative health behaviors, such as alcohol, tobacco, and drug use, but also the acculturation gap between the family and youth widen and becomes the foundation for family dissentions.

In many instances migrant families have lived in generational poverty. The cyclical dynamics of generational poverty has become the consistent denominator in lives of children and families. The availability of viable resources to truly change a way of life is not a concrete reality in many migrant families. Often families believe that these resources are not for them. Secada (1998), in his study, *No More Excuses, the Final Report of the Hispanic Dropout Report*,

discusses the American Dream and mentions that many Hispanic students felt that educational options and dreams were available to the good students, not for students like themselves. Consequently, many of the families and the children of migrant parents do not believe and cannot envision a life other than continuing with that which they are most familiar.

With the realization and understanding of the critical dynamics of poverty and the impact that this social dilemma has on children, schools can become the vehicle that creates within the students the capacity to envision a different lifestyle. But often schools and teachers become the most visible barrier to the success of migrant and at risk students. In 1998, Secada reviewed students, parents, teachers, schools, as well as district, state, and national policies related to Hispanic students in the educational setting. Prevalent findings concerning teachers' disposition toward Hispanic students included a sense of feeling "powerless". Teachers felt isolated and alone in trying to confront and overcome all the obstacles that beset the Hispanic students. In many instances teachers felt helpless in dealing with students who were not ready or perceived as not wanting to learn. Hispanic students were said to lack something (usually English); their aspirations or those of their parents were not supportive of schooling (Secada, 1998).

Other factors described by Secada related to teacher dispositions and Hispanic students included having to abandon or sacrifice some students to educate those that wanted an education. Not surprisingly, those sacrificed are portrayed as uneducable and in most cases those are the Hispanic students. Diversity as a tangible facet within a classroom is a reality that many teachers do not know how to manage or do not know how to validate. Secada (1998) discovered that frequently less successful teachers do not really understand their Hispanic students' lives. They (teachers) do not use what they know about their students as a foundation on which to build. Instead, they used what they knew about their students to explain away failure.

Additional considerations brought forward by Secada comprised issues of students stating that teachers ignored their requests for help, of becoming frustrated, of not getting help, of being referred to tutoring services before or after school. Students often felt that their preferences were viewed by staff as being non-essential (Secada, 1998). All of these constraints lead students to believe that they do not have value or that their presence in school is not of any consequence. It is unfortunate but many youths who exhibit low motivation are simply responding to the behavior of their unmotivated teachers (Kuykendall, 1992). However, the most critical component identified through the study consisted of teachers not wanting to change. Teachers were very resistant to change and being challenged to change. School problems were perceived to be caused by deficiencies on the part of students and parents (Rumberger & Larson, 1995). The reality that is created at schools with the presence of students who because of life style are disadvantaged, is not viewed as a circumstance to supersede, rather it is viewed as a chasm that cannot be bridged.

Even though legislation has come forward to address many of the issues identified in the late nineties related to parent involvement, reading scores, and developing capacities for teachers, very little has changed. All of the findings concerning the educational state of Hispanics, which includes the migrant child and parent in the United States, are still valid today. No Child Left Behind seeks to address many of the issues mentioned. However, in reviewing the literature from 2003 to current there are many areas that have not changed. Reading scores for fourth grade Hispanic remain relatively unchanged. The graduation rate for Hispanics remains consistently low. Cultural awareness and cultural sensitivity as measured through classes and endorsements have increased marginally and parent involvement data continue to demonstrate that migrant parent representation in the school setting continues to be very low (Mitra, 2006,

Smokowski and Bacallao, 2006, Ream, 2003, Lee and Bown, 2006, Souto-Manning and Swick, 2006). Public institutions have not made accommodations for the migrant families and other families who suffer the impact of poverty. NCLB seeks to change the behavior of teachers and consequently institutions by focusing on very high standards and demanding successful rates for all students. Additionally, NCLB seeks to make schools more accountable by concentrating efforts to increase parent involvement; however, in many instances the dispositions of school professionals have not changed.

Health

In the early years of the Migrant Program, health clinics were developed to meet the needs of a population that encountered problems with pesticides, diabetes, dental concerns, nutrition, and other related factors of poverty and life on the move. Health related issues as a major dynamic continues to impact the migrant families (Perry, 97, Secada, 98, Boethel, 2003, Vaden-Kiernan, 2003, Trevino, 2004, Lopez, 2004, Perez Carreon, Drake, and Callabrese-Barton 2005, and Lee and Bowen, 2006). From a national perspective, migrant families still do not receive the medical attention required to sustain and live a full life. In MSCMW the issue of medical attention to migrants resides not with the lack of available resources but rather from other dynamics that impact the families. The primary factors that impact migrant families consist of language barriers, legal status, transportation, childcare, and the lack of social connections that will lead them to access available resources within the community. Migrant families as a subgroup in the United States have been characterized as a high-risk group in terms of health care in general. However as immigration patterns have shifted a new dynamic has emerged. Today, migrant students are much more likely to be born outside the U.S. According to the U.S. Department of Education, more than 40 percent of migrant student are limited English proficient

(Title I, Part C Migrant Education Program, 2007). Therefore, it is a matter of legal status, language, transportation, lack of stability, lack of social connections, and knowing where resources are available to assist them that impact the migrant families that reside in MSCMW. Consequently, a disjunctive connection with the environments tends to limit the parents wherewithal to become engaged in the educational processes of their children. The following illustrates some of the poignant considerations that beset the migrant population of the community.

Guillermo Salinas and his family arrived in the region a year ago. The family came from Juarez, Mexico. He found employment as a ranch hand to prepare horses for the races that occur in western Kansas. Guillermo, his wife, three daughters, and a 9-month-old son lived in a small trailer house.

After working for several weeks, Guillermo suffered a broken leg when a horse unexpectedly became frightened and kicked. Guillermo was taken to his trailer house and left. Migrant Program recruiters discovered the family when neighbors called to inform them of the family. Through the process of enrolling the children into the program the following was discovered. First, the family had no insurance. Second, the employers had left the area. Third, the family had no food, money, or means to take the father to the hospital and to also attend to the medical necessities of the youngest child. The child had pneumonia. Through efforts expended by the migrant personnel the family received services.

This scenario provides insight to the world of the migrant workers who become displaced and disenfranchised based on the dynamics that characterize migrant families. Coleman as cited in Lee and Bowen (2006) spoke of the contextual influences that parents have that ultimately impact the experiences of the children. When the contextual influences that parents have is

limited based on poverty and mobility and further compounded through medical considerations, surviving becomes the priority, leaving all other considerations at a secondary stance including being involved in the educational experience of their children.

In the above scenario the head of household was an illegal alien and a non-English speaker. The lack of proper documentation placed the family at risk at multiple levels that includes the law. For many immigrants law and its services and enforcement are viewed as part of the system. The system is equated to immigration, and therefore not to be trusted. Second, once the father became incapacitated to work, the children stopped attending school. The money paid by the mother to transport the children to school ceased. Third, the inability of anyone in the family to speak English served as a barrier to access available resources that included medical services and money to pay rent and food.

The fact that migrant families and youth are at a disadvantage based on the availability and recourse to medical services is a well documented fact. Perry maintains that health insurance, even Medicaid, is usually not available for migrant workers. Evidence cited by the National Commission on Migrant Education, indicates that the health of the migrant population is similar to third world conditions (Perry, 1997). In MSCMW, this scenario manifests itself on a continual and consistent basis. Although, parents or the head of household might be employed at the beef plants, the parents or main income earner might be working under an assumed name. Therefore, because of name incompatibility, the insurance that is available through the company will not cover the children and the spouse. Consequently, the children and one parent are without medical coverage. Available, state sponsored coverage (Health Wave) is not a consideration, based on specific requirements of the state insurance. Hence, issues that involve medical attention from severe causes, to simple procedures that include items such as glasses, are not

available to these families and their children. The implications and ramifications associated with the inaccessibility of medical services creates a gap between the middle class values promoted in educational institutions and the cycle of poverty which vividly demonstrates the impact sustained by families when resources are absent.

From a middle class perspective, medical considerations such as glasses or a broken leg do not constitute or warrant that children should stop attending school. An atypical factor for schools is often a lack of awareness or recognition where public education does not acknowledge or comprehend the unique dynamics that impact the migrant family and children. Perry (1997) argues that schools are not organized to meet the needs of migrant students. Assumptions schools make and expectations schools have do not apply to migrant students and parents. Consequently, parents and families of the migrant child are frequently blamed for the lack of academic progress of their children. For example, school functions scheduled for parent and child as well as parent involvement activities in general are often poorly attended and ignored by the migrant parents. Too often school personnel state that parents will only come to the school building when their child has had a problem. Furthermore, according to Secada (1998),

Hispanic parents and families are frequently perceived as being indifferent to their children's education, moving too frequently, not speaking or wanting to learn how to speak (read, or write) English, and being too undereducated to properly educate their children. Likewise, parents and families are portrayed as victims unable to do anything about the racism they experience and unable to understand American Cultural norms. Parents are said to be ignorant, poor, products of bad schools, in conflict with their children, and in general, culturally deprived.

The microcosm of the migrant family is filled with many intangible considerations that often are simply overlooked by the middle class. Issues that are inconveniences for individuals that proceed from a perspective that is unfamiliar with poverty, coupled with the absence of resources and mobility as a required alternative to stability, and disjunctive medical attention for adults and children, creates two dichotomies. In one reality, a broken leg is an inconvenience to be superseded. In the other dichotomy a broken leg can often entail serious ramifications. As Perry (1997) states, the examination of the lifestyle and circumstances of migrant families leads to the conclusion that children of these families will have greater educational needs than the norm. It is inevitable that student with language barriers, health problems, coupled with high mobility rates, will have academic difficulties to say the least.

It is often difficult for some middle class Americans to visualize and understand the barriers and subsequent health related issues that impact at-risk subgroups within the United States. Basic necessities such as food, running water, light, air conditioning and heat during summer and winter months are comforts that are taken for granted by most mainstream Americans. However, for families who are in poverty these items are luxuries that are often beyond the normal scope of the day. Based on the necessity to survive and to provide for the family most migrant parent often cannot become as involved as they would like in the educational experience of their children as barriers such as health impact their daily lives.

Cultural Isolation

An associated variable encountered in the life of migrant families is cultural isolation. Bourdieu as cited in Lee and Bowen (2006) amplified the notion of social capital, or the contextual influences that parents bring to the educational setting by accentuating the cultural capital that parent's possess. Bourdieu emphasizes inequalities in the amounts of capital

individuals have or are able to obtain. One source of inequality is the access to relationships and resources of interest. Bourdieu spoke of the fit between an individual's culture and the culture of the larger society or the institutions in that society. He uses the terms *habitus* and *field* to describe this fit. "Habitus" is a system of dispositions that result from social training and past experiences (Lareau as cited in Lee and Bowen, 2006). It is the disposition to act in a certain way, to grasp experience in a certain way, to think in a certain way. A "field" is a "structured system of social relations at a micro and macro level." When an individual's habitus is consistent with the field in which he or she is operating, that is, when the field is familiar to and understood by the individual, he or she enjoys a social advantage (Lareau & Horvat, 1999 as cited in Lee & Bowen, 2006). Therefore, the greater an individual's cultural capital, the greater his or her advantage in procuring additional capital that will benefit family members (Lee & Bowen, 2006). For migrant families, the notion of procuring additional cultural capital although not improbable is highly unlikely. The barriers that stem from poverty, health related issues, language barriers, and constant mobility limit their ability to acquire either social or cultural capital. In fact, as families move from one area, region, state, or country to another, the families leave behind all things that are familiar to them. In the communities where they arrive, migrant families and their children become "invisible" or people who live in the shadows. Their presence although discernible, is often overlooked because of the limiting factors that impact them. As these families move, they have to establish the relationships and social connections that will assist them to access the services they need to live. In the school setting the children must also establish new relationships and adult connections that will support them as they negotiate the new school. Perry (1997) mentions that for the migrant children, everything is an adjustment. They are in new schools, with different teachers, different textbooks and they must seek new

friends. Parents on the other hand, are often perceived by the educational system as not part of the educational experience of their child for reasons that include language, low self-esteem, poverty, work, transportation, their educational status, social and community constraints, and needing to take care of the family. Consequently, the adults and institutions that are to serve the migrant families label the parents and the children.

Secada (1998) identified other stereotypes that are applied to Hispanic students that indirectly implicate the family for their lack of involvement. The labels used to blame Hispanic students for dropping out of school suggest that students do not care about school, do not want to learn, do not come to school ready to learn, use drugs, belong to gangs, engage in violence, cannot achieve, have cultural backgrounds that are incompatible with schools, do not know English, are illegal immigrants, and in general do not merit help or to be taken seriously. Furthermore, Secada (1998) adds that Hispanic students are viewed as victims who are unable to do much about their conditions and cannot help but drop out of school. Much has been said about the lack of “motivation” of Black, Hispanic, and poor students. Many of these students fail to reach their full potential, not because they don’t want to learn, but because they are put in situations in which it becomes nearly impossible to learn (Kuykendall, 1992); consequently, students drop out of school.

The implication undergirding these statements promotes a perception that depicts an absence of a parental presence in the lives of their children and further suggests that parents have abandoned all responsibility for their children and have been, indirectly, an integral part in these deductions. Even though the findings by Secada may be dated and NCLB has come forward to provide direction and establish expectations, the tenor of the educational landscape has not diminished; in fact in some cases it has become more callous. In the study by Quiocho and

Daoud (2005), *Dispelling Myths about Latino Parent Participation in Schools*, the researchers included teacher perceptions of Hispanic parents. Through interviews the researchers recorded the following comments made by teachers and administrators about parents.

- They don't come to help in the classroom.
- They don't and can't help in the classroom.
- They are illiterate.
- They don't help their children with homework.
- They don't make sure their children complete their homework every night.
- They take their children to Mexico for almost anything throughout the school year and keep them away from school for weeks. How can the children learn this way?
- This neighborhood and this school have really changed. This used to be a good neighborhood. The professional people moved and now we have this influx of Mexicans.
- They just don't care as much as the other parents do.

From a middle class perspective supported by the schools and lived by the adults within the system, these statements are reflective and charged with a sentiment lacking awareness and understanding of the truncated lives of the migrant child and family.

Secada (1998) identified stereotypes that were applied to Hispanic students. These labels consisted of Hispanic students not being able to do much about their education because they are poor, are the children of drug users, are victims of violence and abuse, do not speak (read or write) English well, encounter cultural barriers in school or in the larger society, or, through no fault of their own, lack some essential ingredient for success. Diversity as a domain over the years has expanded to include many tenets and facets. Research demonstrates that our nation has 87,125 schools in 14,471 districts and 46.3 million students in public school classrooms. More

than 6.2 million children have limited English proficiency; 2 million speak no English. Two million latchkey children go home to an empty house, another two million endure abuse and neglect at home. An estimated 1 million children suffer from the effects of lead poisoning, a major cause of slow learning; more than 500,000 come from foster and institutional care; 30,000 are products of fetal alcohol syndrome. Nearly 400,000 are crack babies and children of other drug users. More than half a million are homeless, lacking a permanent address. Of children younger than 18, approximately 20% (14.4 million) come from homes with extreme poverty. More than half of poor children are white and live in rural and suburban areas. And America's schools are taking in growing minority populations from countries that lack strong educational infrastructures (Troy, 1998 as cited in Schargel, Thacker, and Bell, 2007). The dynamics that impact migrant families in many cases has become the status quo for many school systems. Therefore, it is incumbent upon the school system to find ways to engage all parents in the educational experience of their children. In many instances the middle class values that are promoted in the educational system are not reflective of the true reality that is prevalent in the patrons that they serve. Parent involvement is critical to the academic success of children; school systems must recognize that the children and parents that they serve have changed, consequently, the practices employed in parent involvement must include strategies and techniques that take into consideration the needs of families as they are, not as they could be.

Without question parent involvement is a critical aspect in the education of children and is recognized by research as a necessary ingredient in the process of children encountering success in the educational sphere. However, to involve the parents of migrant children there are many barriers that must be superseded by both the institution and the parent. Secada (1998), through his investigation involving parents, mentions that in order to be involved, parents must

often overcome school resistance and hostility to their involvement. Parents in this study stated that their children's schools did not take them or their concerns very seriously. For migrant parents who are seeking to establish themselves in a community and whose children are trying to make connections within a school system, the barriers for involvement become overwhelming. Nevertheless, schools can very well be the catalyst that assists parents to envision a future for their children and a reasonable means by which parents can plan or find avenues for that plan. So in essence, parents can become, if properly empowered the primary guiding force for their children in every aspect including the educational process. Nevertheless, when the disposition of the adults in the school system conveys to students that their presence in the school is a burden, whether this sentiment is conveyed overtly or covertly, it contributes to the isolation of the students. Parents on the other hand become isolated and disenfranchised by the attitudes and behaviors of the adults in schools and by the very nature of the dynamics that impact them.

Parental Advocacy

The research clearly demonstrates that parents should be the primary advocates for their children. Nevertheless, in many instances the barriers that migrant parent's face certainly limits or in some cases prohibits their capacity to be involved in the academic experiences of their children. The lack of influence as related to social capital, economic capital, and cultural capital further exacerbates and distances the ability of parents to become engaged with their children and their educational experience. Additionally, the narrow definition employed by public institutions of what constitutes parent involvement systematically alienates migrant parents from participating even if they could. Lastly, barriers such as the educational level of the parent, knowledge of English, inadequate understanding of schools as a system and the lack of basic understanding of curricula, standards, assessments, and in some cases overt or covert

discrimination discourage parents from being active participants in the educational experience of their children.

In MSCMW the number of identified migrant students totals 10% of the student population. Mobility as demonstrated through data reflects that in an academic year the school district will lose over 100 students and conversely gain over 100 students in the same year (J. Smith, personal communication, September 9, 2004). Specifically, for the 2006 academic year the district lost 162 students from eighth to ninth grade. These students never appeared for the first day of classes in the fall of 2006. All of these students were migrant students. The discoveries made while trying to identify what happened to these students consisted of the following: Students moved with parents to another location, others dropped out because they were too far behind academically, others returned to Mexico, others went to work to assist their families, and others were simply just gone (J. Smith, personal communication, October 13, 2006). In reviewing their records, these students did not participate in extracurricular activities, they were children of poverty, they were receiving failing grades in most of their core content classes, they were second language students, and the majority was behind academically. Parents were never notified in a consistent manner of how these students were performing in school. Parents visited the campuses only when they were notified that their children had committed an infraction. The nomenclature of parent involvement activities evidenced in the district consisted of parent teacher conferences, make it take it nights, dinners, newsletters sent home in two languages (English and Spanish), and some ethnic celebrations. All literature was translated in two languages. Nevertheless, there was not a concentrated effort made to encourage all parents to be involved in the educational process of their children. Secondly, the researched based findings associated to migrant parents demonstrate that the demands of surviving and simply

establishing a home position parent involvement at a secondary or tertiary level in terms of what is best for the family. These limitations dictate that the students become the primary advocate for themselves and in most cases the end result is very predictable, the students fail or they drop out.

The lack of parental advocacy for their children coupled with the mobile lifestyle of parents creates educational gaps or discontinuity in the educational processes of the migrant child. This aspect tends to impact students most significantly at the secondary level. As parents move throughout the country, the educational systems from one city to another, as well as one state to another differ significantly. Consequently, as parents move and take documentation that is reflective of the course work that their children are currently taking, students discover incompatibilities in the course work, curriculum, availability of courses, and grading systems. Additionally, parents who come from other countries and bring their children directly to a specific location discover that the interpretation of their documents by school officials is often faulty; so that ultimately, classes that their children have completed before are the classes they have to take again. In addition, migrant children may be placed inappropriately in the school system based on language ability or lack of proper school documentation, so that eventually these students lose all hope of completing their education. Parents acquiesce to the dictates of the school for their children based on their prior experience especially if their home culture is different from mainstream U.S. culture and by the trust factor of believing that the school knows what is best and will do what is right for their children.

Often when migrant parents arrive in a new community and school system their children are tested on all subjects to establish an academic baseline of information designed for the student. The students are then placed in a class with new students. All of this is completed in a manner that best addresses the academic need of the student. However, as students are placed

and located in a new environment, insignificant time is given to the transition that a migrant student is experiencing, especially for secondary students. Since the student will be the primary advocate in the school setting, time must be granted and formal steps must be available so that students can establish relationships and develop friends that will help the student negotiate the system.

In addition, some migrant students may be placed in a lower grade level because the school standards and absenteeism policies differ from district to district and from state to state. School policies and school structures as they currently exist are often not flexible enough to meet the needs of students who are highly mobile and who are impacted by distinct variables that often are not realities within the institutions and communities that are supposed to serve them. Parents who are supposed to be the primary advocates for their children are restricted by all the variables that impact families consistently on the “go”. Therefore, students in the school setting are relatively on their own and based on all the factors that impact migrant families and students, the students are often not able to successfully advocate for themselves at any level within the school system.

The lifestyle of the migrant parent and child imposes multiple barriers and impediments that often create insurmountable obstacles for the families and children. These obstacles often limit and in some cases prohibit the parent from undertaking the role of primary advocate for their children. Consequently, migrant children often find themselves academically disconnected in the school system, trying to swim and not sink, without a significant adult available to assist them in their educational endeavor.

CONCLUSION

The central purpose of this study is to discover in what way is parent involvement indicative of student achievement in multiple arenas? The inquiry will be driven by the systematic review of the educationally related participation behaviors of migrant parents in their community, schools, and home and discover whether a relationship can be demonstrated by linking parent involvement to state reading and math assessments of their children that ultimately lead to and impact graduation rates. Sub questions associated with the overarching framework of inquiry include:

- (1) What are the participation behaviors of the parents in community activities?
- (2) What are the participation behaviors of the parents in school?
- (3) What are the participation behaviors of parents at home?
- (4) How do all participation behaviors by parents correlate to student performance on state assessments?

With this focus, the content of this chapter consisted of reviewing the literature related to migrant parent involvement and the barriers that in many cases may limit or prohibit parents being involved in the educational processes of their children. In general, the research repeatedly validates the positive impact that parent involvement has in relation to the educational experience of children. In probing further, the research demonstrates that parent involvement activities manifested in schools are still primarily directed toward a stable population of parents and children. Furthermore, the activities for parents promoted in school are reflective of middle class values and have been developed for a middle class parent. Conversely, parents who do not have the language or the wherewithal to negotiate within these activities successfully or who do not attend these functions are considered lacking in some way. Moreover, the life experiences

that migrant parents possess and teach their children are diminished in value as compared to the formal training children receive in a class setting. Lastly, the barriers that migrant families encounter through their lifestyle in many ways prohibits and limits their ability to become as actively engaged in the educational experience of their children as would be desired.

Overarching frameworks that provided understanding to the capacities possibly employed by parents to engage in the educational experience of their children were found to be rooted in the concept of *capital* or influence and the dimensions that capital might have. Parents who possess social capital, economic capital, and cultural capital can exert or gather the necessary support systems to assist their children in positive manners. Parents who do not have this capital are less likely to impact their children in a positive manner as they find themselves outside the spheres of influence.

Parent involvement is ultimately about equity. It is parents' wanting what is best for their children, where the mean justifies the end. NCLB recognizes the importance and supports parental involvement. NCLB states that all schools that receive Title I funds must develop policies on partnerships and conduct programs that involve parents in ways that support student success in schools. In addition, all schools must:

- Provide professional development to educators to organize effective partnerships programs,
- Help parents understand state standards and assessments,
- Provide materials to help parents assist their children's achievement at home,
- And communicate using formats and languages that parents will understand (Epstein, 2004).

Therefore, the dynamics that impact migrant parents, which may limit or prohibit their involvement can be and should be overcome by public institutions. The parameters set forth by NCLB could function as the foundation and beginning for developing parent involvement practices that address the needs of all parents.

The concept of parent involvement as related to migrant families should begin with the single commonality within the migrant families, the family itself. Most successful parent involvement programs designed to address a migrant population begins with the family. Recognizing the validity of the contextual influences and that parent may or may not have this influence, Joyce L. Epstein (2002), from John Hopkins University developed a framework based on six major types of partnerships between schools, families, and communities. Employing the Epstein model, Hill and Flynn (2006), through the Mid-continent Research for Education and Learning (MCREL) developed a subsequent framework for parent involvement for the state of Wyoming to engage parents impacted by variables associated with a migrant lifestyle. Other research indicates that successful programming dedicated to migrant families begins with recognizing and validating the concept of familism intrinsic in Hispanic families. Souto-Manning and Swick (2006) also stress the need to begin with family and affirm the strengths within those families. Families feel validated and respected when school systems make efforts to accommodate their needs, personalize the program, and make workable, sincere efforts to link the school to the home and not vice-versus.

Critical to the development of a viable parent involvement program is staff development. In working with migrant populations it is necessary that all staff understand and have awareness related to migrant families and their children. In many instances families who come from other countries and cultures may view their role in their children's education differently than U.S.

parents (Hill and Flynn, 2006). Ultimately, for districts and specifically for schools, the process employed to begin working toward engaging parents in the educational processes of their children begins with a focused and directed plan. Additionally, districts must be committed at different levels that include financial support to parent programming. Finally, the research suggest that schools that seek to actively develop partnerships with parents will discover that all parents regardless of socio-economic status, language, and other descriptors do become more involved in their children's learning and school success if the parent is approached and asked to participate.

CHAPTER 3

METHOD

This chapter of the dissertation will include (1) subjects, (2) data collection procedures, (3) instrument, (4) reliability, (5) validity, (6) internal validity, (7) external validity, (8) research hypotheses, (9) the study design, (10) statistical analysis, (11) reciprocity, (12) protection of human rights, (13) and conclusion. This study was designed to investigate the educationally related participation behaviors of migrant parents in their community, schools, and home and discover whether a relationship can be demonstrated by linking parent involvement to state reading and math achievement scores of their children that ultimately lead to and impact graduation rates. The research questions addressed by this study were:

- (1) Is there a variance between the educationally related participation behaviors of the parents in community activities and student achievement?
- (2) Is there a variance between the educationally related participation behaviors of the parents in school and student achievement?
- (3) Is there a variance between the educationally related participation behaviors of parents at home and student achievement?
- (4) Is there a relationship between all participation behaviors by parents that relate to student performance on state assessments?

Participants

The following is a description of a typical family surveyed and interviewed. All names and locations have been changed to ensure confidentiality. This scenario has been provided to the reader for several reasons. First, there is a need to convey an understanding of the richness that includes culture inherent in people surveyed and interviewed. Secondly, it is essential that

the reader procure a sense of the interview process itself. Lastly, the reader must conceptualize the need for such detailed descriptions to foment an in-depth analysis of the data.

Salome is in her early thirties; she is the mother of two children. She and her husband arrived three years ago from the state of Chihuahua, Mexico. They came with the expectations of working in the beef plants. Once they arrived in MSCMW, she quickly realized that work in the beef plants was too difficult for her small body. She could not cope with the physical demands of the job. Consequently, she quit her job and is now a stay home mother. Her husband, Julian, works while she maintains the home and takes care of their two children.

The Balleza family lives in a modest two-bedroom trailer. Her eldest child (Yomira) is a freshman in high school. Her youngest daughter (Casandra) is in middle school. They have been attending school in the U.S. for over two years. Both children are struggling due to language and fitting in, yet they are maintaining passing grades at school.

This is a typical migrant family. The family is cohesive, loving, and caring. They are very close, with mom being concerned with all aspects of the family.

Both Julian and Salome are convinced that their children will ultimately graduate from high school. However, Julian is very concerned about his eldest daughter. He feels that within the next two years she might marry. He also feels that if she continues in school, he wants her to graduate and then work in the plant with him. That way he can watch her more closely. If she goes to college or a university all she will do is get pregnant and her life will be ruined.

Yomira wants to continue with her education. She envisions graduating and then becoming a nurse. However, she believes that her father will not let her attend college. As we speak of all the alternatives available to her in the near future there is a sad conviction in the finality of her resignation to acquiesce to the expectations of her father. Her father is adamant

about what her future will entail. The direction that he has set for the family has already been decided; through further conversation and in a very courteous manner he informs me that nothing will change his mind.

The Balleza family typifies some of the families that have recently arrived to the location. In general the families are young, of childbearing years or already have a family that is relatively young. They are hard working, have varying degrees of education, and they are dedicated to improving their life and the lives of their children to the best of their abilities.

A convenience sample was identified for the purpose of the study of the migrant families solicited to participate in this study. There were a total of 200 families contacted. Based on eligibility of the program most of the families were recent arrivals to the community, others had been present in the community for a number of years.

Of the 200 migrant families residing in the community, all received letters inviting them to participate in the study. The positive response rate of families who chose to participate in the study consisted of 25.5% of the total identified population where N=51. Meeting dates and times were established to visit and interview the families at their convenience. All (N= 51) families were visited and surveyed.

Of the (N=51) families interviewed, 86.3% or 44 involved the mother only. Seven (13.7%) of the family interviews included both the father and mother. None of interviews involved the father only. In all cases, the children of the families were present. In some interviews extended family members were present, but they did not participate in the interview.

Data Collection Procedure

After approval of the study from the Institutional Review Board for Research Involving Human Subjects, 200 introductory letters were sent out inviting parents to participate in the study. The local migrant database system provided names, addresses and phone numbers of the families. A total of 51 families indicated that they would participate in the study.

A survey (N=51), and an interview (N=51), were the primary venues for data collection (see appendices C, D, and E which were the follow-up questions). Parents were informed through phone conferences and letters of the processes related to the study. Parents were told or explained through correspondence that they would complete a survey and based on the survey, an interview would occur that would be recorded. Associated information provided to parents linked to the procedure of the study included signing a consent form, answering “yes,” “no,” or “not applicable,” on the survey, and being interviewed and recorded based on survey responses. Moreover, parents were made aware that the whole routine would take approximately 45 minutes. Parents were also informed that all correspondence, consent forms, recorded materials, and surveys would be kept individually for each participant in the study.

Once the study was completed all materials were separated. Interviews were stored in one location, surveys were filed in another place, and the informed consent form was placed at yet another location. The data gathered from the survey was placed in a file and archived in a database. Each interview was recorded and cataloged with a code specific to each family, with the date and time of interview. The recorded information was stored with the survey. All measures were taken to insure confidentiality of those who participated in the study. In text all names were changed.

Home visits with the parents and subsequent completion of the survey and the interview occurred from July 15 through August 14, 2007. Parents were informed that the results of the study would be shared with them either individually or through a group setting. This is how the researcher collected and stored the data for the study and communicated to participants how the results were to be presented.

Instrument

The researcher developed the Parent Involvement Survey employed in the study (see Appendices C, D, and E). Questions for the survey were developed and presented to seven colleagues for their input (2 administrators and 5 teachers). The questions were reviewed for appropriateness and recommendations were made. Based on the input from colleagues some questions were abandoned, others were added, and some questions were refined. Nonetheless, the majority of the questions were developed grounded on the researcher's experience of working with migrant families for more than twenty-five years.

The survey structure is divided into three distinct sections. The domains assessed through the survey consist of "The Community Setting," "The School Setting," and "The Home Setting." The survey comprised a total of 57 questions. 16 questions were developed for the community setting, 28 questions for the school setting, and 13 questions for the home setting. Each question had a follow-up question designed and reviewed through the same process and protocol as the root questions. The survey was designed to assess and answer the following questions in the specified domains and also address an overarching question based on cumulative responses:

- (1) **Community Setting:** What are the participation behaviors of the parents in community activities? Communities provide educational activities, recreational programming, and athletic functions that are made available to all children within a community. The

researcher investigated whether migrant parents involved themselves and their children in these community endeavors.

- (2) **School Setting:** What are the participation behaviors of the parents in school? Part of effective school research indicates that it is critical that parents have a viable relationship with the teachers, counselors, administrators, and support staff of the school where their child attends school. The researcher investigated the relationship between schools and parents.
- (3) **Home Setting:** What are the educational participation behaviors of parents at home? In many instances the lifestyle of the migrant families impacts the home environment of migrant children. Nonetheless, awareness can create changes within an environment that can clearly impact children in a positive manner. The researcher investigated the relationship between parent educational behaviors at home.
- (4) How do all participation behaviors by parents correlate to student performance on state assessments? An aggregate of parent behavior patterns were identified and compared to student achievement on state reading and math assessments.

Descriptive data related to the participants were included as part of the study. The data gathered by the instrument consisted of the following items:

- (1) Age of participant
- (2) Marital status
- (3) Education level of participant
- (4) Number of children in school system and grade levels
- (5) Length of residency

This structure formed the foundation for descriptive analysis and measures of central tendency that functioned as a catalyst for the correlational calculations employed in the analysis of the data sought through the study.

Reliability

Reliability refers to the consistency of an instrument in measuring whatever it measures. In short, it is a condition where a measurement process yields consistent scores over repeated measurements (Krathwohl, 2004). Consequently, reliability is achieved when the instrument has internal consistency and stability of the survey procedure (Krathwohl, 2004). To ensure internal consistency the overarching question was broken into three distinct domains. These domains formed the foundation for additional questions related to parental involvement. For example the first domain refers to the level of involvement of the parent in the community setting. Question 2 asks whether parents take their children to the local library. To gain a clearer sense of the level of parent involvement in the community, all questions within this domain are related to activities and events that will reflect parent involvement in the community. Subsequent domains have been structured in the same manner.

To ensure stability of the survey procedure, letters were sent to the participants asking for their involvement in the study. Of those that responded asking to participate in the survey, a meeting was held to explain the survey and the types of questions that would be asked. All questions by the participants were discussed and addressed. Participants were assured that once the report was completed they would be asked to attend a meeting for a formal presentation of the study.

Validity

Validity of a study comprises both internal and external validity of the instrument.

Internal validity is demonstrated when the study instrument measures what it is intended to measure (Krathwohl, 2004). External validity is demonstrated when the results of the study can be generalized to a different population (Krathwohl, 2004).

Internal Validity

To determine the internal validity of the study, a pilot study was conducted using 5 migrant parents in a neighboring town before implementation of the actual study survey. Additionally, a panel of experts reviewed the survey. The panel consisted of six individuals within the state of Kansas. Three were teachers who worked with migrant families and students; the other members were state department people involved with the Migrant Program. The discussion focused on whether the instrument measured parent involvement as related to the educational experience of their children in the domains selected. Secondly, the items within the domain were reviewed to ensure they measured distinct facets related to parent involvement in the educational experience of their children and still remained consistent with the domain assessed. The end product of the meeting consisted of editing for clarity, restating questions more appropriately, and removing items deemed unnecessary.

External Validity

Currently, there are 200 identified migrant families that comprise the Migrant Program at the site selected for the study. Of the identified families 25 percent were surveyed. Therefore, because of the sample size of families surveyed and because they were all migrant families, the study results can be reasonably expected to generalize to the population being studied, thereby ensuring the transferability of the study's results to the larger population.

Research Hypotheses

The hypotheses were as follows:

Hypothesis 1

H_0 = Parent involvement in the community setting will not explain a significant amount of variance in the math and reading achievement scores of their children.

H_a = Parent involvement in the community setting will explain a significant amount of variance in the math and reading achievement scores of their children.

Hypothesis 2

H_0 = Parent involvement in the school setting will not explain significant amount of variance in the math and reading achievement scores of their children.

H_a = Parent involvement in the school setting will explain significant amount of variance in the math and reading achievement scores of their children.

Hypothesis 3

H_0 = Parent involvement in the home setting will not explain a significant amount of variance in the math and reading achievement scores of their children.

H_a = Parent involvement in the home setting will explain a significant amount of variance in the math and reading achievement scores of their children.

Hypothesis 4

H_0 = There will not be a relationship between overall parent involvement and the math and reading achievement scores of their children.

H_a = There will be a relationship between overall parent involvement and the math and reading achievement scores of their children.

Research Design

The study was quantitative in nature and sought to provide, through survey methods, descriptive and predictability data (Krathwohl, 1998). A simple correlation design was used to gather information related to the relationship between the level of parent involvement and the achievement scores of students on math and reading assessments.

Math and reading scores on assessments were the dependent or criterion variables in this study. The dependent variables were derived from state assessments scores or through scores generated through local criterion referenced assessments based on state standards. The independent or predictor variables were the community setting, school setting, and home setting. Independent variable data were collected from responses by parents to items on the Parent Survey.

Simple correlation equations were developed for the purpose of predicting the dependent variables (math and reading assessment scores) from the independent variables (Community Setting, School Setting, and Home Setting). Simple correlation determined whether independent and dependent variables were related to each other individually or cumulatively, and the strength and direction of the relationship. The correlation coefficient determined what proportion of the variance each criterion or dependent variable was accounted for by the predictor or independent variable.

Statistical Analysis

SPSS Base 15 for Windows (2007) was used to run descriptive and correlational analysis. All tests were conducted at the .05 level of significance. Measures of central tendency were obtained for total reading and mathematic assessment scores, which generated an overall mean and standard deviation score. Additionally, the mean and the standard deviation were attained

per domain (school setting, community setting, and home setting) and total survey score of the instrument.

A bivariate correlational procedure was performed to measure the strength and relationship of the individual domain and the assessment achievement scores. The procedure employed to test the strength of the relationship between the individual domains and the scores was the Pearson's Product-Moment Correlation. Additionally, a two-tailed test was used as the procedure for hypotheses testing. The criterion or the dependent variables were the reading and math achievement scores and the predictor or the independent variables were the scores generated by parents per domain.

Reciprocity

Reciprocity entails returning something to the participants after the study has been completed. The finding within this document will be presented to the audience for which it was intended. The participants will receive information about the findings, as well as school administrators, and other colleagues will be informed of the results contained within this work. Lastly, the information generated will be utilized to implement programming to increase parent involvement

Protection of Human Rights

In June of 2007, the researcher petitioned the Committee for Research Involving Human Subjects (IRB) at Kansas State University to complete the study. Every effort was made to insure the confidentiality and anonymity of the respondents and their families. The surveys, transcriptions, and informed consent forms are stored in different locations.

CONCLUSION

In this chapter I have delineated the research methodology that I will use. The chapter is comprises the following sections: (1) subjects, (2) data collection procedures, (3) instrument, (4) reliability, (5) validity, (6) internal validity, (7) external validity, (8) research hypotheses, (9) the study design, (10) statistical analysis, (11) reciprocity, (12) protection of human rights, (13) and conclusion. These structures provide the framework for the study. Each contributes to the understanding of the relationship between variables that I seek. Each component will add a clarifying dimension to the investigation proposed.

Chapter 4

RESULTS AND DISCUSSION

The focus of this study was to investigate parent involvement in the domains of (1) Community Setting, (2) School Setting, (3) and Home Setting and its relationship to student achievement. This chapter includes descriptive statistics, the results of the study, discussion of the results, and implications for parent involvement.

Descriptive Statistics

The subjects for the study were 51 (N = 51) migrant families and their children. Demographics collected related to the participants included marital status, employment, length of residency, age of the participants, and educational level. Consistent with the literature, the descriptors identified with migrant parents were tenable and applicable to the families that participated in the study.

Of the 51 (N = 51) families, 41 (81.4%) were married or had a significant other and thus considered themselves married, while 10 (19.6%) were separated. Twenty-three (45%) of the mothers were homemakers while the husbands worked at one of the local beef plants, 3 (6%) of the mothers were unemployed, 19 (37%) worked at the beef plant and 6 (12%) worked in specific businesses.

The data did reflect a high percentage of traditional families. Of these families, where two significant adults were present, the father figure worked and provided the principal livelihood for the family. The mother remained at home as the primary caretaker. Culturally, these families were intact with the head of household making all major decisions related to the family.

Nevertheless, the data did demonstrate some mothers performing shift-work at the beef plants. The father worked during the day; the mothers worked either the afternoon or night shift. A parent, for the most part, was always at home with the children. Only in isolated situations did both parents work while an older sibling cared for the children and the household. Nonetheless, consistent with the research, older children were used for childcare and to sustain the household.

A constant thread demonstrated in the literature that functioned as a barrier to student success and parent involvement was rooted in family mobility. The research indicates that migrant families move from three to five times a year. In the early years of the Migrant Program, migrant families moved based on crop cycles, production, and harvest. In the community of MSCMW the families moved to this location seeking employment in beef plants or their movement was predicated on recent immigration from their country of origin. The tenure of participant residency in the community of MSCMW consisted of a range of one month (minimum) to nine years (maximum). Eighteen (35%) of the families had been living in the community for less than a year. Families who had established residency in the community and had lived from one to five years comprised 27 (53%). Six (12%) of the families had lived in the community for a period of six to nine years. Consistent with the research 88% of the families were relative newcomers to the area.

Another descriptor of migrant families found in the literature indicates that for the most part migrant families are young and of childbearing years. The data generated through the study substantiated this assertion. The age of the parents ranged from 24 years (minimum) to 54 years (maximum) with an age mean of 37 years. Of the 51 families 14 (28%) were between the ages of 20-30 years of age. Families between the ages of 31-40 years accounted for 22 (43%) of the

total. Thirty -six (71%) of the families were between the ages of 20-40 years of age. Fifteen (29%) were between the ages of 41-54 years of age.

The capacity for parent advocacy resides in the contextual influences parents bring to the educational setting. Educated Parents who are linguistically and culturally congruent with the institution tend to exert their influence and access the educational services their children need. The research indicates that migrant parents for the most part are limited in English and poorly educated. This construct became evident through the study. The educational level of the parents interviewed encompassed a range of zero or not ever attending a school (minimum) to parents who had 12 (maximum) years of schooling. The mean score for the educational level of parents was seventh grade. In disaggregating the data further, 23 (45%) families had an education level of zero to sixth grade. Four (8%) families had seven to eight years of education and 24 (47%) had nine to twelve years of education. Consequently, 53% of the families had an eighth grade education or less.

Furthermore, the survey and interview process yielded viable considerations and patterns. First, many of the families did not want to be critical of the educational system because they did not want to create controversy for themselves. Secondly, given the political tenor and immigration they did not want to bring attention to their families. Third, the families wanted to be involved in the different domains however, language, culture, and associated barriers prevented them from being involved. Lastly, parents had to be reassured that their lack of participation did not constitute being “bad parents”. Should this study be replicated, the researcher should be cognizant of this concern.

The number of children found in the households of the 51 (N = 51) families who participated in the study comprised a total of 152.

Table 4.1

Student Demographics (N = 152)

Grade Level	Student Count	Percent
0 – 3	27	18.0 %
P – 3	3	2.0%
P – 4	9	6.0%
Kindergarten	14	9.2%
First Grade	6	3.9%
Second Grade	10	6.5%
Third Grade	10	6.5%
Fourth Grade	6	3.9%
Fifth Grade	5	3.3%
Sixth Grade	6	3.9%
Seventh Grade	9	6.0%
Eighth Grade	13	8.5%
Ninth Grade	11	7.2%
Tenth Grade	8	5.2%
Eleventh Grade	3	2.0%
Twelfth Grade	5	3.3%

Alternative Degree	6	3.9%
Out of School Youth	1	.7%

Source: Data & Curriculum office MSCMW School District, (J. Smith personal communication May 2, 2007).

Table 4.1 demonstrates that there were a total of 152 students involved in the study. Of these 96 (63%) of the total number of children were elementary age or infants. Students designated as P-3 and P-4 were three and four year old children served through district pre-k programming. Secondary students comprised 49 (32%) of the total students identified for the study, while six (3.9%) of the students in the study sought their high school diploma through alternative programs and one (.7%) was categorized as an out of school youth.

Consistent with the research the data reflect that the majority of the students were either infants, pre-k students, or still at the elementary level. Although 32% of the students in the study were identified as secondary students, nearly twice as many were in the elementary level. Attrition and graduation rates for migrant students would indicate that although migrant students arrive at secondary settings they often do not meet with academic success. A critical facet to the positive educational experience of children is parent involvement. Nevertheless, migrant parents and children, who are consistently impacted with multiple dynamics, are often unable to exert their presence or influence at schools, which ultimately leads to students abandoning or becoming disenfranchised with the educational setting.

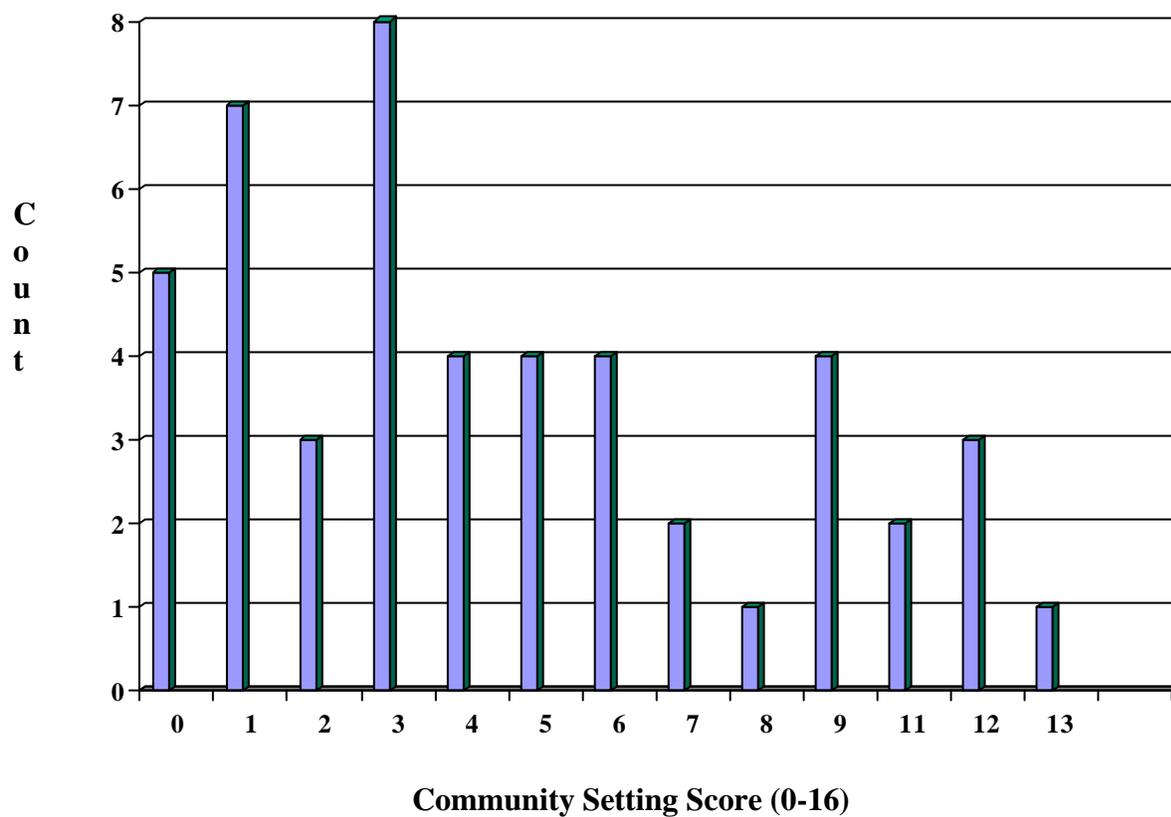
Reading Descriptive Statistics

The method employed in this study for data collection of consisted of interviewing parents (N = 51) based on a survey to investigate the level of parent involvement in the domains of (1) Community Setting, (2) School Setting, (3) and Home Setting and its relationship to

student achievement on reading and mathematic assessments. Parent surveys in some instances were used more than once for the analysis of descriptive statistics. Parents may have had more than one child with a valid assessment while other parent scores were not employed given the age of their children. Descriptive statistics as related to reading and parent involvement by specific domain demonstrate the following.

Figure 4.1

Community Setting



The bar graph (Figure 4.1) shows the distribution of the scores in the Community Setting domain. A total of 66 (n=66) surveys were used for this analysis. Participation behaviors by parents were used to indicate a total score for this domain.

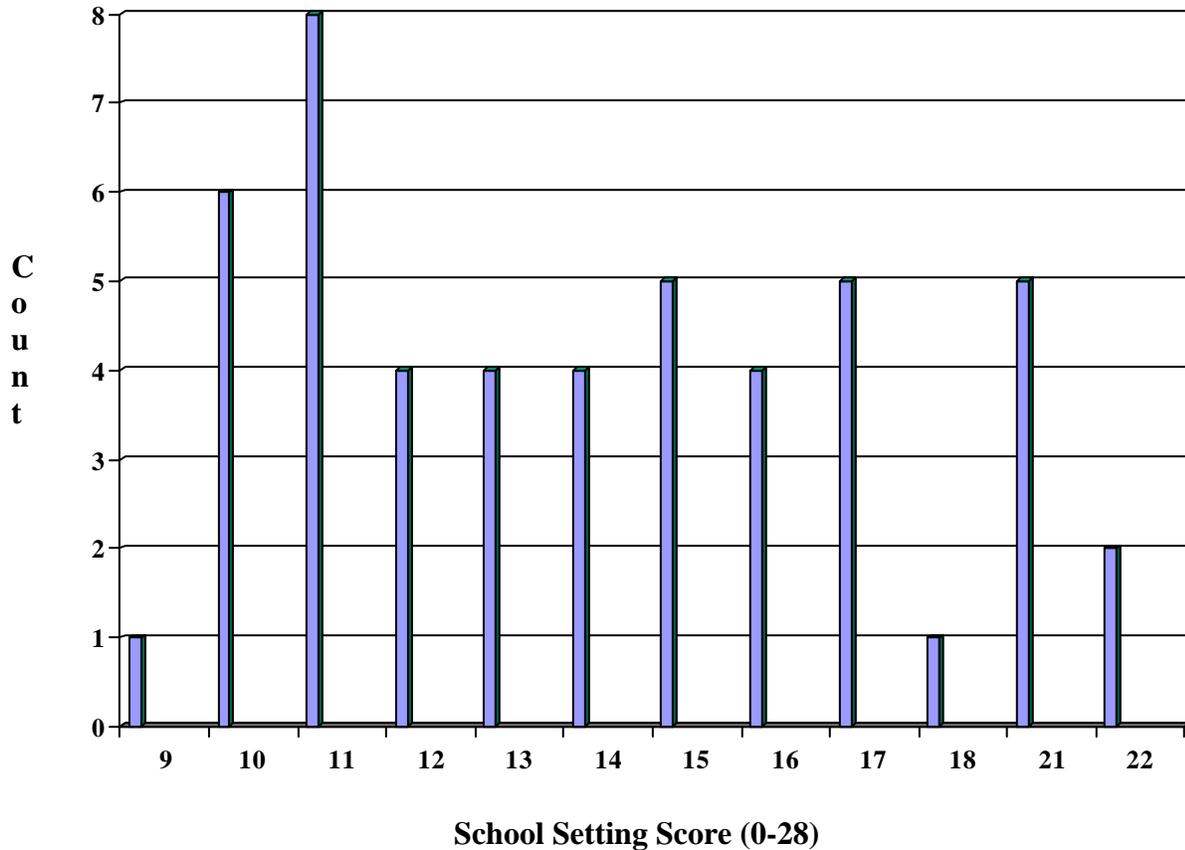
The domain of Community Setting had a total of 16 questions. All 16 questions were grounded on educationally related activities that communities sponsor. Based on the responses, M score was 4.71 and the SD was 3.76 for all the respondents. As Figure 4.1 demonstrate five (10.4%) of the families did not receive a score. However, seven (14.6%) of the families revealed a score of one on the survey. Additionally, three (6.3%) of the families obtained a score of two. Furthermore, eight (16.7%) of the families confirmed a score of three. As reflected by the data, four (8.3%) of the families evidenced a score of four. In addition, four (8.3%) of the families attained a score of five. Also, four (8.3%) of the families illustrated a score of six. Moreover, two (4.2%) of the families acquired a score of seven. One (2.0%) of the families substantiated a score of eight. Four (8.30%) of the families obtained a score of nine. Two (4.2%) of the families showed a score of 11. Three (6.3%) expressed a score of 12. One (2.0%) of the families received a score of 13.

The sample distribution was positively skewed with a fatter lower tail. The upper tail was thinner. However, the scores were variable as demonstrated by the standard deviation. The scores on the Community Setting would indicate that a significant percentage generated a low score to a complete absence of community involvement. Sixty-five percent of the families approximated a score of five or less on the survey. This would indicate that migrant families were not involved in community activities that would enhance the educational experience of their children.

The second domain investigated through this study focused on the school setting. A total of 28 questions were involved. A bar graph was employed to show the distribution of the scores.

Figure 4.2

School Setting



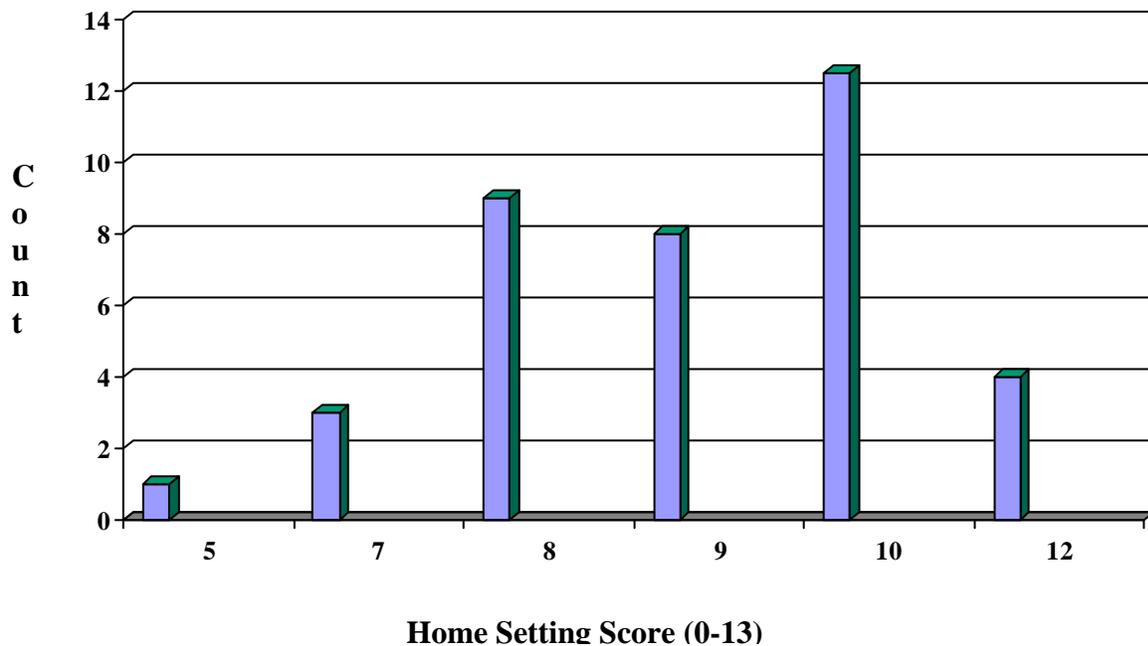
A total of 66 (n=66) surveys were used for this analysis. Based on the surveys scores the M score was 14.44 and the SD = 3.72 for the school setting domain. Scores generated by families indicate an approximation toward a positive skewed distribution. Nevertheless, the scores were moderately variable as demonstrated by the standard deviation. As Figure 4.2 demonstrates one (2.0%) of the families scored a nine. Also, six (18.4%) of the families obtained a score of ten on the survey. Eight (16.3%) of the families illustrated a score of 11. Four (8.2%) realized a score of 12. Likewise four (8.2%) of the families evidenced a score of 13. Another four (8.2%) of the families indicated a score of 14. Additionally, five (10.2%) of the families demonstrated a score of 15. Four (8.2%) of the families achieved a score of 16. Five (10.2%) of

the families expressed a score of 17. One (2.0 %) of the families received a score of 18. Five (10.2%) of the families attained a score of 21. Two (4.0%) of the families confirmed a score of 22. The distribution of scores reflected that 48 (98%) of the families received a score on ten or above on this domain. This would indicate that families did participate with their children in school related activities and activities that would assist their children in the educational processes.

The last domain related to reading investigated through this study involved the Home Setting. This domain comprised a total of 13 questions related to different manner in which parents could involve themselves in the educational process of their children in their home. A bar graph demonstrates the distribution of the responses by the parent on the survey.

Figure 4.3

Home Setting

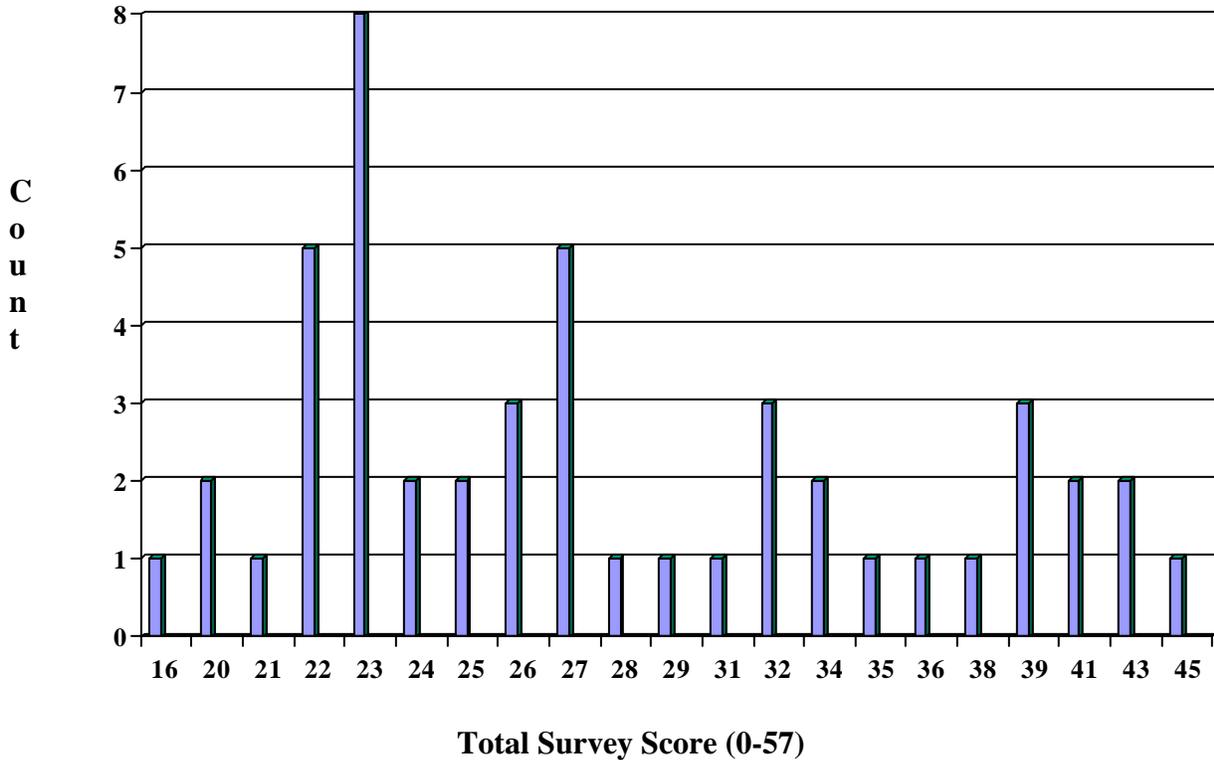


A total of 66 (n=66) surveys were used for this analysis. The Home Setting domain demonstrated a M score of 9.46 with a SD of 1.57. The distribution of the scores would approximate a negative skew. As indicated by the standard deviation there is limited variation from the mean score. As Figure 4.3 demonstrates, one (2.5%) of the families obtained a score of five. Three (7.5%) of the families received a score of seven based on survey responses. Nine (22.5%) of the families evidenced a score of eight, while eight (20%) of the families demonstrated a score of nine. Thirteen (32.50%) of the families acquired a score of ten. Lastly, four (10%) of the families substantiated a score of 12. Based on the scores as demonstrated through Figure 4.3, parents do provide for their children an educationally supportive home environment.

The total survey comprised 57 questions. A bar graph describes the scores that parents received on the total survey. The range of scores consists of 16 (minimum) to 45 (maximum) score.

Figure 4.4

Total Survey



A total of 66 (n=66) surveys were used for this analysis. The Total Survey Score approximates a positively skewed distribution. The mean score was 28.60 with a standard deviation of 7.34. As indicated by the standard deviation, there is variability in the scores.

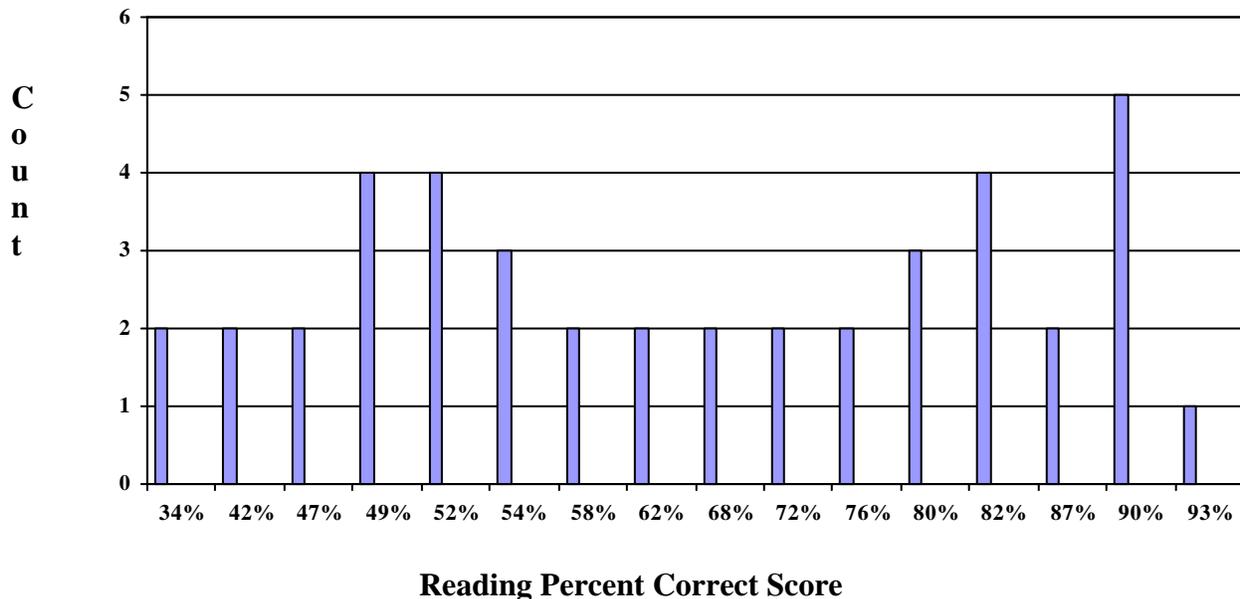
As Figure 4.4 demonstrates, one (2.0%) of the families had a score of 16, while two (4.1%) of the families received a score of 20. One (2.0%) of the families procured a score of 21 and Five (10.4%) of the families obtained a score of 22. Eight (16.7%) of the families attained a score of 23, while two (4.1%) of the families secured a score of 24. Two (4.1%) of the families evidenced a score of 25; another three (6.2%) of the families achieved a score of 26. Five (10.4%) of the families got a score 27 and one (2.0%) of the families acquired a score of 28. One (2.0%) of the families displayed a score of 29 while one (2.0%) of the families illustrated a

score of 31. Three (6.2%) of the families gained a score of 32 and two (4.1%) of the families expressed a score of 34. One (2.0%) confirmed a score of 35 and one (2.0%) revealed a score of 36. One (2.0%) of the families sustained a score of 38 and one (2.0%) and three (6.2%) of the families substantiated a score of 39. Two (4.1%) of the families exhibited a score of 41 and another two (4.1%) of the families showed a score of 43. Finally, one (2.0%) of the families displayed a score of 45.

The reading achievement scores comprised a total of 66 students (n = 66). The mean score consisted of 67.92; the standard deviation was 16.98. The following bar graph describes the distribution of the achievement scores on the reading assessment by students. The scores ranged from 34% (minimum) to 93% (maximum).

Figure 4.5

Student Reading Achievement Scores



As demonstrated by Figure 4.5, the distribution of the scores and the standard deviation (16.98) indicates variability within the scores. Additionally, the scales approximate a negatively skewed distribution. Based on the scores, two (4.8%) of the students received a percent score of 34% while another two (4.8%) of the students obtained a percent score of 42%. Moreover, two (4.8%) of the students acquired a percent score of 47% and another four (9.5%) of the students attained a percent score of 49%. In addition, four (9.5%) of the students evidenced a percent score of 52% while 3 (7.1%) of the students obtained a percent score of 54%. Furthermore, two (4.8%) of the students illustrated a percent score of 58% and another two (4.8%) of the students got a percent score of 62%. As displayed two (4.8%) of the students gained a percent score of 68% while another two (4.8%) supported a percent score of 72%. Also, two (4.8%) of the students expressed a percent score of 76% and three (7.1%) of the students revealed a percent score of 80%. Four (9.5%) of the students confirmed a percent score of 82% and two (4.8%) of the students sustained a percent score of 87%. Five (11.9%) of the students realized a percent score of 90% and one (2.4%) achieved a percent score of 93%.

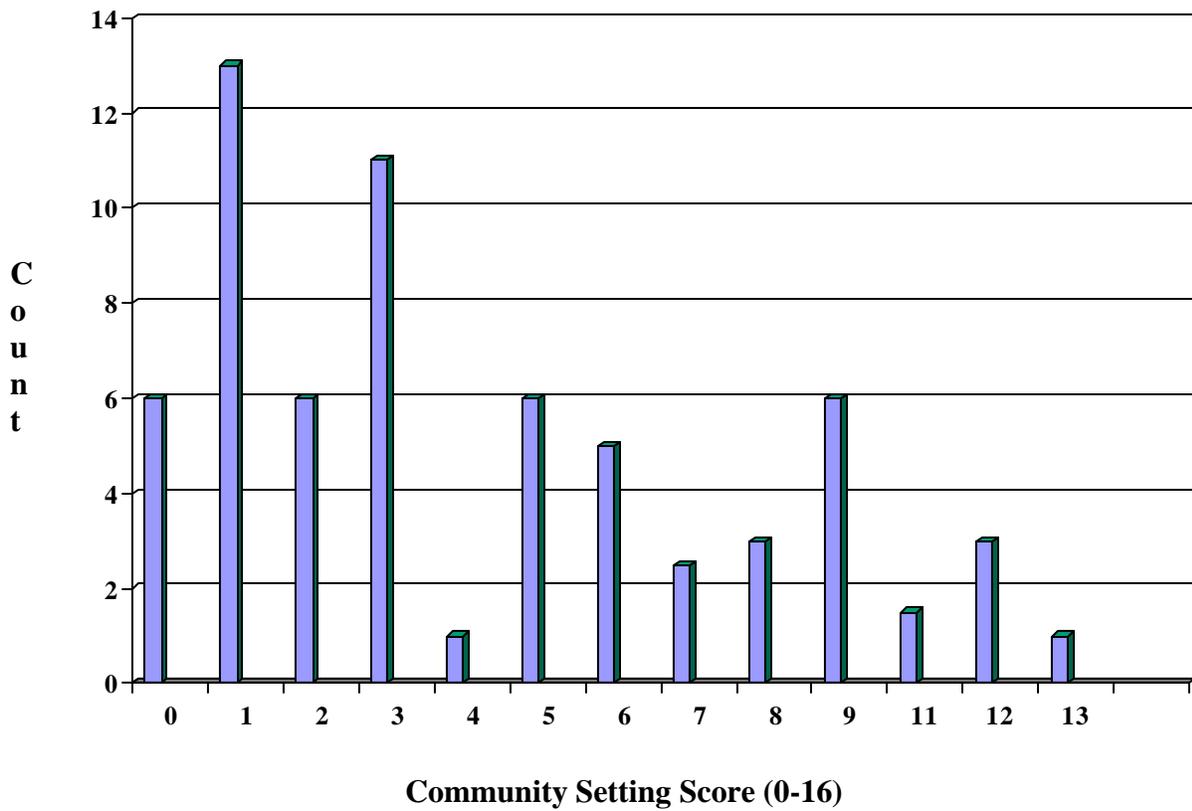
Mathematic Descriptive Statistics

The method employed in this study for data collection of consisted of interviewing parents (N = 51) based on a survey to investigate the level of parent involvement in the domains of (1) Community Setting, (2) School Setting, (3) and Home Setting and its relationship to student achievement in reading and mathematic assessments. Parent surveys in some instances were used more than once for the analysis of descriptive statistics. Parents may have had more than one child with a valid assessment while other parent scores were not employed given the age of their children. Descriptive statistics as related to Mathematics and parent involvement by specific domain demonstrate the following.

The domain, which comprised the community setting, included a total of 16 questions. Parents involved in the study consisted of 66 (n = 66). The mean score was 4.27 and the standard deviation was 3.58. The following bar graph describes the distribution of the scores.

Figure 4.6

Community Setting



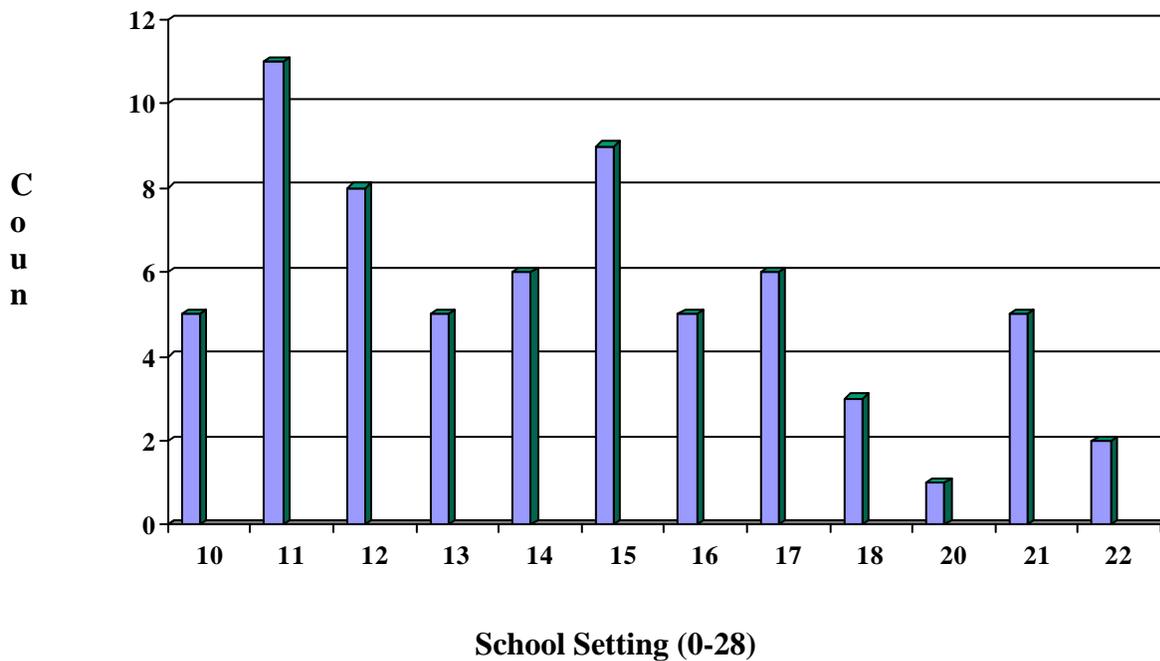
As Figure 4.6 indicates, the scales demonstrate a positively skewed distribution of scores. The range of scores exhibits zero (minimum) to 13 (maximum). The bar graph reveals that six (9.2%) of the families received a zero for a score. However, 13 (20%) of the families obtained a score of one. Additionally, six (9.2%) of the families acquired a score of two and 11(16.9%) of the families procured a score of three. One (1.5%) of the families obtained a score of four and six (9.2%) of the families evidenced a score of five. Moreover, five (7.7%) of the families

illustrated a score of six and 2.5 (3.8%) of the families substantiated a score of seven. Also, three (4.6%) of the families secured a score of eight and six (9.2%) of the families attained a score of nine. Furthermore, 1 (1.5%) of the families confirmed a score of 11 and three (4.6%) of the families expressed a score of 12. Lastly, .5 (.76%) of the families displayed a score of 13. The scale distribution would indicate that parents do not participate in community activities that enhance the educational experience of their children.

The second domain investigated was the School Setting. The School Setting domain comprised a total of 28 questions. The mean score was 14.48 and the standard deviation was 3.38. The following bar graph demonstrates the distribution of the scores.

Figure 4.7

School Setting



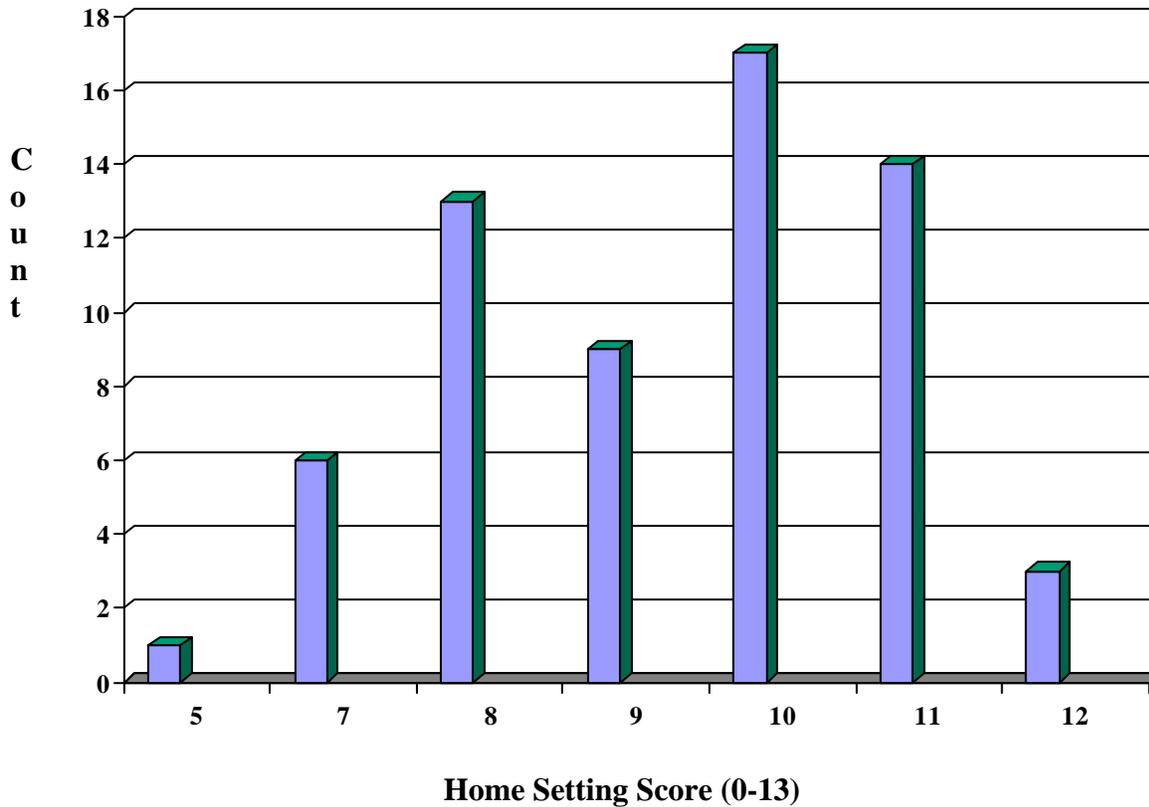
A total of 66 (n=66) surveys were used for this analysis. As Figure 4.7 demonstrates the scales indicate a positively skewed distribution. The range within the distribution demonstrates a score of 10 (minimum) to a score of 22 (maximum). The bar graph reveals that five (7.5%) of the

families received a score of 10 while 11 (16.7%) of the families procured a score of 11. Also, eight (12.1%) of the families achieved a score of 12 and five (7.6%) of the families obtained a score of 13. Additionally, six (9.1%) confirmed a score of 14 and nine (13.6%) of the families realized a score of 15. Moreover, five (7.6%) of the families illustrated a score of 16 and six (9.0%) of the families evidenced a score of 17. In addition, three (9.0%) of the families expressed a score of 18 while one (1.5%) of the families attained a score of 20. Lastly, five (7.5%) of the families acquired a score of 21 and two (3.0%) of the families supported a score of 22. The variability of the scores would indicate that migrant families involve themselves in the school settings of their children.

The last setting reviewed for parent involvement consisted of the Home Setting. The Home Setting domain consisted of 13 questions. The mean score was 9.36 and the standard deviation was 1.61. The following bar graph demonstrates the distribution of the scores.

Figure 4.8

Home Setting



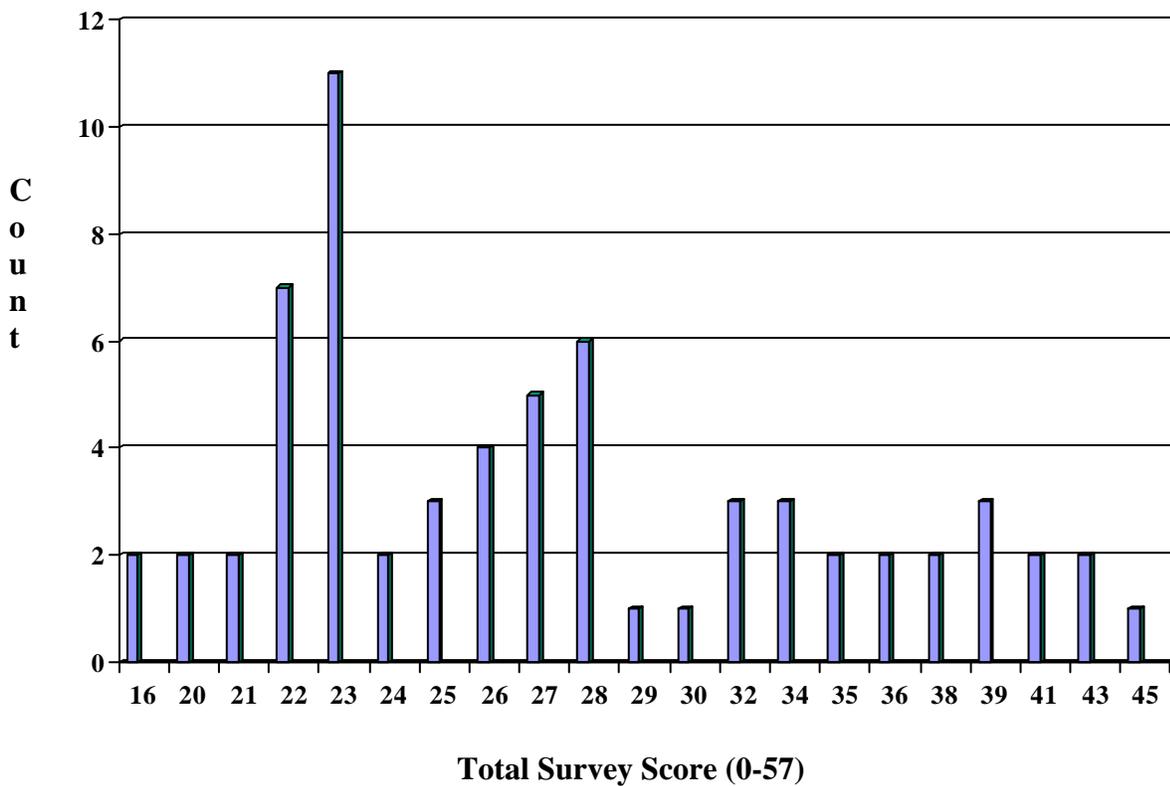
A total of 66 (n=66) surveys were used for this analysis. As Figure 4.7 demonstrates the scores approximate the shape of a normal distribution of scores. The standard deviation supports the distribution. The range in the distribution of scores comprises a five (minimum) to 12 (maximum). As the bar graph indicates one (1.5%) of the families received a score of five while six (9.5%) of the families obtained a seven. However, 13 (20.6%) of the families obtained a score of eight and nine (14.3%) of the families acquired a score of nine. Additionally, 17 (27%) of the families substantiated a score (10) and 14 (22.2%) of the families confirmed a score 11. Lastly, three (4.8%) of the families evidenced a score of 12. As indicated by the data, families

did involve themselves with the educational experiences of their children in the Home Setting domain.

The total survey score comprised 57 questions. The scores ranged from 16 (minimum) to 45 (maximum). The mean score was 28.12 and the standard deviation was 6.96. The following bar graph demonstrates the distribution of scores for the total survey.

Figure 4. 9

Total Survey



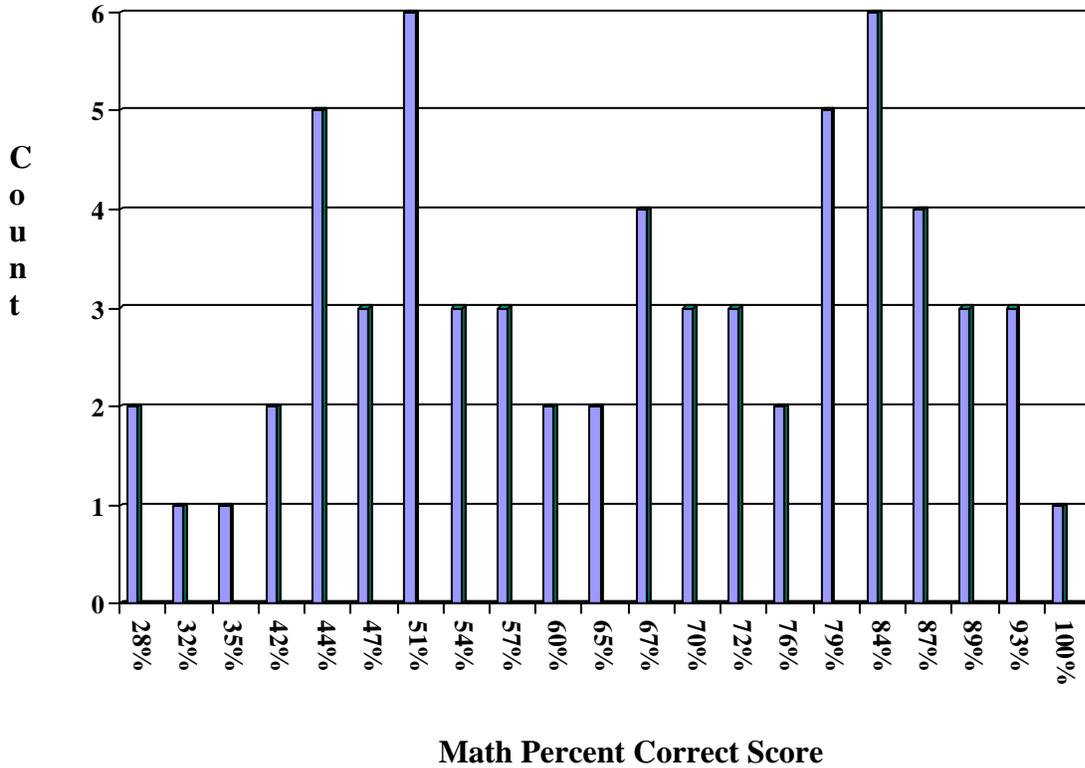
A total of 66 (n=66) surveys were used for this analysis. As Figure 4.9 indicates the shape of the scores would approximate a positively skewed distribution. Additionally, the standard deviation (SD = 6.96) would suggest that there is variability among the scores. As such, two (3.0%) of the families evidenced a total score of 16 and another two (3.0%) of the families had a total score of 20. Additionally, two (3.0%) of the families sustained a total score

of 21 while seven (10.6%) of the families evidenced a total score 22. Furthermore, 11 (16.7%) of the families acquired a total score of 23 and two (3.0%) of the families procured a total score of 24. Moreover, three (4.5%) of the families realized a total score of 25 and four (6.0%) of the families illustrated a total score 26. Also, five (7.5%) of the families substantiated a total score of 27 while six (9.1%) of the families confirmed a total score of 28. In addition, one (1.5%) of the families received a total score of 29 and one (1.5%) of the families obtained a total score of 30. Three (4.5%) of the families a exhibited a total score of 32 while three (4.5%) of the families expressed a score of 34. Two (3.0%) of the families supported a total score of 35 and three (4.5%) of the families sustained a total score of 36. Two (3.0%) of the families confirmed a total score of 38 while three (4.5%) of the families displayed a total score of 39. Two (3.0%) of the families acquired a total score 41 while two (3.0%) of the families showed a total score of 43. Lastly, one (1.5%) of the families expressed a total score of 45. The data would indicate variability related to the level of parental involvement demonstrated by migrant parents.

The mathematic achievement scores comprised a total of 66 students ($n = 66$). The mean score consisted of 65.09; the standard deviation was 19.45. The following bar graph describes the distribution of the achievement scores on the mathematic assessment by students. The scores ranged from 28% (minimum) to 100% (maximum).

Figure 4.10

Mathematic Achievement Score



As Figure 4.10 demonstrates, there is significant variability among the scores. The standard deviation ($SD = 19.45$) substantiates the variability found in the distribution of the scores. As noted in the data, two (3.3%) of the students obtained a score of 28%, while one (1.6%) of the students received a score of 32% on the math assessment. Additionally, one (1.6%) of the students scored 35% while two (3.3%) of the students gained a 42% on the assessment. Furthermore, five (8.2%) of the students acquired a score of 44% and three (4.9%) of the students attained a 47% on the assessment. Moreover, six (9.8%) of the students illustrated a score 51% and three (4.9%) of the students evidenced a score of 54% on the assessment. Two (3.3%) of the students confirmed a score of 60% while two (3.3%) of the students obtained a score of 65%. Four (6.5%) of the students realized a score of 67% and three (4.9%) of the

students achieved a score of 70% on the assessment. Three (4.9%) of the students displayed a score of 72% and two (3.3%) of the students received a score of 76% on the assessment. Also, five (8.2%) of the students attained a score of 79% and six (9.8%) of the students substantiated a score of 84% on the assessment. While four (6.5%) of the students evidenced a score of 87% and three (4.9%) of the students exhibited a score of 89% on the assessment. Lastly, three (4.9%) of the students illustrated a score of 93% and one (1.6%) of the students confirmed a score of 100% on the mathematic assessment.

Results

A simple bivariate correlation design was used to gather information related to the relationship between the level of parent involvement and the achievement scores of students on math and reading assessments. Math and reading scores on assessments were the dependent or criterion variables in this study. The dependent variables were derived from state assessments scores or through scores generated through local criterion referenced assessments based on state standards. The independent or predictor variables were the community setting, school setting, and home setting. Independent variable data were collected from responses by parents to items on the Parent Survey.

Simple correlation equations were developed for the purpose of discerning the relationship between the dependent variables (math and reading assessment scores) and the independent variables (Community Setting, School Setting, and Home Setting). Simple correlation determined whether independent and dependent variables were related to each other individually or cumulatively, and the strength and direction of the relationship. The correlation coefficient determined what proportion of the variance each criterion or dependent variable was accounted for by the predictor or independent variable. The procedure employed to test the

strength of the relationship between the individual domains and the scores was the Pearson's Product-Moment Correlation. Additionally, a two-tailed test was used as the procedure for all hypotheses tested.

Table 4.2
Correlation of Reading and Mathematic Achievement Scores and Domain

<u>Reading</u>			
Predictor Variables	<u>N</u>	<u>r</u>	<u>p</u>
Community Setting	48	.219	.135
School Setting	48	-.080	.588
Home Setting	48	.203	.166
Total Survey Score	48	.115	.437
<u>Mathematics</u>			
Predictor Variables	<u>N</u>	<u>r</u>	<u>p</u>
Community Setting	66	.157	.208
School Setting	66	.061	.628
Home Setting	66	.030	.809
Total Survey Score	66	.117	.348

Research Hypotheses

Hypothesis 1

H_0 = Parent involvement in the community setting will not explain a significant amount of variance in the math and reading achievement scores of their children.

H_a = Parent involvement in the community setting will explain a significant amount of variance in the math and reading achievement scores of their children.

To discern the nature of the relationship between all of the independent variables and all of the dependent variables the statistical procedure employed was a bivariate correlation. The Pearson Product Moment Correlation (r) was used for the correlational analysis. As Table 4.2 suggest, the relationship and variance between parent involvement in the Community Setting domain and the students reading and math achievement scores was low ($r = .219$ reading) and ($r = .157$ math). The two-tailed test ($p = .135$ reading) and ($p = .208$ math) substantiated this finding. All tests were conducted at the .05 level of significance. The values derived through the correlational analysis and through the two-tailed test indicated that the scores did not fall within the critical value of less than the .05 level of significance. Therefore, the null hypothesis was accepted.

Hypothesis 2

H_0 = Parent involvement in the school setting will not explain significant amount of variance in the math and reading achievement scores of their children.

H_a = Parent involvement in the school setting will explain significant amount of variance in the math and reading achievement scores of their children.

The relationship and variance between parent involvement in the School Setting and student reading and math achievement scores was weak ($r = -.080$ reading) and ($r = .061$ math).

The two-tailed test ($p = .588$ reading) and ($p = .628$) supported the correlational analysis. All tests were conducted at the .05 level of significance. The values derived through the correlational analysis and through the two-tailed test indicated that the scores did not fall within the critical value of less than the .05 level of significance. Therefore, the null hypothesis was accepted.

Hypothesis 3

H_0 = Parent involvement in the home setting will not explain a significant amount of variance in the math and reading achievement scores of their children.

H_a = Parent involvement in the home setting will explain a significant amount of variance in the math and reading achievement scores of their children.

The relationship and variance between parent involvement in the Home Setting and the reading and math achievement scores was low ($r = .203$ reading) and ($r = .030$ math). The two-tailed test ($p = .166$ reading) and ($p = .809$) supported the correlational analysis. All tests were conducted at the .05 level of significance. The values derived through the correlational analysis and through the two-tailed test indicated that the scores did not fall within the critical value of less than the .05 level of significance. Therefore, the null hypothesis was accepted.

Hypothesis 4

H_0 = There will not be a relationship between overall parent involvement and the math and reading achievement scores of their children.

H_a = There will be a relationship between overall parent involvement and the math and reading achievement scores of their children.

The relationship and variance between the total survey score and the reading and math achievement scores was weak ($r = .115$ reading) and ($r = .117$ math). The two-tailed test

($p = .437$ reading) and ($p = .348$) substantiated the correlational analysis. All tests were conducted at the .05 level of significance. The values derived through the correlational analysis and through the two-tailed test indicated that the scores did not fall within the critical value of less than the .05 level of significance. Therefore, the null hypothesis was accepted.

Results Summary

The study revealed that a statistical relationship between parent involvement in the domains identified and student achievement scores did not exist. Furthermore, this study demonstrated through empirical evidence, that migrant parent involvement was not a critical factor in the educational experience of migrant children. Additionally, substantiated by the variability of the achievement scores, the study illustrated that some students were academically successful despite parent involvement in the specified arenas. Parent involvement in community educational activities, their participation in school related functions, and parents creating an educationally supportive home environment for their children did not explain the variability of student achievement scores in reading and math.

Discussion

In this study migrant parents were to respond to a survey divided into three distinct categories. The domains consisted of the Community Setting, the School Setting, and the Home Setting. Questions developed in the arenas solicited parent responses related to their engagement in the educational activities specific to the setting. These responses became scores that were correlated to achievement scores students had received on reading and math assessments. The method employed was to review the participation behaviors of migrant parents in their community, schools, and home and discover whether a relationship could be demonstrated by linking parent involvement to reading and math assessments. The study revealed several views.

First, a significant relationship between parent participation behaviors in the different domains and student academic achievement in reading and math assessments was not demonstrated through the study. The correlational study revealed a weak relationship ($r = .115$ reading) and ($r = .117$ math) between the dependent and independent variables. The two-tailed test ($p = .437$ reading) and ($p = .348$) also indicated that a relationship was absent between the variables. Secondly, the scores generated by the parents, on the survey, reflected variability. The total reading survey scores ranged from 16 (minimum) to 45 (maximum) and revealed that 61% of the families had a score of 25 or more. The total math survey scores ranged from 16 (minimum) to 45 (maximum) and revealed that 67% of the families had a score of 25 or more. Third, the level of participation of the parents did not have a significant impact on how students scored on the assessments; the scores illustrated variability. The reading scores ranged from 34% (minimum) to 93% (maximum) with 57% of the student achieving a score of 68% or above. The math scores ranged from 28% (minimum) to 100% (maximum) with 52% of the students achieving a score of 67% or above. Lastly, this study substantiates the qualitative research related to migrant parent involvement that has historically promoted the notion that traditional academic parent involvement programming, as designed by public institutions, is not germane to the reality of the migrant families.

The correlation coefficient analysis revealed a very low relationship and variance between the dependent and independent variables. The two-tailed test analysis, employed for all hypotheses, substantiated the finding by the Pearson Correlation. Therefore, a significant relationship between parent participation behaviors and the achievement scores of the students in reading and math assessments could not be explained through the study.

Although a significant relationship could not be demonstrated between parent participation behaviors in the distinct domains and student achievement scores, the scores generated by parents reflected variability. Parents were involved in various manners and ways with the educational processes of their children. The inability to explain a significant relationship between the variables is perhaps indicative of parent involvement programming that although it required the presence of the parents; the programming however, did not empower the parents with the necessary skills and capacities to truly impact the educational experience of their children. Migrant parents demonstrated through this study that they did care and were involved as fully possible in the educational process of their children. The dynamics, however, that impact migrant parents discussed through the literature review, coupled with traditional parent involvement programming, may have impacted the effect parents had on how their children performed on the assessments.

Student performance on assessments did reflect variability. Therefore, based on the range of scores, student success was not predicated on the level of engagement that parents demonstrated on the survey. Other factors accounted for the academic success or failure of the student. These factors may have included constraints such as teacher training and dispositions, the level of second language development that the child possessed, and the resiliency of the student. Nevertheless, for students within the same family, where one student scored extremely high and the other child scored extremely low, parent involvement could have been the deciding variable that could have assisted the low scoring child succeed academically, if the parent training had taken into consideration the factors that impact migrant families.

The empirical evidence presented through the context of this study demonstrates that parent involvement constructs that emanate from a middle class perspective do not apply to the migrant

paradigm. Nevertheless, the research has clearly demonstrated positive implication for the educational experience and achievement of children when parents involve themselves in community, school programming, and have structured a home environment conducive to learning. The divisive catalyst therefore resides in forsaking the dynamics that impact migrant families and in the traditional activities developed for parents by the institutions and communities. Most parent activities have been developed for a population that is homogenous in terms of language and culture and reflective of the institution and the staff housed within that institution. Migrant families do not respond to these activities nor do they see profit in their participation given the reality they must address as daily routine.

IMPLICATIONS FOR INTERVENTIONS

As a result of this study, a number of observations have been made about migrant parent involvement and the factors that limit, and in some cases prohibit, and certainly impact migrant parents in manners which bar them from being active participants in the educational experience of their children. In light of these factors, coupled with the research that substantiates the necessity for parent involvement, and the intrinsic mandates found in federal programs, it is necessary for public education to rethink and restructure parent involvement programming. School districts that are highly impacted with migrant students and students whose primary language is not English need to ameliorate parent programming to encompass the unique dynamics that define migrant parents.

Areas that need to be considered for parents programming involve many distinct facets that include, first and foremost, having a district-wide parent involvement policy statement. Although federal programs like Title I and Title I Part C that have been specifically designed to meet the needs of at-risk children do carry a clear mandate to address parent involvement.

However, the implementation at the school level of parent programming does not take into consideration the unique needs that migrant parents or other subgroups bring to the educational setting. Parents mentioned through the interview that the schools did not understand them and they did not understand the schools.

Secondly, districts must recognize the critical need for teaching English to parents. Aside from survival English and cultural capsules that acclimatize the parents to mainstream functionalism, academic English and the language of education must be taught to the parents. Parents must be able to manipulate, negotiate, and understand the educational jargon that is often employed to speak about education and also used to describe their children. In many instances parents indicated that they did not understand the content of the parent/teacher conference based on the language by staff.

Third, the concept of student lead conferences for migrant parents needs to be rethought. Parents felt that their lack of English prohibited them from having legitimate conversations with the teachers of their children. Parents felt that for them to speak with the teacher of their child, their child or a paraprofessional needed to assist them. Parents were not comfortable with this situation. They wanted to speak directly to the teachers. Parents also stated that in many cases conferences were very impersonal without any consideration given to privacy. In many instances the conferences were structured so that multiple teachers were sitting at one table.

Fourth, schools need to engage in consistent and ongoing communication with the home. Although most schools communicated with the parents through newsletters and flyers related to school activities; parents often did not find out about the progress or lack of progress of their children until parent/teacher conferences. Parents felt that in addition to report cards, schools could inform them about their children in a timely manner and in different formats.

Fifth, trusting relationships between schools and families must be developed. Parents indicated that during parent meetings an abundance of information was presented and insufficient time was allotted to establish a credible foundation for relationships. Parents felt that it was critical for the staff to know them as individuals before they could arrive at a juncture to become an integral part of an institution. Parents stated that in many cases they felt as if they did not belong at the school and they felt the relationship between themselves and the school to be very superficial. Predicated on this precept, the researcher discovered through the interview process several patterns. First, families did not want to express any negativity toward the school for fear of reprisal from authorities at different levels. Secondly, given the political tenor of the nation and state, the issue of immigration and status compelled parents to measure their responses. Lastly, if this study is to be replicated the researcher must gently reassure parents that their lack of participation in the domains are not indicative of poor parenting but rather the result of a compendium of barriers that confront them on a daily basis.

Sixth, staff development must be comprehensive and include cogent strands related to the development of cultural competence of staff. In many instances the parents very clearly stated that the institutions did not really care about their children. Parents indicated that teachers needed to become culturally competent to meet the needs of their children.

Seventh, migrant parents must be sought-out and asked to participate in school functions and school committees. Migrant parents indicated that they had never been asked to serve on any committee in reference to meeting the needs of children academically or otherwise. Parent did mention that in many instances the schools would ask they bring food items for special events such as Cinco de Mayo celebrations. However, they were never asked to be a part of the Parent Teachers Association, Parent Teachers Organization, or Site Councils.

Eighth, resiliency strategies or the coping mechanism needed by children and adults to confront and surpass adversity and succeed, and other behavioral interventions must be instituted within the tiered system supported and developed by the educational communities to address the needs of at-risk students. The Kansas State Department of Education has adopted the Response to Intervention (RTI) model, a tiered system of interventions designed to meet the academic and social needs of students who are at risk of not meeting state standards or failing within the educational system. Based on ongoing assessments methods employed by the teacher, the tiered system has three distinct levels designed to incorporate data driven, research based interventions to assist students and their particular needs through programming such as extended day, tutoring, and working individually with students. Tier one encompasses and meets the academic needs of all students. After identifying the students who need supplemental instructional services to meet academic goals, Tier Two intensifies the instruction by reducing the number of students served. Tier Three reduces Tier two students even more, and if a student continues to struggle with academics, then that student is examined for special education considerations. In many situations, districts have focused on designing academic interventions and the social/behavioral strand has not been comprehensively addressed. The unique social and behavioral needs of students must be addressed, as they are the pathways to academic success.

Lastly, communities need to be informed of their migrant families and the support of the community for these families must be solicited. In many instances, families felt that they were not a part of the larger community. Although they belonged to church groups, the migrant families felt isolated and disenfranchised as a whole, they did not feel part of mainstream life in the community. These are the salient areas that surfaced through the interview that need to be

addressed by districts as they seek to develop parent involvement programming that is relevant to their migrant population.

In summary, parent involvement is a critical component to the educational success of children. The research indicates that children succeed academically, participate in extra-curricular activities, are promoted more frequently, and take more challenging courses when their parents are active participants in their daily school experience. However, as noted through this study a “one-size-fits-all” approach to parent involvement is not conducive or relevant to all subgroups including the migrant parent. If the districts do indeed want the support of the all of their parents and do want meaningful participation of their parents in the educational welfare of their children then the structure and form of parent involvement programming must be rethought and restructured.

CHAPTER 5

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

This chapter presents a summary of the study and conclusions. In addition, recommendations for future research are presented.

Summary

The involvement of parents in the educational experience of their children has been a well-documented fact that has consistently demonstrated positive implication for children, schools, communities, and society in general. The research clearly affirms that academic achievement is enhanced, behavior problems diminish, test scores improve, and grade retention is reduced when parents are actively involved in the educational experience of their children (Melhuish, Sylva, Sammons et al. 2001, Boethel, 2003, Lopez, 2004, Vadem-Kiernan, 2005, Carreon, Drake, and Callabrese-Barton 2005, Quicho and Daoud, 2006, and Barrera and Warner, 2006).

A critical element to parent involvement described by Coleman (1988), included viewing parent involvement in terms of “social capital” or the contextual influences that parents have on children’s development. Further clarification of these contextual influences resided and was imbedded in the obligations and expectations of reciprocity in social relationships, norms and social control, and information channels (Coleman as cited in Lee & Bowen, 2006). The keystone involved as related to influence and as applied to the educational setting and how this influence impacts the educational experience of children is that ultimately the influence that parents bring to the educational setting determines the lifelong success of children. Parents who possess ample social capital, exert this influence and create the circumstances for their children to access the educational services they need. Needless to say, parents that do not possess social

capital, or the wherewithal to gain social capital, often see their children marginalized based on inadequate educational services rendered.

Migrant parents encounter barriers that limit and in some cases prohibit the parents from fully participating in the educationally related experiences of their children. Studies clearly demonstrate that the descriptors and variables that impact and disenfranchise migrant parents from educational institutions and their children's education include (1) parent mobility, (2) poverty, (3) health issues, (4) cultural isolation, (4) parental advocacy, and (5) ineffective educational policies in public schools that do not meet the needs of migrant students and families (Perry, 97, Secada, 98, Boethel, 2003, Vaden-Kiernan Westat, 2003, Trevino, 2004, Lopez, 2004, Perez Carreon, Drake, and Callabrese Barton 2005, and Lee and Bowen, 2006).

This study was designed to investigate the educationally related participation behaviors of migrant parents in their community, schools, and home and discover whether a relationship could be demonstrated by linking parent involvement to state reading and math achievement scores of their children that ultimately lead to and impacted graduation rates. An interview and a survey were the instruments employed to gather the data. The research questions addressed by this study were:

- (1) What are the participation behaviors of the parents in community activities?
- (2) What are the participation behaviors of the parents in school?
- (3) What are the participation behaviors of parents at home?
- (4) How do all participation behaviors by parents relate to student performance on state assessments?

A bivariate correlational procedure was performed to measure the strength and relationship of the individual domain and the assessment achievement scores. The procedure employed to test

the strength of the relationship between the individual domains and the scores was the Pearson's Product-Moment Correlation. Additionally, a two-tailed test was used as the procedure for hypotheses testing. The criterion or the dependent variables were the reading and math achievement scores and the predictor or the independent variables were the scores generated by parents per domain.

The study revealed that a statistical relationship between parent involvement in the domains identified and student achievement scores did not exist. Furthermore, this study demonstrated through empirical evidence, that migrant parent involvement was not a critical factor in the educational experience of migrant children. Additionally, substantiated by the variability of the achievement scores, the study illustrated that some students were academically successful despite parent involvement in the specified arenas. Parent involvement in community educational activities, their participation in school related functions, and parents creating an educationally supportive home environment for their children did not explain the variability of student achievement scores in reading and math.

Conclusion

The correlational study revealed a weak relationship between the variables. The two-tailed test also indicated that a relationship was absent between the variables. Nevertheless, the salient constructs that surfaced through this study would indicate that although a significant relationship could not be demonstrated between parent participation behaviors in the distinct domains and student achievement scores, the scores generated by parents reflected variability. In addition, student performance on assessments did reflect variability. Some students scored extremely high on the reading and math assessments while other students who came from the same family scored very low. Furthermore, the empirical evidence presented through the context

of this study demonstrates that parent involvement constructs that emanate from a middle class perspective do not apply to the migrant paradigm. Lastly, this study substantiated the qualitative research related to migrant parent involvement that has historically promoted the notion that traditional academic parent involvement programming, as designed by public institutions, is not germane to the realities confronted by migrant families.

As noted in Chapter Four, parent involvement constraints that need to be considered by districts impacted by migrant families include the following:

1. Districts must have a parent involvement policy statement and associated plan and resources to reach the migrant families.
2. Districts must undertake teaching English to parents. Specifically, parents need to learn the academic language employed to describe and discuss educational processes and their children.
3. Districts must rethink the concept of student lead conferences. Parents expressed the need to speak directly to the teachers of their children.
4. Districts and specifically schools need to engage in consistent and ongoing communication with the home. Parents felt that in addition to report cards, flyers, and newsletters, schools could inform them about their children in a timely manner and in different formats.
5. Trusting relationships between schools and families must be developed. Parents felt that insufficient time was allotted to establish credible foundations for relationships.
6. Staff development must include cogent strands related to the development of cultural competence of staff.

7. Migrant parents must be sought-out and asked to participate in school related functions and school committees. Migrant parents expressed that they were never personally asked to be a part of Parent Teacher Associations, Parent Teachers Organizations, or Site Councils.
8. Resiliency strategies or the coping mechanisms needed by children and adults to confront and surpass adversity and succeed, and other behavioral interventions must be instituted within the tiered system supported and developed by the educational communities to address the needs of at-risk students.

RESEARCH AND RECOMMENDATIONS

Further research is recommended in the following areas:

1. This study should be replicated focusing on parent level of English proficiency.
2. A similar study is warranted where the perspectives of administrators, teachers, and other staff is sought related to parent involvement.
3. Future research should evaluate only one domain related to parent involvement.
4. Future research should explore barriers that impede migrant parent participation in parent involvement programming.
5. Research is warranted that focuses on former migrant student dropouts.
6. Gender differences related to dropout factors and associated with parent involvement should be studied further.
7. Qualitative research that focuses on parent involvement is warranted to determine other factors that impact parent involvement.

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Appendix A

Dear Parents,

I am a doctoral candidate in the Graduate School at Kansas State University. As a partial fulfillment of the requirements for a Ph.D. degree in curriculum and instruction, I am planning to survey Migrant Parents. The purpose of the survey will be to inventory the level and profoundness of parent involvement and engagement that our Migrant Parents demonstrate in the educational experience of their children.

It is hoped that you will participate in this study. The survey will take approximately 30 – 40 minutes to fill out. There will be an interview that will be recorded. The complete process will not require more than one hour. You can be assured that all information will remain anonymous and confidential.

Please respond at the following telephone numbers if you wish to be a part of this survey. Your attention to this matter will be greatly appreciated. Thank you.

Respectfully,

Robert D. Vinton
Doctoral Candidate

2703 Donnedda Ave.
Dodge City, KS. 67801
Home: 620-227-3930
or Cell: 620-408-6378

Appendix B

Informed Consent

Project Title: Migrant Parent Involvement: Community, Schools, & Home

You are being invited to participate in a research project conducted by Robert D. Vinton, a graduate student at Kansas State University. Your participation is voluntary and you may decide not to participate or to withdraw at any time without affecting your status or relationship within the community. If you begin participation and want to discuss anything about the project, please call me at 620-227-3930 (home) or (620) 227-1618 (work). I will be most happy to talk with you. If you have questions or concerns about my research, your rights as a participant, or your involvement in any aspect of this research, you may contact the following individuals at Kansas State University:

Dr. John Hortin
College of Education
364 Bluemont Hall
Kansas State University
Manhattan, KS 66506
Phone 785-532-5572

Rick Scheidt
Committee on Human Subjects Research
203 Fairchild Hall
Kansas State University
Manhattan, KS 66506
Phone 785-532-3224

The purpose of the research project is to find out the level and profoundness of migrant parent engagement and involvement in the educational experience of their children. I will be collecting data from an interview based on a survey. Most of the data will be collected within the next three months. The survey and interview will usually last 45 – 60 minutes and will be recorded to assist me in putting your thoughts and opinions in writing. The time and location of the interview and any necessary follow-up interviews can be arranged at our mutual convenience. Individuals involved with my data collection will be migrant parents.

Do not hesitate to ask questions about the study or your participation in it. Please know that your name will not be used in the research findings in any way. I will be the only person to know your identity as a participant. All names from the tapes and typed transcripts of the interviews will be eliminated when the process is completed. There are no known risks or discomforts associated with this study. The expected benefits associated with your participation include adding to the general body of knowledge related to migrant parent involvement and engagement in the educational experience of their children. Additionally, it is to offer recommendations of the type of parent involvement needed based on migrant parents who work in the meat packing industry. These are the expected goals of my investigation.

If you are willing to participate in this project and to allow information to be collected in a manner that protects your personal identity, please read the statements below, sign your name, and indicate the date of your consent. A copy of this consent form will be given to you for reference. Thank you so much for your help.

TERMS OF PARTICIPATION: I understand this project is for research and that my participation is completely voluntary. I also understand that if I decide to participate in this study, I may withdraw my consent at any time, and stop participating at any time without explanation, penalty, or loss of benefits or academic standing to which I may otherwise be entitled.

I verify that signature below indicates that I have read and understand this consent form, and willingly agree to participate in this study under the terms described, and that signature acknowledges that I have received a signed and dated copy of this consent form.

Name of Participant (PINTED): _____

Signature of Participant: _____ Date: _____

Signature of Researcher: _____ Date: _____

Appendix C

Parent Involvement Survey

Please take the time to fill out the following survey. This survey will require about 30-40 minutes to complete. Thank you for participating in this dissertation project. The results will enable us to improve parent involvement programming in the school district.

Favor de tomar el tiempo para llenar esta encuesta. Esta encuesta va a requerir algunos 15 minutos de su tiempo. Gracias por participar en este proyecto de disertación para obtener un doctorado en educación. Los resultados de esta encuesta se usarán para mejorar los esfuerzos pertinentes a la involucración de padres en la educación de su (s) niño/a (s).

Background information. Please answer the following questions to the best of your abilities.

Información demográfica. Favor de responder a las siguientes preguntas lo mejor posible.

Date:

Place of survey:

Fecha:

Lugar donde se tomó la encuesta:

Age/Edad:

Marital Status/Estado Civil

Highest Level of Education:

Más Alto Nivel de Educación:

Employment/Empleo:

Number of Children:

Length of Residency/Residencia:

Número de niños:

Parent Involvement Survey

Community Setting

Please answer the following questions with either “yes,” “no,” or “not applicable”.

1. Yes___ No___ N/A___ Have you attended presentations related to gang awareness sponsored by the local police department?
2. Yes___ No___ N/A___ Do you take your children to the library?
3. Yes___ No___ N/A___ Do you attend literacy activities provided by the local library?
4. Yes___ No___ N/A___ Do you take your children to the Parks and Recreation Center?
5. Yes___ No___ N/A___ Do you involve your children in the activities provided by the Recreational Center?
6. Yes___ No___ N/A___ Are your children involved in sport leagues in the community?
7. Yes___ No___ N/A___ Are your children involved in Boys or Girls Scouts?
8. Yes___ No___ N/A___ Are your children involved in 4-H activities?
9. Yes___ No___ N/A___ Do you attend Community Health Fairs?
10. Yes___ No___ N/A___ Do you attend Community Educational Fairs?
11. Yes___ No___ N/A___ Do you volunteer in community activities i.e. Cinco de Mayo, September the 16th.
12. Yes___ No___ N/A___ Do you belong to any of the community organizations i.e. Knights of Columbus, Kiwanis, and Rotary Club?
13. Yes___ No___ N/A___ Do you vote?
14. Yes___ No___ N/A___ Do you involve your child in educational programming sponsored by civic organizations i.e. camps and retreats?
15. Yes___ No___ N/A___ Do you attend nutrition fairs?
16. Yes___ No___ N/A___ Do you attend presentations related to Drugs and Alcohol sponsored by local organizations?

School Setting

17. Yes___ No___ N/A___ Do you feel welcome at your child's school?
18. Yes___ No___ N/A___ Do you know the name of your child's teacher?
19. Yes___ No___ N/A___ Do you visit your child in the classroom?
20. Yes___ No___ N/A___ Have you ever met with your teacher about your child's academic progress?
21. Yes___ No___ N/A___ Have you ever met with school counselors about your child's social development?
22. Yes___ No___ N/A___ Do you attend parent teacher conferences?
23. Yes___ No___ N/A___ For conferences and meetings, is there an interpreter or translator available if needed?
24. Yes___ No___ N/A___ Has your child's teacher explained the language level of your child?
25. Yes___ No___ N/A___ Are you familiar with the language proficiency assessment used by the district that is given to your child every year?
26. Yes___ No___ N/A___ Do you know what your child is expected to learn in a given year or class?
27. Yes___ No___ N/A___ Are you familiar with the academic assessments given to your child every year?
28. Yes___ No___ N/A___ Do you know when these assessments are given?
29. Yes___ No___ N/A___ Has your child's teacher offered recommendations of how you work with your child at home?
30. Yes___ No___ N/A___ Do you volunteer for special projects or events in school?
31. Yes___ No___ N/A___ Have you been asked to participate in your child's school for different events i.e. school dinners, celebrations?
32. Yes___ No___ N/A___ Do you call the school when your child will be absent?
33. Yes___ No___ N/A___ Do you contact your child's teacher for missed work?

34. Yes___ No___ N/A___ Do you attend educational events sponsored by the Migrant Program?
35. Yes___ No___ N/A___ Have Migrant Program services been explained to you by Migrant Personnel?
36. Yes___ No___ N/A___ Have you been asked to be a part of the Migrant Policy Council?
37. Yes___ No___ N/A___ Have you participated in Migrant Policy Council meetings?
38. Yes___ No___ N/A___ Does your child attend summer school?
39. Yes___ No___ N/A___ Do you get information about summer school in a timely manner?
40. Yes___ No___ N/A___ Does your child receive before school, after school tutoring?
41. Yes___ No___ N/A___ Is your child involved in the school Homework Club?
42. Yes___ No___ N/A___ Is your child involved in extracurricular activities?
43. Yes___ No___ N/A___ Are you part of the PTA or PTO of the school?
44. Yes___ No___ N/A___ Are you a member of the Site Council where your child attends school?

Home Setting

45. Yes___ No___ N/A___ Do you read to your child every day either in Spanish or English?
46. Yes___ No___ N/A___ Do you have a specific time when your child is supposed to do his/her homework?
47. Yes___ No___ N/A___ Do you have a quiet place at home where your child can do his/her homework?
48. Yes___ No___ N/A___ Do you help your child complete his/her homework?
49. Yes___ No___ N/A___ Do you have books, magazines, or newspapers at home?
50. Yes___ No___ N/A___ Do you have a computer at home?
51. Yes___ No___ N/A___ In general, do you talk to your child about school?
52. Yes___ No___ N/A___ Have you discussed with your child what he/she will do after high school?
53. Yes___ No___ N/A___ When you left your last residence/home did you contact the school?
54. Yes___ No___ N/A___ Does your child work in the evenings?
55. Yes___ No___ N/A___ Do you monitor how much time your child watches television?
56. Yes___ No___ N/A___ Do you monitor how time your child sleeps?
57. Yes___ No___ N/A___ Does your child eat breakfast?

Appendix D

Encuesta de Involucración de Padres

(Español)

Sitio Comunitario

Favor de contestar las siguientes preguntas con “sí,” “no,” o “no aplicable”.

Sí___ No___ N/A___ ¿Ha asistido presentaciones relacionadas a pandillas patrocinadas por el departamento de policía local?

Sí___ No___ N/A___ ¿Lleva UD. a sus niños a la biblioteca?

Sí___ No___ N/A___ ¿Ha asistido a actividades de lectura para los niños proveídos por la biblioteca?

Sí___ No___ N/A___ ¿Lleva a sus niños al centro de recreación y parques?

Sí___ No___ N/A___ ¿Involucra a sus niños en las actividades patrocinadas por el centro de recreación?

Sí___ No___ N/A___ ¿Está (n) su (s) niño(s) involucrados en ligas deportivas en la comunidad?

Sí___ No___ N/A___ ¿Está (n) su (s) niño (s) involucrados en los Boys o Girls Scouts?

Sí___ No___ N/A___ ¿Está (n) su (s) niño (s) involucrados en actividades de 4-H?

Sí___ No___ N/A___ ¿Asiste a presentaciones de salud ofrecidas en la comunidad?

Sí___ No___ N/A___ ¿Asiste a presentaciones de educación ofrecidas en la comunidad?

Sí___ No___ N/A___ ¿Sirve como voluntario/a en actividades de la comunidad?

Sí___ No___ N/A___ ¿Pertenece a alguna organización de la comunidad tal como Los Caballeros de Colón, Kiwanis, Rotarios?

Sí___ No___ N/A___ ¿Vota?

Sí___ No___ N/A___ ¿Involucra su (s) niño (s) en programas educativos patrocinados por organizaciones cívicas tal como retiros, días de campo?

Sí___ No___ N/A___ ¿Asiste a presentaciones de nutrición?

Sí___ No___ N/A___ ¿Asiste a presentaciones relacionadas a las drogas y el alcohol patrocinadas por organizaciones locales?

Sitio Escolar

Sí___ No___ N/A___ ¿Se siente bien recibido/a en la escuela donde asiste su (s) niño/a (s)?

Sí___ No___ N/A___ ¿Sabe el nombre de el/la maestro/a de su niño?

Sí___ No___ N/A___ ¿Visita a su (s) niño (s) en la clase?

Sí___ No___ N/A___ ¿Se ha reunido con el/la maestro/a de su (s) niño (s) para hablar del progreso académico de su (s) niño (s)?

Sí___ No___ N/A___ ¿Se ha reunido con el consejero/a de la escuela para hablar del desarrollo social de su (s) niño (s)?

Sí___ No___ N/A___ ¿Asiste a las conferencias de padres y maestros?

Sí___ No___ N/A___ ¿Para las conferencia o juntas, hay un interprete accesible si lo/a necesita?

Sí___ No___ N/A___ ¿Le ha explicado el nivel de aprendizaje de inglés de su niño/a (s)?

Sí___ No___ N/A___ ¿Está familiarizado/a con el examen de proficiencia de lenguaje usado por el distrito para evaluar a su (s) niño cada año?

Sí___ No___ N/A___ ¿Sabe UD. lo que debe aprender su (s) niño/a (s) en un año académico o en una clase particular?

Sí___ No___ N/A___ ¿Está familiarizado/a con los diferentes exámenes académicos que se le dan a su (s) niño (s) durante el año?

Sí___ No___ N/A___ ¿Sabe cuando se ofrecen estos exámenes?

Sí___ No___ N/A___ ¿Le ha ofrecido el/la maestro/a de su (s) niño/a (s) recomendaciones en como trabajar con su (s) niño/a (s) en casa?

Sí___ No___ N/A___ ¿Sirve de voluntario en proyectos especiales o eventos en la escuela?

Sí___ No___ N/A___ ¿Le han pedido que participe en diferente eventos en la escuela en donde asiste su niño?

Sí___ No___ N/A___ ¿Llama a la escuela cuando su (s) niño (s) falta (n) a la escuela?

Sí___ No___ N/A___ ¿Contacta al maestro/a por la tarea cuando el niño/a falta a la escuela?

Sí___ No___ N/A___ ¿Asiste a eventos educacionales patrocinados por el Programa Migrante?

Sí___ No___ N/A___ ¿El personal migrante le ha explicado los servicios proveídos por el Programa Migrante?

Sí___ No___ N/A___ ¿Le han pedido que participe en el concilio de padres del Programa Migrante?

Sí___ No___ N/A___ ¿Ha participado en juntas de padres patrocinadas por el concilio de padres del Programa Migrante?

Sí___ No___ N/A___ ¿Asiste su (s) niño/a (s) a la escuela de verano?

Sí___ No___ N/A___ ¿Recibe información referente a la escuela de verano a tiempo?

Sí___ No___ N/A___ ¿Recibe su niño/a servicios de tutoría antes de escuela, Después de escuela?

Sí___ No___ N/A___ ¿Participa su niño/a en club de tarea?

Sí___ No___ N/A___ ¿Su niño/a participa en actividades extracurriculares?

Sí___ No___ N/A___ ¿Es parte del PTO o PTA de la escuela?

Sí___ No___ N/A___ ¿Es UD. miembro del Councilio Site en la escuela donde asiste su (s) niño (s)?

Sitio de Domicilio

Sí___ No___ N/A___ ¿Lee a su (s) niño/a/(s) todos los días en español o inglés?

Sí___ No___ N/A___ ¿Tiene un tiempo específico para que su niño/a haga su tarea?

Sí___ No___ N/A___ ¿Tiene un lugar callado en donde su niño/a pueda hacer su tarea?

Sí___ No___ N/A___ ¿Le ayuda a su niño/a en hacer su tarea?

Sí___ No___ N/A___ ¿Tiene libros, magazines, o periódicos en casa?

Sí___ No___ N/A___ ¿Tiene computadora en su casa?

Sí___ No___ N/A___ ¿En general, habla con su niño/a de la escuela?

Sí___ No___ N/A___ ¿Han platicado UD y su niño/a de lo que hará su niño/a después de que termine la secundaria?

Sí___ No___ N/A___ ¿Cuándo se fue de su último domicilio, contactó a la escuela?

Sí___ No___ N/A___ ¿Trabaja su niño/a por las tardes?

Sí___ No___ N/A___ ¿Monitorea cuanto tiempo mira su niño/a la televisión?

Sí___ No___ N/A___ Monitorea cuanto duerme su niño/a?

Sí___ No___ N/A___ ¿Desayuna todos los días su niño/a?

Appendix E

Follow-up questions

(If the participant answered “Yes” to the root question on the survey, then the follow-up question would correspond to the question after the “Yes” on the follow-up questionnaire. The same would occur if the participant answered “No” to the root question, the follow-up question would correspond to the “No” on the follow-up questionnaire.)

Community Setting

1. Yes: Very briefly, can you tell me about that presentation?
No: Can you remember one occasion where you have listened to a presentation about gangs?
2. Yes: Very briefly, can you tell me about that occasion?
No: Can you remember one occasion when you have taken your child to the library?
3. Yes: Very briefly, can you tell me about the occasion when you attended literacy activities with you child at the library?
No: Can you remember one occasion when you took your to literacy activities at the library?
4. Yes: Very briefly, can you tell me about the occasion when you took your child to the center?
No: Can you remember one occasion when you have taken your child/ren to the Parks and Recreation Center?
5. Yes: Very briefly, can you tell me about that occasion?
No: Can you remember ever having your child involved in activities provided by the Recreational Center?

6. Yes: Very briefly, can you tell me about that occasion?
No: Have your children ever participated in any community sports leagues?
7. Yes: Very briefly, can you tell me about that occasion?
No: Have your children ever been involved with Boys or Girls Scouts?
8. Yes: Very briefly can you tell me about that experience?
No: Have your children ever been involved with 4-H?
9. Yes: Very briefly can you tell me about the occasion?
No: Have you ever attended any type of Community Health Fairs?
10. Yes: Very briefly can you tell me about the Community Educational Fairs you have attended?
No: Have you ever attended a Community Educational Fair?
11. Yes: Very briefly can you tell me when?
No: Have you ever volunteered for community activities?
12. Yes: Very briefly, can you tell me to what organizations you have belonged?
No: Have you ever belonged to any type of community organization?
13. Yes: Very briefly, can you tell me when you voted?
No: Have you ever voted?
14. Yes: Very briefly, can you tell me about the time you involved you child in educational programming?
No: Have you ever involved your child in educational programming sponsored through civic organizations i.e. retreats, camps?
15. Yes: Very briefly, can you tell me about the time you attended nutrition fairs?
No: Have you ever attended nutrition fairs?

16. Yes: Very briefly, can you tell me about the presentation you attended?

No: Have you ever attended a presentation related to Drugs and Alcohol?

School Setting

17. Yes: Can you name one thing that made you feel welcomed?

No: When was the last time that you felt welcomed at your child's school?

18. Yes: Very briefly, do you ask every year?

No: When was the last time you asked for the name of your child's teacher?

19. Yes: Very briefly, can you tell me when your last visit was?

No: Have you ever visited your child in the classroom?

20. Yes: Very briefly, can you tell me when this happened?

No: Can you tell me about one time that you met with your child's teacher related to his/her academic progress?

21. Yes: Very briefly can you tell me when this happened?

No: Can you tell me of one time that you met with the school counselor about your child's social development?

22. Yes: Very briefly, can you tell about the last time you attended a parent/teacher conference?

No: Have you ever attended parent/teacher conferences?

23. Yes: Very briefly, did you feel that translation was adequate?

No: Have you ever been at a conference and had a translator available?

24. Yes: Did you understand the information related to child's language level?

No: When was the last time you discussed the language level of your child?

25. Yes: Did you understand the information about the language assessment?

No: When was the last time that someone talked to you about the language assessment that your child has to take every year?

26. Yes: Very briefly, how did you find out?

No: When was the last time that you asked what your child was supposed to learn in a given year?

27. Yes: Did you understand the information about the academic assessments?

No: When was the last time that someone discussed the academic assessments that your child has to take every year?

28. Yes: How did you find out when the assessments are given?

No: When was the last time that you asked about the assessments that your child has to take every year?

29. Yes: Very briefly, describe one recommendation.

No: When was the last time that a teacher offered a recommendation on how to work with your child?

30. Yes: Very briefly, what did you volunteer for?

No: Have you ever volunteered for special projects or events in school?

31. Yes: Very briefly, can you tell me what the activity was?

No: Have you ever participated in an event in your child's school?

32. Yes: Whom did you speak with?

No: Have you ever called the school when your child will be absent?

33. Yes: Have teachers provided the work for your child?

No: When was the last time you contacted your child's teacher for missed work?

34. Yes: How often do you attend?

- No: Have you ever attended an activity sponsored by the Migrant Program?
35. Yes: Did you understand the information about the Migrant Program?
- No: When is the last time that someone from the program spoke to you about the Migrant program?
36. Yes: Very briefly can you tell when you participated in the Migrant Policy Council?
- No: Have you ever participated in the Migrant Policy council?
37. Yes: Very briefly can you tell me about the last Policy Council meeting that you attended?
- No: Have you ever attended a Migrant Policy Council meeting?
38. Yes: Very briefly, do you think summer school is important?
- No: When was the last time your child attended summer school?
39. Yes: How did you receive the information?
- No: When was the last time you received summer school information in a timely manner?
40. Yes: Very briefly, can you tell me about the last time your child received after school tutoring?
- No: Has your child every received after school tutoring?
41. Yes: How often does your child attend before/after school Homework club?
- No: When is the last time your child attended Homework club?
42. Yes: Can you name the extracurricular activities?
- No: When is the last time your child was involved in an extracurricular activity?
43. Yes: Very briefly when was the last time you were a part of the PTO or PTA?
- No: Have you ever been part of the PTA or PTO?
44. Yes: Very briefly, can you tell when you were a member of the Site Council?

No: Have you ever been a member of the Site Council where your child has attended school?

Home Setting

45. Yes: For how long do you read to your child?

No: When was the last time you read to your child?

46. Yes: When does your child do his homework?

No: When was the last time you set a specific time for your child to do his homework?

47. Yes: In what part of the house does your child do his/her homework?

No: When was the last time you had a quiet place for your child to do his/her homework?

48. Yes: Very briefly, how do you help your child do his/her homework?

No: Have you ever helped your child do his/her homework?

49. Yes: What kind of books, magazines, and newspapers do you have?

No: Have you ever had books, magazines, or newspapers at home?

50. Yes: Does your child use it to do his/her homework?

No: Have you ever had a computer at home?

51. Yes: Very briefly, what do you speak about?

No: When was the last time that you spoke to your child about school?

52. Yes: What will your child do after he/she finishes school?

No: When was the last time that you spoke to your child about what he/she will do after they finish high school?

53. Yes: When you called the school, whom did you speak with?

No: When you leave an area, have you ever called to the school to let them know you are leaving?

54. Yes: How many days out of the week does he/she work?

No: Has your child ever worked outside the home?

55. Yes: How often do you monitor how much time your child watches T.V.?

No: When was the last time you monitored how much time watches T.V

56. Yes: Does he/she have a set sleep schedule?

No: Have you ever monitored how much your child sleeps

57. Yes: Does your child have a set schedule for breakfast?

No: Does your child eat breakfast on a consistent basis?