CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

SCHOOL COUNSELORS AND PARENT LIASIONS IMPLEMENTING A LATINO PARENT MIDDLE SCHOOL WORKSHOP

A graduate project submitted in partial fulfillment of the requirements
For the degree of Masters of Science in Counseling,

School Counseling

By

Cindy Lisbeth Perez

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The graduate project of Cindy Lisbeth Perez is approved:

__________________________________                             ____________________
Jean Ramage, Ph.D.                                      Date

__________________________________                             ____________________
Shari Tarver-Behring, Ph.D.                                Date

__________________________________                             ____________________
Tovah Sands, Ph.D., Chair                                  Date

California State University, Northridge
DEDICATION

I dedicate this thesis project to my parents for their support and encouragement during my graduate degree journey. To my Mom and Dad, Luis and Telma Perez, for instilling a strong work ethic in me since childhood and for being my first teachers who taught me to value education. My parents, two Latino parents, who were college educated in their country but left their accomplishments to come to the United States the “Land of Opportunity” to provide a better life with prosperous opportunities to me and my two siblings and for the progress our future generations.

Dad, you inspired me to pursue this master degree even before I knew what it meant to become a lifelong learner. Your journey to come to the United States even when you had a college degree has motivated me to accomplish your dream to see me accomplish a higher education. You provided that external-home based parent involvement that kept me focus in my enduring value in education.

Mom, I appreciate your constant support and for you putting your life on hold to become involved in my education since my childhood. Your journey to come to the United States even when it broke your heart to leave all your family in another country but dedicating all your time to me and my sisters has inspired me to do well in school and to make you proud for your accomplishment in being involved in my education. You provided me both external-home based and internal-home based parental involvement the key ingredients that has made me successful. I recall when you first started to volunteer in my elementary school and then became a parent liaison and community representative. You followed me from elementary to high school. Some children might feel uncomfortable having their parents work at the same schools they
attended but I never felt like, because I knew I needed your support as I got older. Your involvement in my education at home and at school even in school activities such as chaperoning my prom made me realize in the long run how seeing you involved in my education and school brought me to appreciate and to value education even more. It is because of both of you mom and dad that I have decided to create this thesis project and know that it will be successful if implemented in a Latino urban school and community as you are proof of that accomplishment. Most importantly, I thank you mom and dad for instilling in me the importance of education and the belief that I can accomplish all things through my dependence on Christ’s strength. It is because of your upbringing and instilling in me the values of education, that I have been able to accomplish this dream.

To my family I hope this constant family involvement in school and value in education will be held tightly within our family to progress our future generations, as “opportunity created today will bring prosperity tomorrow”. Through this process all of you have provided me a source of strength, motivation, and love. I praise God for each of you and the love and support you shared with me. Thank you for allowing me the privilege of being your child, sister, auntie, sister-in-law, and girlfriend for which I am humbled and honored. To all of you, thanks for encouraging me to pursue my dream and being there to inspire me when the journey was sometimes bumpy. While pursuing this dream there were many times when I was absent for days at a time working endless hours, but yet you all continued to inspire me. Thank you for being my family. I am so proud and blessed to have such a wonderful family. It is because of your involvement that I have worked so hard to empower other Latinos that success can be achieved with
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Finally, this thesis project is dedicated to all the wonderful counselors, teachers, parents, principals, parent liaisons, community representatives, support staff, organizers, advocates, and other leaders in education who are out there working everyday to make the vision of this thesis project a living reality.

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ABSTRACT

SCHOOL COUNSELORS AND PARENT LIASIONS IMPLEMENTING A LATINO PARENT MIDDLE SCHOOL WORKSHOP

By
Cindy L. Perez
Masters of Science in Counseling,
School Counseling

For too many Latino students today, attending a college or university can feel out of reach. Latino parents care very much about the success of their children in school, but many parents do not know how to be involved in their children’s education. The Middle school transition time can be challenging for students, as middle school students experience difficulty in the fast-changing stages that they encounter. It is crucial for parents to support, guide, and positively influence middle school youth. The purpose of this graduate thesis project is to create a workshop training for middle school Latino parents to learn about their appropriate roles in their child’s education. The workshop is designed to be facilitated by parent liaisons and a school counselor to instruct parents on different strategies they can utilize to become more involved in their children’s education, and to promote a college-going culture among middle school students.
CHAPTER 1

INTRODUCTION

The work of preparing future successful college students is the job of the K-12 education system. Unfortunately, many students in the K-12 educational system today are not properly prepared for college, and a large number of unprepared students are of Latino descent and attend high-risk urban schools (Johnson, 2011). Recent scholarship explains that Latino students in urban schools are the least likely to have access to college resources, and they also apply to the fewest number of schools of higher education (Gibson, 2002). Students in K-12 schools who benefit from a college-going culture are more likely to enroll in and graduate from college (Galindo & Reardon, 2009).

Research strongly indicates that family involvement has a positive impact on student achievement (Jeynes, 2007). For Latino students, however, sadly the level of parental involvement among Latino parents is not high. According to Jeynes (2007), Latino families may perceive many obstacles to getting involved in their children’s education and feel that the role of establishing a college-going culture belongs solely to the educator. Research has shown that many Latino parents do not feel comfortable when trying to communicate with educators and school officials because of language and cultural barriers, while many more feel they do not fully comprehend how they can help their children achieve success in school (Jeynes, 2007).

School counselors and parent liaisons are in the ideal position to be advocates for Latino parents and educate the parents on how to practice parent involvement strategies in their daily lives. With this support, students will do better in school, challenge themselves to succeed, and consider a higher education.
**Statement of Problem**

The problem that this thesis project will address is that family involvement in middle school education is not high enough among Latino families. Although educators and administrators know that family involvement is important, many schools nevertheless do not construct successful partnerships with Latino parents.

The specific need to be addressed in this thesis project is the importance of increased family involvement among Latino parents of middle school students, and the need for Latino parents to understand that they have a distinct role in their children’s academic success. By helping parents understand there is an important role for them in their children’s education, parents can be guided to develop a college-going culture within their child’s school. There is a need for schools to help develop and enhance an important partnership between parents and school officials for student success. Family involvement has a significant effect on the level of student achievement among Latino students (Zarate, 2007).

**Significance of Problem**

There is a need to provide educational workshops for Latino parents of Latino middle school pre-adolescents and adolescents on the issue of parent involvement. The problem is that parents do not have well-developed strategies to become involved and are not aware of the effect their involvement can make in their child’s education. By the time Latino middle school students reach high school, they may face difficulties in their academics if they do not have strong positive parental involvement in the educational endeavors.
Purpose of Graduate Project

The purpose of this graduate project is to create a curriculum for a six-session workshop training for parents in the skills necessary to increase family involvement in their children’s middle school education. The proposed workshop would be facilitated by a professional school counselor and a parent liaison. Parent liaisons are active community members who understand the school culture and community. The reason for utilizing parent liaisons, in addition to the school counselor, is that they know the language, education, views, and struggles of the parents who live in that community. The proposed workshop will teach strategies to increase parent involvement in urban schools with a high population of Latino students. The workshop could be used in other schools and be modified according to grade levels and population. This graduate project curriculum was developed specifically for Latino parents of middle school students. The purpose of the workshop is to generate a stronger sense of responsibility for their children’s academic success. This graduate project is important because providing a sense of direction to Latino students during the middle school years via increased parent involvement can aid and make the paths of students more clear throughout their high school years.

Terminology

Hispanic—from the Latin word for “Spain,” it has a broader reference, potentially encompassing all Spanish-speaking peoples in both hemispheres. This is an ethnic label created by the U.S. census, and refers to Spanish-speaking individuals, including in Spain, Mexico, Central America, South America, and the Caribbean Islands (Wilkinson, 2008).
Latino—the term Latino refers to people originating from or having a heritage to Latin America, and includes people who trace their roots to Mexico, Central America, South America, and the Caribbean Islands.

Parental Involvement (Family Involvement)—parental participation in the educational processes and experiences of their children. Parents and families of adolescents may consist of biological parents, adopted and foster parents, grandparents, and any relative or significant adult. In this graduate project family involvement will be used in exchange of parental involvement. (Jeynes, 2007).

Parent Liaison—for the purposes of this thesis project, a parent liaison is a Spanish-speaking adult who works directly with Latino parents and students to assist in assimilation into the American education system and builds partnerships between homes and schools.

_Bridge to Next Section_

In order to better understand parental involvement, it is necessary to review the valuable studies and research regarding family involvement and current issues that inhibit the building of parental involvement and partnerships from schools and homes in the Latino community. Chapter 2 reviews research conducted with Latino families, adolescent development, theories on parental involvement, Latino family involvement, barriers faced by Latino parents, family and school partnerships, and parental involvement workshops. Chapter 3 explains the development and methods utilized to create the project. Chapter 4 serves as a conclusion summarizing the thesis project and previous chapters, and includes evaluations of the proposed guidelines by three professionals in the field of education. In the appendix, the workshop guidelines, lesson plans, PowerPoints, and parent notebook are included.
CHAPTER 2
REVIEW OF LITERATURE

Introduction

The Latino population in the United States is increasing rapidly. Within the next fifteen years, it is predicted that the number of Latino children ages 5 to 13 will double, and by 2030 Latino students will make up one fourth of the total K-12 school population (Gibson, 2002). As the Latino student population continues to grow, it is vital for educators and parents to understand Latino students and support their academic pathways because no other ethnic group of students will have a greater impact in the sustainability of this nation in the years to come (Ream, 2005). Thus, it is important to ensure that Latino students are able to follow pathways that lead to college graduation and professional careers. Latino students will have a major impact on our nation’s social and economic future.

A vital element that influences Latinos’ educational development and career pathways is parental involvement in their children’s educational success. The purpose of this literature review is to examine literature regarding factors that influence the educational attainment of Latino students and literature that explores ways to increase parental involvement. This literature review is organized into nine sections. This chapter will begin with the first section by providing a brief description of Latino families in order to better understand these families. The second section briefly reviews middle school and the significance of parent involvement in middle schools. The third section reviews the development of pre-adolescents and adolescents. The fourth section reviews current educational attainment of Latino students with reference to high school dropout
and graduation rates. The fifth section includes a theoretical framework of parental involvement models. The sixth section includes the types of parental involvement. The seventh section includes research on Latino parental involvement including its influence on academic achievement and barriers that are found to impede Latino parental involvement. The eight section is a description of the professional middle school counselor. The ninth section includes a brief description of what is a parent liaison. The tenth section includes a review of family and school partnerships, parent involvement workshops and strategies for parent involvement. Finally, the eleventh section includes a description of an overview of strategies that may be used to increase parental involvement.

**Latino Families**

The Latino population represents a collection of several geographic groups. Some of these groups include individuals with heritage from Puerto Rico, Cuba, Dominican Republic, Mexico, South America, and Central America (Gimenez, 1997). Since the early 1980s to 2000s, the Latino population in the U.S. has grown by approximately 20%, from 14.6 million to 42.7 million, due to high rates of immigration and birth. Therefore, Latinos are destined to become the majority in the U.S. within the next few decades. It is estimated that about 40% of the U.S. Latino population is foreign born (Fox, Golbertson, Kewal-Ramani, & Provasnik, 2007; Ramirez & de la Cruz, 2003).

Latinos come to the U.S. with many desires and dreams for an improved life for themselves and for their family (Ibanez, Jurkovic, Kuperminc, & Perilla, 2004). Latino families have been viewed as having a strong work ethic; this strong work ethic is driven by a strong desire to improve their lifestyle, through hard work, family, and schooling.
Latino immigrants search for a better education for their children (Behrman & Shields, 2004). Therefore, academic and family connections to the school environment are important for immigrant families and for students from Latino backgrounds who might feel culturally alienated because of their minority status (Chiodo & Martin 2004).

Latino families tend to think in “us/our” rather than “I” terms. This means that members of Latino families often refrain from their personal goals to enhance the welfare of their families. This collectivist attitude allows individuals to trade personal needs for the best of the family. Powerful family ties provide a basis of self-esteem and self-identity for Latinos. One of the most supportive aspects of this family union entails providing an available support group for family members. Latinos can turn to any or all members of their immediate families for the emotional and economic support and motivation they need.

However, although they have a common language, Latino families in the U.S. are extremely diverse in socio-economic status, race, age, country of origin, the timing of their immigration, and the extent of their acculturation. According to Duany and Haycock (1991), differences among Latino subgroups in communication styles and socialization practices might be larger than the overall differences between Latinos and non-Latinos. Such variety within the Latino population can lead to complexities in developing ways to increase parental involvement with their children and their children’s schools.

**Middle School**

Middle school is a component of the educational school system for students in the sixth through eighth grade ages, or ages 10–14. A number of middle schools are
organized so that in sixth grade, students have six classes in school with two core academic teachers, one for English/Social Studies and the other for Math/Science. The reason that sixth grade is run this way is to provide a smooth and easy transition from elementary school to middle school. The classes for seventh and eighth grades are more like a high school schedule where students have six classes and a different teacher for each subject.

Middle school transition from sixth to eighth grade can be a challenging time for students as they experience difficulty in dealing with the fast-changing developmental stages that they encounter. In fact, Holas and Huston (2012) suggest that, middle school adolescents may face disengagement in middle school. In their study, achievement, school engagement, and perceived competence of children starting middle schools in fifth and sixth grades were compared to those of their same-grade peers in elementary schools in a national, longitudinal sample of 855 students. The researchers assessed classroom quality and school characteristics through a survey given to students. Classroom quality and school characteristics were considered possible explanations for the relationship between school level and student functioning. The results demonstrated that fifth grade middle school students did not differ from those in elementary school, but students entering middle school in sixth grade, compared to those in elementary school, experienced lower classroom quality, lower achievement, and lower school engagement.

**Parental Academic Involvement**

Parent involvement in middle school and high school plays a vital role in students’ achievement (Hill and Taylor, 2004). Many factors influence students’ decisions to attend college, but the influences of parents are particularly strong.
According to the National Postsecondary Education Cooperative (2007), “For traditional-aged students, across ethnic and racial categories and regardless of SES, parents play the strongest role in the college choice and decision-making processes” (p. 39). Research shows that relationships with adults and other students who will support, guide, and constructively influence students in their efforts to attend college may increase the college-going rate of students (National Center for Education Evaluation, 2009).

**Middle School Family Involvement in Education**

The bridge connecting middle school with college education becomes invisible when students are not offered important college information. Providing direction about college during the middle-school years can aid and make the paths of students more clear throughout their high school years.

To demonstrate the effectiveness of early parent involvement and its advantage for academic performance, Miedel and Reynolds (1999) examined the relationships between early-childhood parent involvement and children’s 8th grade school competence using data from 704 low-income, inner-city parents who were participants in the Chicago Longitudinal Study and their children’s kindergarten and eighth-grade reading achievement, grade retention, and special-education placement. The results indicated that early-childhood parent involvement was significantly positively linked to higher reading achievement in both kindergarten and eighth grade, and lower rates of grade retention during elementary school. In addition, parent involvement may not have prevented special-education placement, but was found to be significantly associated with a decrease in the years spent in special education (Miedel & Reynolds, 2009).
**Human Development**

Eric Erikson developed a key development theory that describes the process of human development over the course of a lifespan. Erikson depicted human development as a process that involves individuals achieving certain psychosocial tasks during eight developmental periods. Across the lifespan, these tasks may commonly be described as an attempt on the part of each individual, to discover and figure out how they relate to the world.

**Pre-adolescent Development**

According to Tausan (2011), pre-adolescence, ages approximately 9-11, can be a period of difficulty. During this stage several adaptation behaviors are assimilated and long-lasting behavioral patterns are formed. This stage is sometimes seen as a “juvenile crisis” by pre-adolescents, “a dramatic mood,” or “a stormy age,” due to the enduring effects between affective moods and extreme attitudes between a child and an adult. The transformations that take place during this stage may favor the appearance of behavioral disturbances in schools, but it depends on factors such as the environment in which the child lives. Middle school students may be pre-adolescents or adolescents. Therefore, it is important to consider both developmental stages to help educators and parents understand how to work with middle school students.

**Adolescent Development**

Adolescents ages approximately 12-17 strive to figure out how they relate to the world. Their specific socio-emotional developmental task entails identifying, evaluating, and selecting values and roles for their adult lives. Establishing an identity during adolescence is not an easy task. Adolescents’ behavior during this period may appear
unsettled and even rebellious as they actively search out possibilities for self-definition, which may require questioning or rejecting previously held beliefs (Hamman & Hendricks, 2005). In school, an important task for a teacher is to become “sanctioner” of adolescents’ capacities (Ames and Archer, 1988). For a teacher, sanctioning adolescents’ capabilities involves more than simply encouraging students’ efforts (Ames and Archer, 1988). It involves recognizing, acknowledging, and detecting areas in which adolescents can be successful.

Educational Attainment among Latinos

Historically, an achievement gap has been observed between specific groups of students, most often between either Black or Latino and White students (Ibanez, Jurkovic, Kuperminc, & Perilla, 2004; Galindo & Reardon, 2009). Regardless of the attempts to decrease the gap between all students, a large and increasing achievement gap exists and continues to grow between Latino and White students (Joftus & Maddox-Dolan, 2003; Lopez, 2009). However, over the past few years the public has become more aware of the educational outcomes of Latino students.

The achievement gap between Latinos and other ethnic groups is too significant to ignore. California’s low high school and college graduation rates and dropout rates of Latino students are consistent with the similarly low academic performance of students in elementary and middle school. Latinos in California make up about three quarters of the students in the states with the lowest achieving 30% of schools (Education Trust-West, 2010). Studies have shown that the achievement gap appears early in kindergarten and thoroughly grows through high school (Suárez-Orozco & Suárez-Orozco, 2009). The performance of Latino elementary and middle school students is poor in contrast to their
White peers’ performance. Latinos at the high school level struggle to attain proficiency levels and do not perform well academically (Ceballo, 2004; Galindo & Reardon, 2009).

Some of the causes of Latino poor achievement may be linked to language barriers, low expectations of teachers, poverty, racism, and isolation—with poor communication and cooperation among the school, parents, and community (Pedroza, Scribner, & Young, 1999). In addition, a low level of parental involvement has been linked with low academic achievement while a high level of parental involvement leads to higher achievement (Henderson & Mapp, 2002).

High School Dropout Rate

Research demonstrates that parental involvement is linked with high school completion rates (Barnard, 2004). Barnard (2004) investigated parental involvement in elementary schools and its association with high school success and completion. The researcher studied data of 1,165 participants from the Chicago Longitudinal Study (CLS) and Chicago school records. Barnard (2004) found that parental involvement was significantly linked with “lower rates of high school dropout, increased on-time high school completion, and highest grade completed” (p.15).

Benefits of an Education

College plans do not simply happen; they must be fostered and encouraged through the school culture and parental involvement. Achieving a higher education has life-long effects, and low high school academic achievement among Latino students persists in schools, diminishing the opportunities that an education can provide for their future. High school graduates are more likely to “earn higher wages and enjoy more comfortable and secure lifestyles” (Alliance for Excellent Education, 2009, p. 1).
college degree is predictive of elevated salaries, lower rates of unemployment, more job opportunities, better career mobility and job stability, superior occupational statuses, and often affording a higher quality of life (Hossler, Schmit, & Vesper, 1999; Jordan & Plank, 2001).

The benefit of a higher education influences individual students, their families, communities, and society as a whole. An educated population contributes to both their local community and their society at large. Educated individuals are more likely to be well-rounded citizens who engage in organized volunteer work, vote, are in better health, and are less likely to be incarcerated (Amos, 2008; Baum & Payea, 2004; Lochner & Moretti, 2004; Suárez-Orozco & Suárez-Orozco, 2009; Krop, Rydell, & Vernez, 1999).

Key Theoretical Models

Notable theorists have developed models to attempt to explain parental involvement, how it works, and why it is important to children’s academic achievement.

Epstein’s Theory

Epstein’s theory of overlapping spheres of influences is based on the basic framework of Bronfenbrenner’s theory of ecological systems. Epstein’s theory focuses on external and internal structures of three contexts that overlap. The theory is that the three spheres of influence directly affect an individual’s development beginning at infancy (Epstein et al., 2002). The three spheres are home, school, and community (Epstein, 1995; Croates, Epstein, Salinas, Sanders, & Simons, 1997). Each sphere of influence has key individuals, including parents, peers, neighbors, community members, teachers, and counselors (Epstein, 2010). The developing individual lies in the interconnecting space of all three spheres and as the internal and central point of the model. The independent
environments of home, school, and community make up the external system. The external structure includes the three systems of home, school, and community interconnecting (Epstein, 1995; Croates et al., 1997).

According to Croates et al. (1997), individuals are the center of the model, and development is dependent on interactions between key actors and experiences at home, at school, and in the community. It is in the internal structure of the framework that interpersonal relationships occur among many individuals from the external systems (Epstein, Galindo, & Sheldon, 2011). Epstein’s theory stresses that it is vital for the three spheres to work together. The influences and the interactions of the three spheres allow an individual to learn and grow. Therefore, if the spheres are drawn together; individuals are able to grow more fruitfully (Delgado-Gaitan, 2004).

Sheldon (2011) examined how the quality of school, family, and community partnership programs affected student performance on state-mandated achievement tests. His study collected data from 82 elementary schools, located in a large urban area of Maryland, to explore the relationship between family and community involvement and students’ achievement test performance. The study combined data gathered by National Network of Partnership Schools (NNPS) on the quality of schools’ partnership programs and from UpDATE, a survey that asked school leaders to report on the quality and progress of their school’s partnership program. Also, program leaders from each school were trained to complete the annual survey with members from the Action Team for Partnerships. Almost three quarters of the surveys were completed with the help of teachers, and about half with the help of a parent or parent liaison. The data, controlled for school characteristics, demonstrated the degree to which schools’ efforts to defeat
challenges to family and community involvement predicted higher percentages of students scoring at or above satisfactory levels on state achievement tests. The results imply that schools’ efforts to involve families and the community in students’ learning may be a good approach to helping students achieve in school, especially for students in early elementary grades. Also, the results demonstrated the importance, for schools located in large urban areas, of speaking about obstacles to family and community involvement in order to appreciate the benefits associated with family and community involvement.

To sum up, it is important to understand the connections of school, family, and community partnership activities with specific student outcomes. The findings demonstrate that, when schools in low-income urban neighborhoods establish programs of partnerships and work to reach out to all families and the community, students are more likely to perform better on state-mandated achievement tests, even if schools that were facing challenges to involvement did have students who performed better on state achievement tests.

Bronfenbrenner’s Theory

The impact of parent involvement on student outcomes may be explained by Bronfenbrenner’s (1977) ecological systems theory, which looks at multiple complex layers of influence on a child’s development. Surrounding the individual are five layers of systems: the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. The microsystem, the first layer, is where the individual immediately lives. The closest layer is the child’s relationship with family, school, neighborhood, or childcare environment. According to the ecological systems theory, if the closest layer breaks
down, the child will not have the tools to explore other parts of his or her environment. Bronfenbrenner’s theory emphasizes the importance of the child’s relationship with individuals from his or her immediate sphere of influence.

The mesosystem, the second layer, is where contexts within the microsystem interact and connect (Alfaro, Bamaca, & Uman-Taylor, 2006). It is at this level where home-and-school connections influence students.

Alfaro et al. (2006) examined the mesosystem, the extent to which mothers, fathers, teachers, and peers influenced Latino adolescents’ academic motivation. The goal was to assess the influence of academic support on Latino adolescents’ academic motivation. Researchers administered surveys to 324 ninth and tenth graders from five Midwestern high schools. Complete data was available for 310 adolescents ages 14 to 17. The ethnicities included Hispanic, Mexican, and Mexican American, among others. Participants were invited by the researchers to go to a 10-minute informational meeting held at their high schools. Letters of parental consent were distributed to students who agreed to participate. Researchers returned to the school two days later and distributed an 11-page questionnaire to students who had obtained parental consent. The questionnaire took about 45 minutes to complete and, upon completion, students received $10 for their participation. Separate models were tested for 154 Latino boys and 156 Latina girls using path analysis. Perceived levels of academic support from mothers, fathers, teachers, and peers were each measured with a seven-item measure, which used a 4-point Likert scale. The researcher found that mothers’ and teachers’ academic support were positively related to adolescent girls’ academic motivation, and fathers’ and teachers’ academic support were positively related to adolescent boys’ academic motivation.
The exosystem, the third layer, in Bronfenbrenner’s model is composed of larger social systems that interact with individuals’ microsystem and mesosystem environments. The fourth and outermost layer, called macrosystem, is composed of a collection of principles that affect an individual, including but not limited to cultural values, customs, and laws. It is at this fourth level where parent involvement is an important component of a student’s education. Finally, the fifth and last layer, called chronosystem, encompasses the dimension of time as it relates to an individual’s environment.

*Vygotsky Theory of Learning*

Lev Vygotsky theory states that it is important for a child to positively interact with his or her environment. Vygotsky believed that the child’s relationship to his or her environment changes as the child grows and their experiences are influenced by the interaction of their personal characteristics with the situational characteristics. Therefore, when parents engage with their children in learning activities at home, providing for basic needs, and communicate regularly with the school, their involvement can help counteract the negative effects of poverty or cultural barriers, which can increase the rate of dropping out of school. Epstein’s theory, Bronfenbrenner’s theory, and Vygotsky theory of learning discuss the foundation of parent involvement and knowing how parent involvement can positively help students and their parents to adapt to different ways of becoming involved at home and at school.

*Types of Parent Involvement*

*Internal-Home Based Involvement*

Home-based involvement refers to the internal parental involvement practices related to school that take place outside of school. A few examples of this type of parent
involvement may be directly related to school, such as assisting children with their homework or course selection, responding to academic tasks, and discussing academic issues. Home-based involvement also represents activities that are intellectual in nature, but not directly related to school, such as reading books with children or taking them to plays or museums and visiting colleges or historical sites (Litwack, Moorman, Pomerantz, 2007). At home, parent involvement includes assisting in academic activities at home, parental aspirations and expectations for students’ academic achievement, and parent–child communication about school (Jeynes, 2007; Keith et al., 1998).

*External-School Based Involvement* External-school-based involvement refers to the parental involvement practices that involve direct contact with schools, such as participating in general school meetings, serving on the school board, attending school board meetings and parent-teacher conferences, initiating contact with teachers, volunteering in the classroom or at the school as a whole, observing students in the classroom, and attending school-wide events. These acts of involvement are referred to as external forms of involvement, or involvement that is conducted outside the home in public settings, such as the school (Black & Valencia, 2002).

Redding (1997) conducted a study on the impact of balancing internal-home-based involvement and external-school-based involvement. The study revised the results of surveys administered to 111 parents and 213 teachers in nine elementary schools in Pennsylvania. The participants in the study were given a self-administered questionnaire. The results of the data analysis demonstrate that there was a high correlation between academic performance and parental attendance at conferences and open houses and those volunteering in the school. Also, when parents engaged with their children in learning
activities at home, provided for basic needs, and communicating regularly with the school, their involvement helped diminish the negative effects of poverty or cultural barriers.

Jeynes (2007) conducted a meta-analysis of 52 studies to examine the relationship between parental involvement and the educational outcomes of urban secondary-school children. The researcher analyzed the data of more than 300,000 students in grade levels 6 through 12. The types of parental involvement examined were expectations, parental style, communication, and home monitoring. The research demonstrated that parental expectation was significantly positively associated with student grades. Also, parental style and communication were both found to be considerably positively connected with student grades and standardized test scores. Finally, homework monitoring and communication were considerably positively connected with grades. Therefore, all of internal-home- and external-school-based parental involvement activities examined were considerably positively connected with higher academic achievement.

Parent Involvement

Teachers tend to view parental involvement as consisting of attending parent–teacher conferences, being present during school-sponsored events, helping with homework, and reading with the children at home (Barton, Carreon, & Drake, 2005; Lareau, 2000; Litwack, Moorman, & Pomerantz, 2007; Valdés, 1996); being available to teachers (Ferrara & Ferrara, 2005); reading and understanding materials that schools send home, such as notes and grade reports (Ramirez, 2003); assistance with class selection (Alvarez-Jimenez, Darnell, & Kuperminc, 2008); and participating in fundraisers (Dyson, 2001). According to Lareau (2000), such expectations not only shape teachers’
definitions of parental involvement, but they also serve to label parents lacking these characteristics as unsupportive of their children’s school success. Teachers’ perceptions of parental involvement are focused and limited to behaviors, such as what parents should be doing, rather than what they believe or express to their children about education.

Parents define parental involvement more broadly and focus more on expressing their beliefs and values of education as supportive of their children (Valdés, 1996). For example, Mexican parents view getting their children to school on time and respecting teacher expertise as supportive of their children’s education (Valdés, 1996). According to Valdés (1996), parents expect that teachers take part in the development of children’s moral values. Parents believe that a school partnership involves fostering and advancing home values and morals. Therefore, supportive behavior and parental involvement for Mexican parents is defined by parents as fostering good values and morals at home.

Overall, although there are numerous definitions of parental involvement in education, it is commonly defined as “parents’ interactions with schools and with their children to promote academic success” (Hill et al., 2004, p. 1491). This is somewhat broader than the definition expressed in the No Child Left Behind Act, which is “the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities” (No Child Left Behind Act, 2002, §9101). Parental involvement involves communicating with the school and child, and it is important to understand how parent involvement can serve good results such as student success.

*Parental Involvement and Student Success*
Parents are key influences on their children’s academic future success. For the first eighteen years of their life, students spend about 85% of their waking time outside of school (Shirvani, 2007). If children live in an academically motivating environment, they learn more (Shirvani, 2007). In other words, students whose parents are more involved in their education do better at school (Epstein, 1995). According to Henderson and Mapp (2002), students with involved parents are more likely to succeed in the following ways: (1) earning higher grades and test scores, (2) earning course credit, thus not being retained, (3) achieving better attendance, (4) experiencing good school behavior and social skills, (5) completing high school and going to college.

When parents are involved, whether at school or at home, students achieve at higher levels, miss fewer days of school, and improve their behavior. As a student’s behavior and attendance improve through increased parental involvement, students reach higher achievement levels (Hill & Taylor, 2004). Various dimensions of parent involvement, whether displayed at home or at school, enhance student academic achievement (Fan, 2001; Jeynes, 2007). For example, in 1998, Keith et al. analyzed data drawn from a nationally representative sample of 15,703 students and their parents who were part of the National Education Longitudinal Study (NELS) in 1988 and 1990. The results indicated that parent involvement had a powerful effect on students’ academic performance as measured by their grade point average.

In a study of high school students from immigrant families from Mexico, Bamaca-Gomez and Plunkett (2003) found that participant youth had higher academic motivation when parents helped with schoolwork and monitored and supported their
youth extensively; parents’ use of English in terms of supporting youth’s academic achievement was also found to be associated with higher academic motivation.

Crump and Simons-Morton (2003) examined factors associated with school adjustment and school engagement with 1,081 sixth-grade students at four middle schools. The factors that were examined were school adjustment, school engagement, parent involvement, parental monitoring, parental expectations, school climate, school competence, and depression. The results showed that parental involvement was significantly and positively predictive of school adjustment and engagement. More parental involvement meant better school adjustment and engagement.

Likewise, Bowen, Kol, and Woolley (2009) explored the effects of parent involvement among 848 Latino middle-school students. They found that parent educational monitoring and parent support were positively predictive of both school behavior and satisfaction.

**Latino Parental Involvement**

The lack of parent involvement in school work in the Latino population many contribute to low achievement of Latino students. Several social and structural variables may contribute to this achievement gap including language barriers, limited parental education, poverty, discrimination, and residential instability (Delgado-Gaitan, 1994).

Furthermore, while Latino parents value education, hold elevated educational aspirations for their children, and believe that supporting their children’s education is vital (Reese, 2002), the type of involvement they select may not be those usually expected or seen by schools and teachers in many communities (Valdés, 1996). While Latino parents often hold high expectations for their children’s educational achievement,
they also consider that it is the school’s role to instill these values in their children, and may therefore opt to stay away from involving themselves in a teaching role (Balzano, Gallimore, Goldenberg, & Reese, 1995; Reese, 2002). For this reason, it is important to understand the full range of parental involvement.

**Barriers of Latino Parents**

In a qualitative study, Anguiano (2004) cited the experiences of school personnel and Latino parents as they struggle with the educational success of Latino children. His study examined parenting practices in the context of Latino family culture, and community-school relations among Latino parents and school personnel in three rural southeastern communities. A total of 75 respondents, including school personnel and Latino parents, participated in focus groups and in individual interviews. In this study, staff from two elementary and one high school participated. There were five teacher and teacher aide focus groups, two school administrator and support staff focus groups, and one Latino parents’ focus group. One individual interview was conducted with a school administrator. Four individual interviews were conducted for parents who could not attend the focus group. The focus groups and individual interviews were conducted at schools and at parents’ homes. The focus groups and individual interviews lasted approximately 1 hour each. The focus groups and interviews were audiotaped with the permission of the participants. The major findings were that there are various barriers to developing a fluid partnership between Latino parents and schools. Also, challenges to and strengths of parental and school involvement from both the parent and school personnel perspectives were identified. There are several barriers that discourage parents from becoming involved in their children’s education. Therefore, being aware of these
challenges and barriers allows parents to become proactive in diminishing these difficult obstacles.

According to Dallaire et al. (2005), the way Latino parents involve themselves in their children’s college preparations is due to their perceptions of invitations for involvement. Research suggests that low-income, immigrant Latino parents feel unwelcomed and uncomfortable in a school environment (Tinkler, 2002). According to Auerbach (2006), schools may marginalize poor minority parents by failing to accommodate to their needs, validating their culture, or create an inclusive, welcoming climate. There are several reasons why parents may feel their involvement is unwelcomed or uninvited, such as their low socioeconomic status (SES), low English language proficiency, and low level of education.

**Socioeconomic Status (SES)**

Socioeconomic status is found to exert a strong influence on a students’ postsecondary educational attainment, goals, and plans (Hossler, Schmit, Vesper, 1999; Kao & Tienda, 1998; Blair & Qian, 1999). As one moves up the socioeconomic ladder, there is an increase in the likelihood of having high educational goals achieved. This finding holds true across racial/ethnic and gender lines (Smith-Maddox, 2000).

The U.S. Department of Education completed a study on families’ involvement in their children’s education in the United States in the 2006–07 school year using data from the 2007 National Household Education Surveys Program (Herrold & O’Donnell, 2008). This sample consisted of 10,681 parents of kindergarten through 12th-grade children enrolled in public or private schools or homeschooled. The study found that parents below the poverty level participated in significantly lower levels of school activities, such
as attending regularly scheduled parent-teacher conferences, PTA meetings, school or class events, or volunteering, than did parents above the poverty level.

**Limited English Proficiency**

A barrier for some Latino parents is language. Some Latino parents may have limited English proficiency and rely on their children for translation. This situation stunts the growth of a parent–school relationship (Atiles, Bohon, & Macpherson, 2005). Latino parents may perceive that their lack of English skills creates a feeling of alienation from the school culture, because no one at school will be able to listen to them if they cannot communicate in English (Diaz et al., 2003). The “inability of the parents to speak and understand English is the major obstacle to effective communications between the school and the Hispanic parents” (Smith et al., 2008, p. 11). Language is a barrier that stops parents from assisting students with their homework or communicating with school personnel, limiting the opportunities for Latino parents to contribute (Atiles et al., 2005; Peña, 2000; Hernandez, Rothstein-Fish, & Trumbull, 2003). Therefore, there is a need to bridge the communication gap between Latino parents and the school by hiring more bilingual and bicultural educators, who can also serve as Latino role models (Bohon et al., 2005). The demand for bilingual school staff is evident as the number of Latino students continues to grow. No matter how small the Latino population in a school, most Latino parents and students can benefit from the opportunity to communicate in their native language. By ignoring this basic need, schools fail to provide equal access to resources and an equal opportunity to succeed academically. It is important that school leaders across the United States create communication systems that accommodate the diverse language needs of their school populations.
Worthy (2006) conducted a small qualitative study in which he investigated the views Latino immigrant parents held of the importance of communicating in English. The study’s participants lived in a low-income community in Texas. A total of 16 parent participants were interviewed. Fifteen of them were born in Mexico, and one parent was from Central America. All parents had immigrated to the U.S. eight years ago and attended school in their native countries for an average educational level of sixth grade. The interviews included planned questions and open-ended conversations with the participants. Questions about their children’s early development, current and future schooling, and language learning and use were explained. The results reported were that none of the 16 parents felt comfortable speaking English with teachers, although several said they understood it a little. According to the participants, the main reason why they had immigrated to the U.S. was to give their children a better education and more access to job opportunities than in their home country. All the parents mentioned, however, that not being able to speak English hindered their ability to stay involved in their children’s schooling. In conclusion, Worthy (2006) stated that language hindered the parents ability to be involved in their children’s education and that, although these parents valued the importance of their children’s education, their poor English skills were a barrier to parent involvement and kept them from actively participating in their children’s school work. Parents also reported feeling disconnected from the school by their limited English skills.

Hughes and Wong (2006) completed a quantitative study of 481 parents and 179 teachers of first-grade children attending three ethnically-diverse school districts in Texas. The researchers examined parental involvement differences among White, African American, English-speaking Hispanic, and Spanish-speaking Hispanic parents. The
researchers found that Spanish-speaking Hispanic parents reported significantly lower levels of communication with the school and of parent-teacher shared responsibility toward their children’s education than did the other three groups in the study. The language barrier may have contributed to ignorance of the American curriculum or inability to assist with homework assignments (Wong & Hughes, 2006).

Similarly, Aspiazu, Bauer, and Spillett (1998) found in their study, of Latino parent involvement, that language was the number-one barrier to parent involvement. Parents expressed great concern about their children’s education and academic success; nevertheless, limited English skills barred them from being actively involved with their children’s school work. In fact, a majority of the participants reported that poor English skills were an obstacle toward being actively involved with their children’s education.

Likewise, Pena (2000) found that parents reported a sense of disaffection due to language differences, and believed that their attendance at meetings was unnecessary because of their inability to understand the discussions. Similarly, most schools do not provide interpreters at parent meetings, thus not providing full understanding for Spanish-speaking parents (Pedroza, Scribner, & Young, 1999). Also, schools do make attempts to translate documents into Spanish, but these attempts are based on a faulty belief about the parents’ level of acculturation, resulting in discontent about likely meanings. Additionally, when homework is assigned in English, many parents are unable to assist their children (Aspiazu, Bauer & Spillett, 1998).

There may be a mutual disinterest between the school culture and the Latino home culture, with neither respecting or comprehending the other (Gibson, 2002). Whether in face-to-face meetings or in written memos, language can deter
communication for Spanish-speaking families in the U.S. Taken as a whole, teachers and parents should work collectively to overcome obstacles due to language differences and thus increase home–school communication (Souto-Manning & Swick, 2006).

*Education Level of Latino Parents*

Another factor that hinders Latino parent involvement in K–12 schools is the education levels of the parents. Lower socioeconomic status is often associated with lower levels of education (Hoover-Dempsey et al., 2005). Parents who have had a lower level of education may likely to feel insecure about their personal skills and about how their abilities and knowledge base can aid their child’s education (Hoover-Dempsey & Sandler, 1997). For example, as a child grows older and the subject matter begins to increase beyond a parent’s knowledge base, parents become less likely to help their child with homework (Hoover-Dempsey et al., 2005). When parents feel their skills are inadequate, they tend to ask others for help or avoid most interaction (Bauman, 2009).

DeGarmo, Eddy, and Martinez (2004), reviewed data from the Oregon Latino Youth Survey (LYS), which was designed to recognize outcomes of academic success for Latino youth. The study sample included 314 youth and parents from one of four school districts in Oregon. The researchers examined and compared school experiences of Latino middle and high school students and parents, wide non-Latino students and parents. In this study Latino parents reported considerably less knowledge of how to communicate with the school and reported considerably more difficulty helping students with homework than the non-Latino parents experienced, although there was no difference in the rate at which parents helped with homework.
Employment and Family Responsibilities

Latino parents from lower socioeconomic backgrounds may experience time constraints due to nonflexible work schedules, lack of resources, and transportation problems (Hill & Taylor, 2004). The parents’ level of participation is influenced by the demands of their daily lives. Once parents have decided to become involved in their children’s education, their level of participation will be influenced primarily by the demands of employment and family responsibilities, such as elder care or conflict of schedules among all their children’s activities (Hoover-Dempsey & Sandler, 1995). Barriers such as time limitations, lack of assistance with child care, and transportation constraints appear to either discourage or prevent parental involvement among minority and low-income populations (Boethel, 2003).

Klimes-Dougan et al. (1992) conducted telephone interviews with parents from nine Los Angeles Unified School District elementary schools chosen for high concentrations of low-income Latino, African, and American families. The researchers collected information from 83 parents regarding their participation in school activities and their barriers and attitudes toward participation. Research showed that 61% of the participants reported difficulty attending school programs and activities. The most frequent barriers reported were conflicts with work schedules, complications with child care, and inconvenient times of the school activities.

California, Smrekar, and Cohen-Vogel (2001) conducted a qualitative study of 30 low-income minority parents of elementary school children in California. The data collected in the qualitative study indicated that parents’ low involvement was due to
insufficient time, distance, and to day care obligations, not to a lack of concern regards their children’s education.

Pena (2000) evaluated factors influencing the parental involvement of Mexican American parents at an elementary school in Texas through a qualitative study consisting of interviews and observations of 24 parents and 4 teachers and principals. As evinced by the data collected, parent participants indicated interest in attending workshops and meetings and in volunteering. Nevertheless, incompatible work schedules, and lack of transportation and childcare accessibility, were factors that prevented parents from participating in school activities. Some parents reported not being able to afford childcare or said that taking all their children to a school activity would be too complicated. Also, some parents mentioned that they worked lengthy hours, different schedules, two jobs, or jobs that were physically severe, making them too tired to contribute in school activities.

*Professional School Counselors*

Professional school counselors are individuals who support students in many ways. They have listening skills, communication skills, and interpersonal skills. Professional school counselors are required to have a personal pupil service (PPS) credential to work in K-12 schools and a master’s degree in school counseling. Within master’s degree programs, students are required to fulfill a supervised internship in at least two different educational levels in K-12 schools. School counseling programs educate and prepare students in the academic, personal/social, and career domains. To guarantee that school counselors are qualified to address the needs of students, school counseling students are required to take graduate courses in counseling theory,
educational psychology, research, program evaluation, individual/group counseling, career and college development, cultural proficiency, collaboration and consultation, and professional leadership. School counselors provide individual and group counseling sessions to K-12 students. All things considered, collaboration with administrators, teachers, and parents is vital to the professional school counselor to assure that the needs of each student are being met (American School Counselor Association [ASCA], 2005).

Moreover, one of the many roles of professional school counselors is to create a mission statement and goals aligning to the school. The mission is achieved through the design, development, implementation, and evaluation of a comprehensive school counseling program to support and increase student success. Today’s professional school counselors are crucial members of the new school-reform movement. Professional school counselors support the new school reform of exposing equity and access to all students through a variety of avenues such as leadership and advocacy.

Professional school counselors are employed in elementary, middle/junior high, and high schools as well as colleges, and hold district supervisory positions and counselor education positions. Although the American School Counselor Association (ASCA) (2009) recommends a 250:1 ratio of students to counselors, the national average ratio is 471: 1. Professional school counselors work with students individually, in groups, and in classroom settings. Professional school counselors attend to the academic and developmental needs of all students, through collaborating with students, parents, school staff, and the community and providing prevention and intervention programs. Appropriate interventions help every student develop competency in academic achievement, personal and social, and career planning skills.
Professional school counselors assist students to form an individual academic plan for their current and future education. They assist students in building skills and overcoming problems that may create learning barriers. School counselors help students cope with obstacles such as divorce as well as developmental issues. School counselors direct their programs just as teachers direct their curriculum. School counselors hold their programs accountable for student achievement by observing student progress to make certain that the school counseling program meets its desired goals and objectives. School counselors collect, analyze, evaluate, and present statistics about grades, test scores, attendance and disciplinary records, and other information to make data-driven decisions about the school counseling program and its effectiveness.

According to research, some appropriate activities for school counselors are: individual student academic program planning; interpreting cognitive, aptitude, and achievement tests; providing counseling to students who have disciplinary problems; collaborating with teachers to present school counseling core curriculum lessons; analyzing grade-point averages in relation to achievement; interpreting student records; providing teachers with suggestions for effective classroom management; ensuring student records are maintained according to state and federal regulations; helping the school principal identify and resolve student issues, needs, and problems; providing individual and small-group counseling services to students; advocating for students at individual education plan meetings, student study teams, and school attendance review boards; and analyzing disaggregated data (ASCA, 2009).

Some inappropriate activities for school counselors are: coordinating paperwork and data entry of all new students; coordinating cognitive, aptitude, and achievement
testing programs; signing excuses for students who are tardy or absent; performing disciplinary actions or assigning discipline consequences; sending students home who are not appropriately dressed; teaching classes when teachers are absent; computing grade-point averages; maintaining student records; supervising classrooms or common areas; keeping clerical records; assisting with duties in the principal’s office; providing therapy or long-term counseling in schools to address psychological disorders; coordinating school-wide individual education plans, student study teams, or school attendance review boards; and serving as a data-entry clerk (ASCA, 2009).

Lastly, professional school counselors are advocates in decreasing the achievement gap among low-income and minority children. Therefore, while working with at-risk students, school counselors work to increase the academic achievement, increase career awareness, and develop overall student self-efficacy. School counselors have an influential role in helping students become more engaged in the academic and social arenas within the school. Finally, the professional school counselor is an important support for students through collaboration, coordination, and consultation with schools, families, and community members (ASCA, 2009).

Middle School Counselors

Every middle school student needs appropriate support, guidance, and opportunities during middle school, a time of rapid growth, curiosity, and change. Middle school students have unique and diverse challenges, both personally and developmentally, that have an impact on academic achievement. Middle school counselors are trained to understand and respond to these challenges. For example, they help children cope with challenges, peer pressure, friendship problems, behavior
problems, and more. Therefore, school counselors improve the learning process and encourage academic achievement of middle school students.

**Parent Liaisons**

The use of a Spanish-speaking parent liaison in predominantly Latino urban schools is an intervention strategy which may be funded by the Title I grants of urban schools within low-income communities. The parent liaison position is used by schools to encourage parental involvement to build partnerships between schools and homes, develop better academic performance in students, and increase graduation rates among Latino high school students. According to Batt and Montero-Sieburth (2001), Latino students have a significant need to connect with adults who understand the obstacles they face as a minority and immigrant population. Parent liaisons frequently happen to be the welcoming individuals who provide understanding and hope for Latino students and their parents.

In fact, not only do the parent liaisons provide a safe environment for Latino students and their parents by contributing resources needed, but they also shape a sense of belonging which improves the likelihood that students will stay in school and achieve (Blank, Melaville, & Shah, 2003). Parent liaisons engage and often invite the Latino population into the school culture and increase parent’s self-esteem. Many parent liaisons speak two or more languages, which allows them to act as a bridge between schools and families in need. Their objective is to assist families to establish a culture with the idea that education can benefit a student’s life. Therefore, their involvement and partnership aids many parents to feel more welcome and empowered in participating in activities associated with parent involvement.
Family and School Partnership

Parent involvement is a major way that school personnel can establish and maintain trusting relationships with families. Teachers and parents are able to learn about specific roles, tasks, and each other’s outlooks and agree on academic and behavioral goals for the students when parents are involved in their children’s education (Hill & Taylor, 2004; Lecklider, McClintock, Shepard, & Shepard, 1999). For example, parents and teachers are able to work together to set rules and boundaries for appropriate behaviors at school and at home (Domina, 2005; Hill & Taylor, 2004). Parent involvement encourages teachers’ ability to understand the family’s cultural background and parents’ expectations, concerns, and goals for their child (Stein & Thorkildsen, 1999). Collaborating with students’ families also provides opportunities for school personnel to increase cultural proficiency and reflect on doubts and biases they may have regarding working with families from various cultural and socioeconomic backgrounds.

Parental Involvement Workshops

Parental involvement workshops have the potential to empower parents. Effective parent involvement workshops are often designed to provide opportunities for family interactions and communication and even offer services to all family members (Bailey, 2006). There are many effective parent involvement workshops and programs. For example, the Parent Institute of Quality Education (PIQE) is a parent workshop offered by program facilitators to prepare facilitators to work with parents. The workshop facilitated recommends the importance of translation of all materials into the native language of the participating parents. They recommend that parents schedule meetings with teachers at various times to meet the needs of parents. The significance of this
workshop is the use of a cultural broker (Chrispeels & Rivero, 2001). A cultural broker is a facilitator who is seen as having similar life experiences to those of the parents in the school community, allowing parents to better relate to them. The mixture of these specific strategies has played a role in many positive outcomes (Chrispeels & Rivero, 2001). This workshop implements strategies that have increased parent participation, fosters rapport and provides a welcoming place where parents are able to share their concerns.

Overall, in PIQE parent involvement workshop and trainings parents express a feeling of acceptance and support. Also, a sense of trust and dedication is developed. In response to the training, parents feel more empowered to parent their children and to be involved with their students' education at school and at home. The parents feel acknowledged as important contributing members of the school community, whose ideas are important. Some of the other barriers to participating include parents not having cars, parents living too far, being afraid of walking because of gang problems, and working schedules. Overall, parent empowerment and advocacy skills are developed by parents who participate in such groups, programs, workshops, and trainings.

The Commonwealth Institute for Parent Leadership (CIPL) was developed and sponsored by the Prichard Committee in the Kentucky. CIPL is a training program to help increase parents’ level of involvement in schools and teach parents how to successfully advocate for their children’s education. The purpose of CIPL is to train parents to assess and evaluate the progress of their children’s schools, notify parents how to become involved as partners in improving those schools, encourage parents to get others involved, and offer constant support to parents after they become involved in the
Parents are trained to widen their position of being school volunteers for their children to becoming critics of school reform and change (Corbett & Wilson, 2008). Through this program, participants complete a training that is divided into two-day sessions and is facilitated by community employees and CIPL graduates. The topics that the training includes are: introduction of their rights to know about and increase access to school operations; essential elements of Kentucky’s reform legislation and policy, specific information about educational and community resources, and ways to act as advocates for school reform (Corbett & Wilson, 2008). After parent complete the workshop training they are required to generate and implement a project that will appoint more parents to be involved with their children’s education, encourage student achievement, and have a long-term impact (Henderson, Jacob, Kernan-Schloss, & Raimondo, 2004). Finally, parents have 2 years to fulfill their projects while receiving coaching and mentoring from CIPL and are linked to an encouraging network of other parents (Corbett & Wilson, 2008).

Corbett and Wilson (2008) examined the lasting effects of the CIPL program. The researchers collected data from 389 urban Latino graduates of the program. The researchers mailed surveys or gave participants the alternative to complete an online version of the survey. The researchers examined graduates continued networking with CIPL and other graduates, ongoing project activity, further knowledge acquired about educational issues, impact of CIPL experiences on their current involvement with schools, their ability to promote CIPL goals, and the effect of CIPL on their personal and professional lives. The data indicated that 70% of the participants reported they had completed their final required project. Over 44% of the participants continued contact
with CIPL, and 31% enrolled in higher education classes, 20% attended state department training programs, and 21% returned to school for undergraduate and graduate degree programs. Finally, 29% became involved in local decision-making processes in schools.

Families and Schools Together (FAST) is a family group intervention program that provides services to families with children who are at-risk. It primarily serves ethnically diverse, low-income families, including those with limited English proficiency (Bear-Tibbetts, Demaray, Kratochwill, Levin, & McDonald, 2004). FAST requires cultural similarity and its program certification requires the facilitating FAST team to have parallel ethnic and cultural backgrounds as the families being served. The goals of the FAST program is to improve family performance, preventing the child from experiencing school failure, preventing substance abuse by the child or family, and decreasing stress that parents and children experience from daily-life situations (Frey & McDonald, 1999). The program includes cultural brokers meaning cultural representatives of parents and professionals who provide outreach to parents and facilitate the program’s eight weekly meetings. Each FAST session is two-and-a-half hours and consists of five segments (Frey & McDonald, 1999). After completing the training, parents participate in graduation ceremony, and two years later they are required to lead or partake in monthly multifamily sessions (McDonald et al., 2006). McDonald et al. (2006) examined the effects of parent involvement and participation in the FAST and FAME programs with Latino students. The researchers collected data from a larger study conducted in 2003 that consisted of 473 low-income and culturally diverse children and their families from 10 urban schools in Milwaukee. Participants were randomly separated into two groups. The first group consisted of 272 parent participants who participated in
the full FAST program, whereas these second group had 201 participants who participated in the Family Education (FAME) program. The researchers obtained two-year teacher follow-up data on 80 Latino students assigned to the FAST program and 50 Latino students assigned to the FAME group. The Teacher’s Report Form (TRF) was used to evaluate and assess externalizing (delinquent and aggressive behaviors), internalizing (emotional problems), and academic performance, whereas the Social Skills Rating System (SSRS) was used to measure academic capability and social skills of the child in the classroom. Two years after follow up in the FAST program, teachers reported these students had considerably more social skills, fewer destructive behaviors in the classroom, and enhanced academic skills compared with students in the FAME program (McDonald et al., 2006).

Huffman, Jacobson, & Rositas de Cantu (1992) explored concerns and issues of Spanish-speaking parents in a parent-involvement training. They explored this program, which included a suggestion group for two months to train parents. The main goal of this program for parents was to advance the educational achievement of Latino students through support of parent involvement in the students’ education. The program started by first creating a target group of seven parents who were identified by school administrators and staff as having the following characteristics: minority status, low-income single-parents, Spanish speakers, and children with school-related problems. The parents who participated were contacted in Spanish by phone and home visits the parent-liaisons. Communicating in Spanish was important, as parents do not attend sessions because of language barriers. Posters were posted in the school and flyers were distributed to remind parents about the first session. Parents were interviewed through focus groups and phone
calls to determine factors that limit parent involvement participation and strategies to overcome barriers. The barriers to participation were addressed. Child care and refreshments were offered at each session to further reduce barriers to attendance and to motivate parents to attend. Parents who participated in this training program became more involved in their children’s school as a result of the training.

Strategies for Parent Involvement

Parent involvement programs have been shown to positively affect children, families, and schools. Unfortunately, low-income Latinos frequently experience barriers that may limit and prevent their involvement, particularly on school campuses. Therefore, parent involvement programs targeting this ethnic population need to integrate best-practice, culturally sensitive outreach, and effective program strategies to productively engage and involve Latino parents in K-12 schools. According to Hoover-Dempsey and Sandler (1995), parent engagement is influenced by invitations and opportunities. Parental involvement strategies may consist of teachers providing ongoing outreach such as telephone calls and invitations for meetings as well as opportunities for parent volunteering, attending school events, and helping at home. Schools can also be responsive to parent work schedules and language spoken, provide parent education and workshops at various times and days, delivered in their primary language, and encourage parents to be involved in planning goals for their child (Barrera & Warner, 2006; Dauber & Epstein, 1991; Schurr, 1992).

Some effective strategies are based on Epstein’s parenting framework. This model consists of six major types of parent involvement that focus on specific strategies to involve parents in k-12 schools. The first type of parent involvement is the
responsibility of parents to provide for their children’s health and safety. Some parent-involvement strategies involve schools providing families with information on parenting and discipline techniques, information about child development, and outlooks for different grade levels and educational stages. The second type of parent involvement is communicating, which is important for schools to provide effective school and home communications about school functions and children’s progress. Some strategies for schools to communicate with families is to send home folders with students’ work for comments and review, phone calls to parents when needed, and scheduling, conferences, and follow-ups. Schools can also supply newsletters and notices and offer clear and concise information about school policies, programs, classes, and activities at the school. Most importantly, when working with students, schools can design effective forms of communication through translators and printed material in parents’ primary language (Dauber & Epstein, 1991).

The third type of practice to promote parent involvement is volunteering in the schools (Dauber & Epstein, 1991). Schools can offer different flexible schedules so that more parents are able to participate. A family center can be created. Surveys can be distributed in order to gather information regarding parents’ availability times and talents. Epstein’s fourth type of parent involvement is learning at home. A strategy that schools can share with families is about how to help students at home. For example, parents can be given a calendar filled with activities to do with their child and homework assignments to update parents on what their children are learning throughout the course.

The fifth type of parent involvement is for parents to be involved in decision-making activities with the school (Dauber & Epstein, 1991). Some strategies for schools
are to train parent leaders and representatives with decision-making skills and encourage parents to serve on decision-making bodies such as local parent organizations, school committees, or district-level councils. The final type of parent involvement is collaborating with the community. Here, schools can provide useful and informative resources about community health, libraries, recreational, social support and other special services.

Conclusion

The literature review described the Latino population and parental involvement. It focused on parental involvement as it influences the academic outcomes of Latino students. Several studies discussed the benefits of increased parental involvement.

Chapter 3 presents the methods and procedures utilized to create the workshop. Chapter 4 will present the evaluations of the thesis project. Finally, the appendix will include the actual graduate project.
CHAPTER 3

Project Audience and Implementation Factors

Introduction

The proposed graduate thesis project is a parent education workshop to be facilitated by a professional school counselor and parent liaison with the objective of educating parents and families of Latino middle school adolescents regarding appropriate parent involvement and its effectiveness in academic success. This workshop will provide Latino parents a proactive approach to parent involvement. The emphasis is on Latino parents from low-socioeconomic status. This workshop is intended to promote a circle of support encompassing home, school, and community. This chapter will discuss the development of the project, the target audience, and the qualifications required by the facilitator. The environment and equipment required as well as the project outline will also be presented.

Development of Project

While interning at high schools for my school counseling training program, I noticed that Latino parents were not involved at that high school. Reading the literature on successful intervention programs such as PIQUE, a parent-educational program for parents, made me realize the need for Latino parent involvement in middle school. Programs such as PIQUE could be beneficial for educating Latino families of preadolescents and adolescents in middle school. After reflecting on the literature review on Chapter 2, it was especially important to me to develop a parent education workshop that was informative and supportive for families of adolescents at the middle school level because studies have shown that parents can make a big impact in a student’s education.
Also, after discussing issues in parent involvement with two school professionals in the largest California school district, Los Angeles Unified School District (LAUSD), it became apparent that there is a real need for parent involvement workshops specifically with the middle school population, not only in this school district but potentially in many school districts. It would be important to create a workshop presented by a professional school counselor and parent liaison that addresses support from the three key areas of home, school, and community so that parents and families can broaden their knowledge-base regarding effective parent involvement in their child’s education.

The first step I took in the process of creating this workshop was to gather information regarding developing lessons plans, a PowerPoint presentation, and a parent handbook. As part of developing this project, I attended a parent involvement intervention and training. I also obtained handouts and resources from parent involvement training manuals from the Parent Center at one of my high school internship sites. For the PowerPoint presentation, I gathered some of my information from sources such as trainings and programs in family involvement, as well as literature from academic journals and articles as cited in chapter two. The thesis project was developed from the literature review information on how to develop an effective workshop, barriers involving parents, cultural brokers, and the parent liaisons.

A handbook on parent involvement was designed to accompany the lesson plans and PowerPoint presentation. The information detailed in the resource guide came from different resources such as school counseling offices and parent centers in LAUSD.

Developing the curriculum was quite a challenge because of the vast amount of information on parent involvement. I knew that I wanted to create a workshop for Latino
parents to become more involved in their children’s middle school education, but I was not sure which topics would be the best in the workshop. After taking the school counseling graduate class at CSUN, EPC688 Measurement in Schools, a college guidance class in our graduate program, I realized how much there was to know about all aspects of postsecondary education and how little seems to be disseminated to Latino students and their parents. I then realized that a workshop about college readiness would be a great program to offer to students and their parents in high school. I also utilized information from similar effective programs that I have researched in articles and online, such as PIQUE. Since I learned that there are several obstacles to family involvement, I researched strategies on how to get parents involved in school. I also researched different types of parent workshops in order to see what approach has been effective in developing a workshop that Latino parents will attend. I consulted with professional school counselors so I could have a better idea of what to include and suggestions.

Once the main focus was identified, the process of developing the workshop began. To help convey this important information to parents, my proposed workshop utilizes videos clips, such as the Julian Castro speech from the Democratic National Convention of San Antonio, TX, PowerPoint presentations, worksheets, and group work to emphasize collaboration and partnership with school and home. The main purpose of this project is to instruct Latino parents regarding the many different strategies they can use to become more active in their children’s academic success, to develop a college-going culture among Latino students, and to feel that their child’s school is more accessible.
**Intended Audience**

The intended audience for this workshop is Latino parents and families of adolescents in middle school. Parents and families of adolescents may consist of biological parents, adopted and foster parents, grandparents, and any relative or significant adult.

**Personal Qualifications**

This workshop is designed to be facilitated by a professional middle school counselor and a parent liaison. The professional school counselor facilitating this workshop should be knowledgeable in the area of school counseling by possessing various skills and knowledge necessary to advocate for students and to be an educational liaison between parents and families of middle school preadolescents and adolescents. The professional school counselor should possess a master’s degree in school counseling or a related field, have a School Counseling credential, be a member of a professional counseling association, follow the American School Counselor Association (ASCA) model, and have professional training and experience with parent involvement and collaboration (i.e., professional workshops and trainings regarding the home–school partnership). Also, professional school counselors should possess knowledge of how to run workshops and an ability to work with parents from diverse backgrounds.

The other trained personnel involved will be the parent liaison, who will also work directly with the parents in facilitating this workshop. The parent liaisons will play a crucial role in this workshop. Important skills that both professional school counselor and parent liaison should possess are oral communication, active listening, leadership, and cultural sensitivity. Essential qualities needed are empathy, sensibility, and
authenticity. If this project is to be presented to Spanish-speaking parents, it must be translated into their own language and facilitated by a school counselor or parent liaison who is fluent in Spanish.

Environment and Equipment

In order to best serve parents and families attending this parent education workshop, it is recommended that the room utilized for this event be sufficiently large, as well as comfortable and welcoming for parents and families. The length of this workshop is suggested to be 6 hours, allowing time for questions and comments through the workshop. However, this should be used as an idea for scheduling a workshop in the window of time that works best for a particular school. Before the workshop, one way to advertise this workshop to the parents of middle school students is that the parent liaison could send home a letter to parents and make phone calls about the upcoming workshop.

The materials and equipment necessary for the success of this workshop include a USB drive with the PowerPoint presentation, a laptop computer with Internet access and audio capabilities, an Liquid-Crystal Display (LCD) projector to play the PowerPoint presentation and online videos, a screen, a laser pointer, and a white board to write down information during the presentation. A microphone and podium may be necessary to speak to a large audience. A parent handbook will be provided for each parent. The workshop should be held in a classroom or multipurpose room within the middle school. Desks and chairs should be set in group formation, so that they can be easily moved. A table for the resource packets and refreshments will also be useful in the presentation room. Day care should be provided for young children. Lunch should be provided to parents and children.
Project Outline

Goals: At the conclusion of this workshop parents will be able to:

1. Recognize the importance of parental involvement
2. Learn basic strategies to increase student success.
3. Recognize the importance of initiating parental teacher communication.
4. Understand the role they play in their child’s education.
5. Understand the importance of being involved in school activities at home and at school.
6. The role of CST testing in their child’s academic success.
7. The importance of learning the college application process.
8. The importance of being effective communicators.

Purpose: To assist parents in:

1. Understanding they are needed in the educational process.
2. That there is a lot they can do for their child.
3. Knowing language barriers can be easily overcome.
4. Understanding the importance of being proactive.
5. It’s never too early to start getting ready for college.

Implementation:

1. Train parent liaison’s in strategies to lead parents during the workshop.
2. Give the parents a pre and post assessment to monitor the progress
3. Implement the strategies through the parent liaisons to increase overall parental involvement.

4. Assist parents in learning strategies to increase their involvement both in the school setting and out home.

5. Assist parents in overcoming the obstacles of language barriers by providing strategies for being more proactive and role playing activities to practice these strategies.

6. Prepare parents for the challenge of the college application process and financial aid application
CHAPTER 4

CONCLUSION

Summary

Parental involvement increases a student’s academic achievement, yet it declines as students get to high school. For too many Latino students today, attending a college or university can feel out of reach. When a student is college-ready, he or she has a higher likelihood of completing their post-secondary education. Legislation requires schools to involve parents in the effort to increase student growth academically, socially, and emotionally. However, there are many obstacles to increasing Latino parental involvement, including lack of proper communication between the school and parents, teacher and parent misperceptions about parental involvement, and barriers such as language. Latino parents care very much about the success of their children in school, but many parents do not know how to be involved in their children’s education. The Middle school transition time can be challenging for students, as middle school students experience difficulty in the fast-changing stages that they encounter. It is crucial for parents to support, guide, and positively influence middle school youth.

A professional workshop training has been designed to be facilitated by parent liaisons and a school counselor to instruct Latino middle school parents on different strategies they can utilize to become more involved in their children’s education, and to promote a college-going culture among Latino middle school students. The purpose of this graduate thesis project is to create a workshop training for middle school Latino parents to learn about their appropriate roles in their child’s education. The workshop trainings will present information regarding the long-term effects of increased parent involvement. Training and guiding Latino parents may increase Latino students’
likelihood of maximizing their educational success and achieving a smooth transition from secondary to post-secondary education and on to meaningful careers and productive adult lives.

Chapter 1 describes the purpose and need for the study. Chapter 2 provides the research previously conducted about Latinos, adolescent development, theories on parent involvement, Latino parent involvement, barriers of Latino parents, family and school partnerships, and empowerment workshops. Chapter 3 explains the development and methods of the project. This chapter serves as a conclusion summarizing the thesis project, previous chapters, and the evaluations of the proposed guidelines by three professional experts in the field of education.

**Evaluation**

After designing my workshop training for Latino middle school parents, I sought the expertise and recommendations of three professional experts in the field of education from two of my fieldwork sites to examine and evaluate my proposed graduate project. All three evaluators are employed by Los Angeles Unified School District, in two public low-income urban schools predominantly with Latino students. One of the evaluators is currently employed at a public high school and the other two evaluators are currently employed at a public middle school in the Los Angeles area. One of my evaluators who assessed my thesis project has a Multiple Subject Teaching credential, an add-on Single Subject credential in Biology, and a Master of Art degree in Administrative services credential. Similarly, my other evaluator who assessed my thesis project has a Multiple Subject Teaching credential, a Single Subject teaching credential in Mathematics, and a Master of Art degree in Administrative services credential. My other evaluator who
assessed my thesis project has a Master of Science degree in school counseling and a Pupil Personnel Services (PPS) credential in school counseling. The purpose of conducting this evaluation was to acquire additional suggestions and comments from educators as to how I could improve my workshop.

When deciding which professionals would be most suitable to examine and evaluate my graduate project, I placed consideration into which evaluator would have the most understanding and experience with middle schools in low-income communities and Latino parent involvement. One of the evaluators I choose is a high school teacher who recently received her administrative credential with training in working in urban low-income schools. Prior to her current position she worked as a middle school teacher for many years. The third evaluator is a middle school counselor who has knowledge in parent involvement and has experience providing effective college preparation services to middle school students concerning college planning and financial opportunities for students coming from low-income families. She facilitates a college and career club at her school site, where she has witness the effectiveness of this information and resources to first generation students.

When thinking about the development of this project and what topics to address, it was difficult to decide how much information to include and how to begin discussing this subject with Latino parents and families. I received valuable advice from the professionals. Copies of the workshop guidelines were shared with three professionals in the field of education for review, and they provided feedback and comments about the overall effectiveness and quality of the proposed workshop for Latino parents. The professionals were asked to complete a brief survey about the workshop. I used a Likert-
scale and created closed-ended statements for which the evaluators would circle a number, on a scale of one to four, that best corresponded what they thought about my proposed workshop for Latino middle school parents. My formative evaluation was comprised of six statements that measured the evaluators’ opinions and views regarding my proposed workshop training. Finally, the professional evaluators were asked to provide me with comments and recommendations to improve my workshop. I am thankful for the evaluators taking time to evaluate my graduate project. Their input was a very valuable part of the considerations of feasibility of this project. I appreciated their response to the questionnaire.

After the three evaluators completed the formative evaluation and provided me with feedback on my workshop, I examined and analyzed their responses. The professional evaluators circled a number, on a scale of one to four that best represented what they thought about the proposed workshop for Latino parents. The rating scale for questions one to six was as follows: 1=strongly disagree, 2=disagree, 3=agree, 4=strong agree. The first question asked the evaluators if they believe this workshop would be effective for Latino parents and families. The results of this questions showed that all three evaluators answered, “strongly agree”. The second question asked the evaluators if this workshop could be easily implemented at their school. The results of this questions demonstrated that all three evaluators answered, “Strongly agree”. The third question asked the evaluators if the lessons and activities included in the curriculum appear to support and benefit stated objectives. The results of this questions revealed that all three evaluators answered, “Strongly agree”. The fourth question asked the evaluators if they believed the guide provides good instructions for facilitators of the workshop. The
results of this questions showed that all three evaluators answered, “Strongly agree”. The fifth question asked the evaluators if they would like to use this workshop to meet the needs of Latino parents at their school. One of the evaluators selected, “strongly agree” and two of the evaluators selected, “Agree”. The sixth question asked the evaluators if the length of the workshop seems reasonable. The results of this questions revealed that all three evaluators answered, “Agree”.

The last question asked the evaluators to provide me with any and all additional comments to assist me with improving the curriculum for this parent workshop. This question was created to verify which parts of the workshop the evaluators liked the most and how the parent workshop could be improved. One of the three evaluators responded to this question by saying, “This is a great workshop for Latino parents. The only feedback that I give is to increase the length of the session #5; It’s Never too Early to Prepare For College, to allow parents to answer questions. Most of these Latino parents from urban low-income communities never went to college in the United States and will have many questions in regards to the college process and financial aid opportunities for their children. Therefore, longer additional time in session #5 would benefit many Latino parents assisting the workshop. Also, consider documenting that the forms may be translated into Spanish to meet the needs of the Latino community in the school and to include the PowerPoint’s in the parents’ handbook.” The second evaluator stated that, “It was a very interesting proposal workshop. This will be great to share with teachers to increase school-home partnership. With the increase of Latino students, it is important to have this knowledge to help our students and families. The only thing I will recommend is you will need to survey parents regarding best times. You could also try a one day
scenario and also over a course of weeks. I have seen it work both ways. ” The third evaluator stated that, “This workshop is strongly needed in all middle schools. Parent involvement does start to diminish as students get older and we need to emphasize the impact of parent involvement all the way to high school. As a facilitator for the college and career club I have seen the effectiveness in alumnus of this club when they speak to their high school counselors and are familiar with the terminology and process for college preparation. Not only do we need early college awareness in students but also in parents. It will be essential to keep the focus of the project always on parents from low-socioeconomic status and parent with no college education. The time is sufficient but you need to keep track of time and make sure breaks are provided.”

Conclusion

Overall, the comments from these evaluators were helpful to me in the process of creating this workshop. The professional evaluators provided me with informative and constructive feedback for my proposed parent workshop training. I made some changes to the workshop according to their comments that improved the creation of my graduate project and also decided not to implement some suggestions. For example, one of the evaluators suggested to design and to implement a survey for parents, to survey parents regarding best times to offer the workshop at the school site. I decided not to include this survey because I had done this already in a previous workshop that I facilitated in one of my fieldwork sites with Latino parents. Therefore, my workshop time and day was designed based on research and on the comments of the parents that participated in my workshop at my fieldwork site.
After reading through the three professional evaluators recommendations, I reviewed the lesson plan #5, *It’s Never too Late to Prepare For College*, and extended the time of this session to provide parents enough time to express their questions regarding college access and financial aid opportunities. Based on the comments and recommendations of the experts, in addition to the graphic organizers already implemented I made a note on the facilitators guide to add the PowerPoint presentations to the parent notebook. This notebook will help parents access the resources and information from the workshop at home. Another recommendation that I decided to implement was to make a note in the facilitator’s guide to translate documents as needed. One of the experts commented that I should “consider documenting that the forms may be translated into Spanish to meet the needs of the Latino community in the school.” Finally, I also made a note in the facilitators guide that they could try this workshop in a one day scenario and also over a course of weeks.

This workshop may be further evaluated through pre- and post-workshop surveys to determine whether any knowledge was gained from the workshop (see the Appendix). The pre- and post-workshop surveys can include questions that are specific in regards to how much parents are involved in their children’s education and what they know about preparing for college. The project can also be evaluated by doing a follow-up with the parents who participated. The follow-up may consist of evaluating how much parents are involved in their child’s education after participating in the workshop and whether they attend school events, talk to their children about school, or volunteer at school. The follow-up would also determine whether students enroll in college with all of the necessary requirements.
Future Work/Research

Based on the literature review in chapter two, it was found that there is a strong need for information regarding Latino parent involvement programs and educational workshops for parents and families. There is a need for more research and studies on these topics in order for professional school counselors and parent liaisons to educate parents. The literature review indicates a strong need for the implementation of parent involvement programs and workshops for Latino parents and families. Implementing parent workshop trainings for Latino parents in middle school settings to increase parent involvement and to promote early college awareness and planning among Latino students is also greatly needed.

As a future professional school counselor, my goal is to receive more feedback regarding this project from other professional experts who have worked with Latino parents. Having other professionals evaluate my project will provide me with more information and recommendations on how to address Latino parents and families regarding parent involvement. I look forward to improving the content of my workshop while working with professionals in the field of school counseling and education by designing an evaluation form for school counselors’ feedback. After receiving an evaluation from other professional experts, I would like to implement this parent workshop training in many middle school settings and teach it to middle school counselors throughout the Los Angeles area to maximize and reinforce the importance of parent involvement. After teaching this workshop, I would design a questionnaire for parents to solicit their feedback on the workshop. Their responses would provide me with helpful information I could use to modify or implement my workshop. I would also like
to teach strategies for school–home partnership and intervention trainings to professional school counselors in middle schools throughout the Los Angeles area so that they, too, can provide this parent education workshop at their schools.

Considering the research reviewed, it would be beneficial for further research to include the strategies used in combining students and parents into one workshop and the effectiveness of such workshops. For the future, it will be recommended to train school counselors and parent liaisons from different school levels with the curriculum and guidelines of this training. Later, it will be recommended to use the evaluation instrument for participant feedback, so school counselors and parent liaisons can implement feedback to their workshops. It will also be useful to conduct an outcome study on the effectiveness of the workshop that can compare the success of students whose parents participated in the workshop with those whose parents did not. The results from outcome studies will help us determine whether parents became more involved in their children’s education after participating in workshops that prepared their children for college and whether the students took initiative to prepare for college.
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School Counselors and Parent Liaisons

Implementing a Latino Parent Middle School Workshop

Cindy Perez
School Counseling
May 2014
Outline

Facilitator Guide

Outline

Before-arrival

Arrival/Welcome

Workshop

   Ice Breaker Activity

   Importance of Parental Involvement

   Communicating with your child

   Communicating: Parents, teachers and counselors

   Attitude Adjustment

   Its Never Too Early for College

   Being Good Communicators

   Conclusion: Pledge to Parent Involvement/Certificate Ceremony

Workshop Materials

   1 set Scenario Cards

   1 Lap top

   1 Overhead

   1 White Board

   2 Dry erase markers

   Pre-Test

   Post-Test

   Evaluation
Parent Notebook

Parent Notebook Cover
Parent Overview
Agenda
Participation Guidelines
Goals
Goal Chart
Converting Dreams a Reality
Discussion of Julian Castro Speech
Parent Involvement Pie
Unity Poem
Parents Role
Parent Liaison Experience
Guidelines of Communicating with your Child
Erikson’s Psychological Stages
Conversation Starters
Difficult Language Barriers and Strategies with Overcoming
List of Strategies to Communicate with Teacher/Counselor
Tricycle picture
Einstep model
Brefernburg model
Common Phrases to Show Your Child that You are Involved
Types of Parent Involvement
Scenario Cards
Parent Involvement Action Tool
Roles Parents and Teachers/Counselors Play
US system
High School Graduation Requirements
High School Exam Requirements: CAHSEE, CST, PSAT
College Myths
UC/CSU A-G Requirements
UC Pathways
College Exams: SAT, ACT, EPT, ELM, AP
Individual Four Year High School Academic Plan
Four college system
College Expenses
Financial Aid Options
Pledge on Parent Involvement
Certificate Ceremony
Resources
Supplemental: PowerPoint Presentation
Facilitator Guide for the Parent Middle School Workshop

Purpose:

The purpose of this workshop is to create increased parental involvement among Latino parents in primarily urban settings. By educating parents about the importance of continued parental involvement throughout the years of their child’s education a more empowered parent will emerge. By empowering parents it is hoped that a college-going culture throughout the Latino urban community will develop. Within this workshop, parents will examine the importance of continued parental involvement through various methods, including videos, testimonials, useful statistics, group discussions, role-playing activities, guest speakers and lectures. Parents will learn basic strategies that they can used to become more involved and informed parents. It is expected that parents who participate in this workshop will learn skills important to becoming a more involved parents and have an improved self-efficacy on communicating with school counselors, teachers, and their child. Parents will have knowledge on the graduating requirements of high school and the college application process. Parents will gain a complete understanding of the concept of “progress generation” and how steps they are taking now will better the quality of life for their children and grandchildren. Parents will learn basic strategies to overcoming such obstacles as a language barriers to become more effective and involved advocates for their child’s education and to become better communicators.

This workshop is intended to be about six hours long with a full lunch session at the conclusion of the workshop. However, these times can be adjusted to meet the
availability of the rooms needed and to more fit the audience. For this reason a minute-by-minute breakdown of the workshop follows.

To the facilitator of the Parent Workshop Training:

The curriculum for the parent empowerment workshop on strategies to build a college-going culture among Latino parents of middle school children, was developed out of a need for increased parental involvement. This workshop was designed to provide critical information to Latino parents about strategies they can use to increase awareness of a college-going culture in their children. Specific topics addressed during this workshop will be as follows: the importance of continual parental involvement, statistics of the decline of parental involvement during middle school and high school, the correlation between increased parental involvement and economic success, the importance of continuing to communicated with your adolescent child, the importance of communicating with teachers and counselors, the qualifications needed to graduate from the high school, the importance of CST and CAHSEE tests, the process of applying to college and the process of applying for financial aid and finally strategies to become strong facilitators and communicators. By providing this critical material the hopeful outcome is more aware parents who can play increased roles in developing a college going culture in the Latino community.

School counselors play an important role in assisting students in assuring they reach and surpass the qualifications needed to complete high school. In many cases, school counselors go into the classroom to facilitate this important information to parents and students within the hours of the school day. For this process to be complete, it would also be helpful to have this same information presented directly to the parents, which
provides another course of action in assisting middle school students in preparing for high school. It is essential in the attempt to build a college going culture that parents are directly involved in the process, this curriculum is designed to do just that.

The parent informative workshop developed within is specifically designed for Latino parents of middle school children with the focus on developing a college going culture in the parents as well as the students. The workshop is best designed for Latino parents of middle school children as one of the main focuses throughout the entire workshop will be the importance of early parental involvement. Being that the curriculum developed within is designed for Latino parents, it has been constructed in both English and Spanish to ensure all parents can easily access that material within it.

When this workshop was developed it was first thought of being done over a course four to five weeks, with separate meeting for each topic being discussed. However, when reviewing the material and how the workshop would be conducted, it was decided that this workshop would take place over the course of one day and consist of six sessions. This decision was made on the fact that getting parents to meet for one day would be easier than having them constantly change their schedule over the course of three or maybe even four weeks. Although the workshop could still be effective over the course of several weeks, it is believed it will be more effective if given on one day.

Another reason why this workshop would be more effective if given over the course of just one day was because for many parents being available over the course of several weeks could prove difficult. For many parents their work schedules are inconsistent and the necessity of being available over the course of multiple weeks could prove difficult. Also each family has different challenges they have to overcome, for
some families, such as single-parent families, getting day care for children would be much more difficult if it needed to be obtained for several weeks instead of over the course of just one day.

The best location for this workshop would be a middle school computer lab. The room would be large enough to sit a group of adults comfortably and would also allow an opportunity for the parents to walk around and converse during the workshop. Computers are necessary for the fifth workshop as that will go over the college application process and financial aid process. Going over how to apply to college and the financial aid process would be more effective in a computer lab setting, as all the parents will have access to a computer and be able to follow along with the facilitator. This workshop would also be best effective with a smaller group of parents, having multiple sessions over the course of several weeks for different groups of parents would be most effective. Of course it will be necessary to have restrooms available and proper markings outlining where they are so parents do not get confused walking on campus, as many parents may be unfamiliar with the school campus. This also helps create a warm and welcoming environment, which will help put parents at ease upon entering the school.

It will be a necessity for the room provided to have technological access, which should not be an issue because the desired location for the workshop would be a computer lab. Technology is necessary because within the workshop videos will be shown to the parents as well as PowerPoint presentations. Technology with a laptop computer, screen, projector, and projector adapter parts will need to be secured to show the powerpoint and the video to the parents. Additionally, the facilitator running the workshop with the parents, most likely, a parent liaison will need training in how to
speak and address a larger group of people. Of course, respect is also necessary, as many parents will come from different religious or national backgrounds, with different ideas of how to do things, the facilitator will also need to be trained in how to address people in a nonjudgmental way.

Being that this workshop is designed to be an all day event, food will be a necessity. For this purpose a light lunch will be provided consisting of sandwiches, pretzels, juice, and water for the parents to eat during their lunch break. It may also be a good idea to provide on site childcare should that be a financial possibility as this may also increase the turnout for the event. Proper accommodations are important to ensure to comfort of all the parents attending the workshop. Being that the workshop is scheduled to be held in early spring, obtaining a room with a functioning air conditioning system will be important.

For the convenience of everyone involved, the facilitators should make sure that there is a sign in table for the parents immediately available when they enter the room. Parents will be able to come in, sign in, take their workshop notebook and create a nametag before sitting down in the room. Parents should also be provided with pens, pencils, and other necessities to complete the various activities that will be done during the workshop. Other materials the facilitators will need to make sure they have prior to the beginning of the workshop will be, flip chart paper, scenario cards, tape, markers, forms and various worksheets that are needed for the completion of the workshop. Another necessity needed, will be for the facilitators and the counselors to secure guest speakers for the event. During session three, it will be necessary to secure a teacher to address the parents about the importance of initiating communication. Facilitators must
ensure that the teacher is available the day they scheduled the workshop and to instruct the teacher on the specific topics they should address the parents on. The organizer of the event should also be in constant communication with any guests that are asked to speak at the event to ensure anything specific they may need is provided on site. Also included in this project is a full guide for the facilitator, which outlines all six workshops included within the curriculum as well as a set of guidelines to assist in ensuring the workshop is run effectively. There is also a fully constructed lesson plan found within which gives step-by-step directions on how the facilitator should run each workshop. Each segment also included an activity where parents can work on the new skills they have just learned, such as group discussions, writing assignments, role-playing activities and guest speakers that they can ask questions of. Also at the end of each workshop there is a conclusion activity that allows parents to reflect on what they just learned as well as ask any final questions to ensure full comprehension of what was just explained prior.

Found within the contents of the following pages is the full curriculum developed during the creation of this project. A fully constructed pre and post assessment can be found which should be given to the parents in the beginning and end of the entire workshop. It is also important that parents do not put their names on the pre or post assessment as the results are used just to guide facilitators in running the workshop to ensure the issues parents are having most are addressed within the workshop. A fully constructed powerpoint is also found within, with all the information needed to run the workshop. All activities are also found within as well as scenario cards, discussion questions and other important handouts such as high school A-G requirements, the CST and CAHSEE testing procedures, and communication handouts. The workshop ends
with a post-assessment to which the data will be used to ascertain where parents are still having trouble and also to assist in finding ways to constantly improve the design and effectiveness of the workshop.

**Note**: In addition to the graphic organizers already provided, it is recommended that the facilitator add the PowerPoint presentations to the parent notebook. This notebook will help parents access the resources and information from the workshop at home. It is also recommended to translate documents as needed. The forms may be translated into Spanish to meet the needs of the Latino community in the school. You could also try this workshop in a one day scenario and also over a course of weeks.

**Goals**: At the conclusion of this workshop parents will be able to:

1. Recognize the importance of parental involvement
2. Learn basic strategies to increase student success.
3. Recognize the importance of initiating parental teacher communication.
4. Understand the role they play in their child’s education.
5. Understand the importance of being involved in school activities at home and at school.
6. The role of CST testing in their child’s academic success.
7. The importance of learning the college application process.
8. The importance of being effective communicators.

**Purpose**: To assist parents in:

1. Understanding they are needed in the educational process.
2. That there is a lot they can do for their child.
3. Knowing language barriers can be easily overcome.
4. Understanding the importance of being proactive.
5. It’s never too early to start getting ready for college.

Implementation:

1. Train parent liaison’s in strategies to lead parents during the workshop.
2. Give the parents a pre and post assessment to monitor the progress parents make during the workshop.
3. Implement the strategies through the parent liaisons to increase overall parental involvement.
4. Assist parents in learning strategies to increase their involvement both in the school setting and out home.
5. Assist parents in overcoming the obstacles of language barriers by providing strategies for being more proactive and role playing activities to practice these strategies.
6. Prepare parents for the challenge of the college application process and financial aid application.
Outline:

Arrival/Welcome

- Parents sign/in
- Distribution of Pre-test
- Collection of Pre-test
- Thank you
- Introduction of Facilitator
- Overview of Workshop
- Participation Guidelines
- Goals

Ice breaker Activity 10 minutes

Importance of Continual Parental Involvement 40 minutes

- Video: Julian Castro Speech and Reflection
- Powerpoint: Latino Parental Involvement: Statistics
- Powerpoint: Benefits of Continual Parental Involvement
- Powerpoint: Types of Parental Involvement
- Powerpoint: Progress Generation

Communicating with your Child 40 minutes

- Powerpoint: The importance of Communication
- Powerpoint: Self-esteem: Your child’s changing Image
- Powerpoint: Communicating with your Teenager
- Activity: Scenario Cards: How to talk with your child about school

Communicating: Parents, Teachers and Counselors 40 minutes
Activity: Unity and Reflection

Powerpoint: Responsibilities of the Parent in Education

Powerpoint: Collaboration: How to work with your child’s school

Powerpoint: Strategies to develop effective Partnerships

Attitude Adjustment 40 minutes

Activity: Parent Liaison Testimonials and Reflections

Activity: Level of Parental Involvement in the Latino Community

Powerpoint: Challenges to Parental Involvement

Activity: The Role of the Parent

Powerpoint: High school Requirements and Testing

It is never too early for College 60 minutes

Powerpoint: The College Application Process

Powerpoint: College: The Requirements

Powerpoint: The Financial Aid Process

Being good Communicators 30 minutes

Pledge to Parent Involvement

How to Outreach for Others

Being a Good Listener

Resources

Distribution and Directions for Post-Test & Evaluation

Thank you

Collection of Post-Test & Evaluation
Certificate Ceremony

Before Arrival/Welcome

Please make sure that these necessary materials are ready and available prior to the start.

Time will be important so please have everything ready.

☑ Parent notebooks should be completely assembled with all necessary documents and activities ready.

☑ Pre-Assessments and Post-Assessments should be in the front and the back of the notebook.

☑ A poster identifying the workshop should be clearly in front of the room to ensure parents know they are in the right location.

☑ The room should be setup prior to the arrival of the parents. Tables, and chairs should be assembled so the parents and the liaisons can sit and move around the room comfortably.

☑ The laptop and projector should be set up and ready to go.

☑ The welcome table should be set up with the sign in sheet, pens, pencils, notebooks and bottles of water.
**Arrival/Welcome**

Welcome and Sign-In

Parents should be welcomed by the parent liaisons when they walk in the room. For some parents who attend the workshop may be a very uncomfortable due to many reasons, so it is important that the parents are greeted warmly to help them feel comfortable. Once the parents have come in, have them fill out the sign-in sheet and distribute a notebook and pen or pencil. Advise the parents to take the pre-assessment, which will be the first page of their notebook and once they have completed this, to place it in the collection basket that will be in the front of the room. Tell parents they are welcome to sit anywhere they please and to feel free to take a water bottle on their way to their seat.

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Introduction of Facilitator

At this time it would be appropriate for the parent liaison leading the workshop to introduce him or herself to the parent audience. At this time the parent liaison will explain briefly their role in the school. At this time the parent liaison should inform the parents that they are there to assist the parents with anything they should need including contacting school counselors, contacting teachers or any other assistance they can provide. They will provide the location of their office and contact information for the parents to use in the future.

Thank You to Parents

This may be a huge step for many parents, it is so important that the parent liaison thank the parents for attending this workshop today. A big theme of this workshop is parental empowerment so this time should be used to thank parents for their dedication and commitment to their child by attending this workshop. This will also help make parents feel comfortable and realize that they are taking a huge step forward in becoming more involved in the academic success of their child.

Overview of Workshop

At this time, the parent liaison should go over the workshop agenda with parents. Have parents turn their attention to the agenda that will outline the entire workshop. It is important to let parents know that they may excuse themselves whenever necessary to take a bathroom break or to take a bottle of water. It may also be necessary to instruct parents that if they had not already completed the pre-assessment to please do that now and place it into the collection basket at the front of the room. Ask for further questions at this time.
Workshop Participation Guidelines

Parents will need to be informed that in order for this workshop to be fully effective, parental participation is essential. Participating in group activities can be uncomfortable for some people that is why it is important that the atmosphere in the room always be one of acceptance and respect. The guidelines for parental involvement will be explained at this time and parents will again be reminded of the big step they are taking being here. To help everyone feel more comfortable, an icebreaker activity will be the first activity done in this workshop.
Ice Breaker Activity- Similarities and Differences

Objective/Goals:

- To allow parents to introduce themselves to each other
- To reflect the diversity of all the parents in the room
- To get the parents to talk and work together to develop a sense of teamwork and comfort
- To allow parents to talk to each other and find similarities amongst themselves.

Time Required: 10 minutes

Preparation:

Once the parents have been seated and the introductions have been completed the parents will be given a sheet a paper. They will be instructed to get into groups around where they have been sitting. They will be instructed to make two columns on the piece of paper in front of them. On one side they will write similarities on the other side they will write differences. The challenge for each group of parents will be to write five things that are similar to everyone in the group, for example, we are all parents, we are all adults. One the other side they need to record one thing that is unique to only them, that no other person in the group also has. When this has been completed the results will be shared.

Overview:

Parents will write five similarities and one difference for everyone in their group. The purpose is to get parents involved in working together and to point out that although
there are differences among all of us, in the end there are a lot more similarities than differences. This activity gets parents interacting with each other.

Procedure:

- The facilitators will ask parents to make sure they have a piece of paper in front of them.
- The facilitators will instruct the parents to fold the paper in half making two columns.
- One the left side the parents will write similarities on the top, on the right side they will write differences.
- Parents will find five similarities and one difference between them.
- Once this is completed, the parents will share their results with the rest of the groups.

Review:

- Check to make sure parents have five similarities and one difference on their paper.
- Allow the parents time to discuss amongst themselves the similarities and differences.
- Allow the parents time to share out their results.
- Final discussion about even though there are differences among us, there is still many more similarities.
Lesson Plan #1- Importance of Continual Parental Involvement

Objective: Parents will learn the importance of continual parental involvement.

- Learn the effects of continual parental involvement on student achievement.
- Learn the reasons why parental involvement is important.
- Learn the statistics of parental involvement in the Latino Community
- Learn strategies to begin to change these patterns and develop a college-going culture.
- Learn different ways they can be involved in the education process.

Purpose: The purpose of this workshop will be to establish awareness in Latino parents of the importance of continual parental involvement by having the parents examine results of parental involvement on student’s academic and economic achievement and to learn basic strategies that help to increase the level of parental participation.

Goal: To establish in Latino parents a greater awareness of the importance of continual parental involvement on the future success of their children.

Time Required: 40 minutes

Preparation:

☐ Have laptop ready to go attached to projector.

☐ Video of Julian Castro speech from the Democratic National Convention
  Website: http://www.youtube.com/watch?v=tAOjpWVJ3y8

☐ Bring up powerpoint presentation

☐ Make sure all materials needed are available, pens, pencils, extra papers
Make sure room is set up appropriately so all the can see the screen and hear the video.

Overview of Lesson:

Session one of the workshop will focus primarily on bringing about awareness of the importance of continual parental involvement and establishing a college-going culture within the Latino community. Parents will be made aware of the challenges Latino parents face to being involved but will also be presented with some important information on the importance of parental involvement and strategies to become more involved.

Part I: Julian Castro Video: Progress Generation

The first session will begin with parents being shown the numbers about the lack of Latino parental involvement. The purpose is to get parents to think about why they are not involved and then to think about other ways they can be involved. Facilitators will lead a brief discussion focusing on the importance of parental involvement. Once that is completed the parents will be informed that they will be watching a speech given by Julian Castro, the mayor of San Antonio, from the 2012 Democratic National Convention Keynote Address. The video will be shown to the parents because within the speech, Julian Castro will make several mentions to role his mother and grandmother played in providing him the skills necessary to be successful. Another reason the parents will watch this video is it is inspirational. They will be watching a man from a similar family background to theirs who had to overcome some of the same challenges they did and was able to find success. Once the video is over the parent liaison will lead a discussion in which parents can talk about the video. The parents will be able to reflect ideas and
feelings they had from watching the video. While this is occurring the parent liaison leading the discussion will write some of the thoughts the parents have on flip chart paper. The purpose is for parents to reflect on the thoughts they had while watching the video. As the responses are collected parents will begin to discover a sense of empowerment.

**Part II: Statistics on parental involvement and the importance of being involved**

Once the video has been shown and the parents have discussed the video, the parent liaison will show a PowerPoint, which will present statistics regarding parental involvement. The following PowerPoint slides will present to the parents statistics of the level of parental involvement in the Latino Community. The purpose of showing these statistics now is to make parents aware of the issue of low parental involvement in the Latino community. It will also fit well with the video, as the video demonstrates the potential possible with increased family involvement culture.

The next part of the session will focus on the benefits of continual parental involvement. Parents will be shown a series of slides that clearly explain the benefit of parental involvement. The parent liaison will explain to the parents that parental involvement really begins with them and they will point out all the advantages their child will receive by parents being more involved. Parents will also be informed that just by being there can have a positive effect on the child. The final point parent liaisons will make will be that education or level of skill does not matter, the most important thing you can do for your child is to be there for them. Parental support can make all the difference in the academic success of your child.

**Part III: Types of Parental Involvement and Progress Generation**
The final section of the first session will discuss the types of parental involvement and the concept of progress generation. The first part of this session will focus on the types of parental involvement. The parents will be taught that there are two basic forms of parental involvement, internal involvement and external involvement. Internal involvement, the type of parental involvement that can be done at home, can be done through a variety of examples, which will be shown to the parents. Some of those examples would be talking with your child, helping your child with their homework and baking cookies or brownies for the school bake sale. Parents will also be told that as part of internal parental involvement just spending time with your child would count as being involved, even if it is just watching a movie or talking. The next form of parental involvement being discussed will be external parental involvement. Parents will be demonstrated examples of what would be considered external parental involvement, such as volunteering to chaperone a dance at school, serving as a parent assistant for a school function and attending parent meetings that go beyond just the basic parent teacher conference. Volunteering at school is a good way for parents to increase the level of their involvement and will also make parents feel more comfortable within the surroundings of the school. Parents will be informed that everything little you do means so much.

The last section of session one will explain a concept that was first presented in the video by Julian Castro. That concept is progress generation and the idea is that with each passing generation the goal is to advance the quality of life for your family. Parents will use this concept, to see themselves as active members in this process. All parents, weather they were the ones to actually move to a new country or not, have taken brave steps to provide a better quality of life for their children. Why not keep this progress
going by staying involved in the education process of their child? This will be the final concept of the first session.

Participants will learn:

1. The importance of parental involvement in the success of their child.
2. The relationship between continual parental involvement and continued student success
3. The different types of parental involvement.
4. The concept of progress generation.

Supplies: Handout/Materials

Parent Notebook

Powerpoint

Pens

Pencils

Extra paper

Supplemental Materials/Videos:

Video: Julian Castro Speech at the Democratic National Convention

Website: http://www.youtube.com/watch?v=tAOjpWVJ3y8

Checking for Understanding/Review:

- Parents will reflect on the video they watched from Julian Castro
- Parents will discuss reasons for the lack of parental involvement in the Latino community.
- Parents will discuss ideas about being involved both internally and externally.
Post- Activity Discussion:

At the conclusion of the session a brief discussion will be held amongst the parents where they will talk with the other parents seated around them. They will be instructed by the parent liaison to share one thing they learned from this session with another parent. The parents may write this down in their parental notebook should they choose.
Lesson Plan # 2- Communicating with your Child

Objective: Parents will learn the importance of learning effective ways to communicate with their child.

➢ Parents learn effective ways to speak with their child.
➢ Parents learn important strategies to increase their child’s self-esteem.
➢ Parents learn the importance of effective and positive communication.
➢ Parents practice communication skills by acting out different scenarios.

Purpose: The purpose of this session is for parents to learn the skills necessary to be effective communicators with their middle school aged children. Parents will learn the skills necessary to communicate with their children in ways that are positive and foster a nurturing and caring environment.

Goal: To establish in Latino parents the skills necessary to be more involved parents by increasing their skills in being positive communicators with their children. By mastering the skills necessary to be positive communicators parents can also become more involved parents by addressing the needs of their child.

Time Required: 40 minutes

Preparation:

☐ Have laptop ready to go attached to projector.
☐ Ensure that the powerpoint is ready and prepared to be shown.
Make sure any extra materials are available and ready to go such as pens, pencils and paper.

Make sure screen is clear and able to be seen by all the parents.

Prepare opening activities and ensure there is room for parents to walk around.

Overview of Lesson:

Session two of the workshop will focus on communication skills between parents and their teenage children. The importance of this lesson will be to educate parents on the fact that even though your child is now older it is still very important that the lines of communication remain open. During this session, parents will learn the skills necessary to promote positive communication with their child.

Part I: The Importance of Communication

The first part of the second session will begin with parents responding to a hypothetical situation. The parents will be asked to explain how they would feel if their boss spoke to them in a demeaning way. Parents in small groups will respond to this and then share out their responses. While the parents are sharing out their responses the parent liaison will record their responses on a flip chart for the whole group to see. Once this is done parents will reflect on this point and think about how this would make them feel. Once this reflection period is done, parents will be informed that similar conversations like this take place almost all the time, and that is between parents and children. The facilitators will begin to explain that these ways of communication are not effective. The parent liaisons will show some slides that focus on how to talk to your children using strategies to increase the level of effective communication between parent and child.
Part II: Self-Esteem and your Changing Child

The focus of the second session will be on self-esteem. For children entering middle school, this can be an awkward time for them. The purpose of this session will be to bring to light for the parents the many challenges their middle school children are facing during this time in their life. Parents will learn the changes their children are going through, such as puberty, increased responsibility, peer pressure, peer influences and changing classes, which is a new thing in sixth grade. Parents will be given strategies that will help their children through this time as well as learning strategies to increase the self-esteem of their child. Parents will be taught that the most important thing they can do is empower their children at this time by being encouraging and also empathetic to the changes that their children are going through. Parents will lead in a brief discussion on other strategies they could use to instill a positive self-image for their children. The main lesson during this discussion will be that what your child needs most is to know you are there for them.

Part III: Communicating with your Teenager

The final topic discussed during the second session will be the importance of good communication between the parent and the child. Parents will learn something called positive communication, which states that you will communicate with your child by simply expressing how you feel about a certain topic. An example the parents will be shown would be instead of responding to your child by stating you never listen to me, rephrase that statement by saying “I need you to listen to me”. By doing this, you are exemplifying positive communication by conveying a message to your child in a nonjudgmental way. By communicating this way you are demonstrating to your child
that you support them and are truly here for them. This session will end with a reflective activity, as parents will be given copies of scenario cards with different situations that may come up in dealing with your child. In small groups parents will act out the scenario cards as way of practicing communicating with their child. The importance here will be stressing the need to communicate with your child in a way that is nonjudgmental and empowers your child. This activity will end the second session.

Participants will learn:

1. The importance of continuing to communicate with your teenage child.
2. Important strategies to empower your child by building up their self-image.
3. Learning strategies in positive communication and encouraging your child through empathy and support.

Supplies: Handout/Materials:

- Parent Notebook
- Powerpoint
- Pens
- Pencils
- Extra paper

Supplemental Materials/Videos:

- Communication scenario cards

Checking for Understanding/Review:

- Parents will discuss strategies in increasing the level and quality of communication with their child.
- Parents will learn the importance of building a positive self-image in their child.
- Parents will learn strategies in developing positive communication skills with their child.

- Parents will act out scenarios to increase the skills learned in this session.

Post-Activity Discussion:

This session ends with parents acting out scenarios in which they display their skills as effective communicators with their children and implement the new strategies learned during the session.
Lesson Plan #3-Communicating: Parents, teachers, and School Counselors

Objective: Parents will learn the importance of keeping in close contact with teachers and parents to develop a collaborative approach to their child’s education.

➢ Parents will reflect on the ideas of unity and how this idea increases the effectiveness of partnerships.
➢ Parents understand the specific responsibilities as parents in the educational system.
➢ Parents understand how positive collaboration between parents, teachers and school counselors operate.
➢ Parents learn basic strategies that can help establish a positive partnership between parents, teachers and school counselors.

Purpose: For parents to learn strategies needed to be more actively involved in the educational process of their child. Parents will learn basic strategies about their specific roles and responsibilities they have in developing effective partnerships between parents, teachers and school counselors.

Goal: To establish in the parents the confidence needed to see themselves as playing a significant and important role in their child’s education. For parents to realize the importance of playing a significant role in their child’s education and to become effective
partners in a collaborative effort of parents, teachers and counselors to increase the overall academic success of their children.

Time Required: 40 minutes

Preparation:

☐ Have laptop ready to go attached to projector.

☐ Ensure that the powerpoint is ready and prepared to be shown.

☐ Make sure any extra materials are available and ready to go such as pens, pencils and paper.

☐ Make sure screen is clear and able to be seen by all the parents.

☐ Prepare opening activities and ensure there is room for parents to walk around.

Overview of Lesson:

The third session of the workshop will focus on the importance of parents seeing the specific role they play in the educational process of their children. Parents will be taught what their specific role is in their child’s education and the strategies they can use to develop effective partnerships with teachers and counselors at schools. Parents will also learn strategies they can use to be more effective advocates for their children both at home and during school to increase the level of support children receive from their parents. The overall focus of this session will be to develop in parents the sense of their role in the education process and the importance of working with teachers and counselors.

Part 1: Partnerships and Responsibilities

In the first part of the session parents will read a poem entitled Unity by Ray A. Lingenfelter. The poem itself focuses on the importance of teachers and parents working
together. It stresses the ideas that teachers develop the academic minds of students, but without the help of the parents supporting their child, there is little the teacher can do to educate the child. The point of the poem is to get parents to see the importance of developing a more active role in the education process of their child. Parents will read this poem and have time to reflect on the ideas presented in this poem. The facilitators will then lead a group discussion on the ideas of the poem. As parents are reflecting on what they felt reading the poem, the parent liaison will write the responses on the flip chart in front of the room so the parents can read all the responses that have been given. The goal here is to have parents to begin thinking about what their role should be in the education process and develop some ways they can be more involved.

Once parents have finished reflecting on the poem, and the parent liaison has written the ideas on the flip chart, the parents will be shown a few slides that focus on the rights and responsibilities of parents. The first slide will focus on the rights of parents. Some of the rights highlighted during this time will be that each parents has a right to a quality education for their child, and the second will be that each parent has a right to a welcoming environment in the school their child attends. The rights and responsibilities will be explained in detail but the point will be stressed that education has changed since they were in school. Schools now are much more open to parents visiting and being involved in school and parental involvement is not only welcomed but also have a positive impact on the academic achievement of their child.

**Part II: Collaboration: How to work with your child’s school**

The second part of the workshop session will focus on collaboration. Parents will learn that there is a role for parents to play in schools. There will be a few slides to
explain what collaboration is and how parents can be more active in school. Parents will
discuss certain strategies that they can use to be effective communicators and advocates
for their child at school. The parent liaison will then lead a brief discussion with parents
on this topic and a brainstorming activity can be held at this time to develop more ideas
for being more involved. Once this is done the parent liaison will introduce the guest
speaker, who will be a teacher in the school.

The second activity of this part of the session will be a brief talk from a teacher in
the school. The focus of this talk will be to have a teacher explain the importance of
parental involvement, with the main point being that teachers welcome parental
involvement and see the need for increased parental involvement. The teacher will also
provide some strategies for being involved, such as parents calling or emailing the
teachers and setting an appointment to come in, the teachers providing a contact number
so parents can contact that teacher when they need to, and also the teachers providing a
welcoming attitude to parents, to assist them in being comfortable when talking with
teachers. The teacher will also explain certain services provided at the school to help the
parents, such as the parent center, and translators who are provided at the school. Parents
will have some time to ask the teacher questions before this session ends.

**Part III: Strategies to develop an effective Partnership**

The final part of the third session will focus on strategies to develop an effective
partnership between the teachers and the school counselors. Parents will be presented a
slide on the strategies they can use to be effective partners in their child’s education.
Parents will also be informed of some barriers to being involved directly in their child’s
education, but the main focus will be on the strategies they can use to overcome these
barriers and being more involved parents. The final thing parents will be informed of is the importance of establishing a positive and loving environment and that for your children to love learning you must foster an environment that demonstrates the importance of learning. Parents will be told that the most important thing they can do to help their child be successful is to model the behavior of good students. Some examples would be to have your child see you reading, to have your child see you expanding your skills, or just simply speak to your child about school. The more your children see this the more they will realize that your caring of school is more than just words, but actions as well. This ends the third session.

Participants will learn:

1. The basic roles and responsibilities they have in the education process as parents.
2. The importance of staying in close communication with teachers and counselors.
3. Strategies to communicate effectively with teachers.
4. Strategies to become more involved and develop effective partnerships at school.

Supplies: Handout/Materials

Parent Notebook

Powerpoint

Pens

Pencils

Extra paper
Supplemental Materials/Videos:

Guest speaker: Teacher

Checking for Understanding/Review:

- Parents will reflect on the poem they read and talk about the importance of being an active participant in the educational process of their children.
- Parents will reflect on the responsibilities they have as parents in the educational process.
- Parents will listen to a teacher speak about strategies they can utilize to become more effective communicators with teachers at school.
- Parents will reflect on basic strategies to overcome barrier to being more involved in the academic process.

Post- Activity Discussion: A closing discussion on strategies of being involved at school, as well as a question and answer session with the teacher will close out session three of the workshop.
Lesson Plan 4- Attitude Adjustment

Objective: Parents will learn the skills needed to become more attentive parents in the education process by increasing their knowledge of high school graduation requirements.

➤ Parents will learn basic strategies to become more involved parents by listening to parent liaison stories of strategies they used.

➤ Parents will learn of the challenges to parental involvement and the importance of an increased level of parental involvement.

➤ Parents will learn their role as parents in the education process and ways they can increase their level of partnership.

➤ Parents learn the specific high school requirements that their child must meet to graduate.

Purpose: For parents to learn the skills necessary to see themselves are important and vital players in the academic success for their child. Through teaching parents basic skills about being involved and supporting their child’s education parents will hopefully increase their level or parental involvement. Parents will learn specific skills of their child by developing a clear understanding of the high school requirements for graduation.

Goal: To develop in parents the belief that they are important players in the educational process of their child. To empower parents to be involved at all times in the educational process by educating parents on the specific requirements their child must meet in order to graduate from high school.

Time Required: 40 minutes

Preparation:
Have laptop ready to go attached to projector.

Ensure that the powerpoint is ready and prepared to be shown.

Make sure any extra materials are available and ready to go such as pens, pencils and paper.

Make sure screen is clear and able to be seen by all the parents.

Prepare opening activities and ensure there is room for parents to walk around.

Overview of Lesson:

The fourth session of this workshop will focus on changing the preconceptions of Latino parents that it is not their job to be directly involved in the educational process of their child. Through providing specific strategies and knowledge of the high school requirements for graduation, parents will have the tools needed to become more active participants and advocates for their child’s education.

Part I: Testimonials

The final part of the session will focus on the parent liaisons who are serving as facilitators during this workshop by presenting their stories to the parents. They will speak briefly on their experiences as Latino parents and some strategies they have used to find success. While the parent liaisons are speaking the parents will be filling out the outline sheet in their parent notebook and writing down some strategies the parent liaisons used to help their children succeed. A brief outline of the discussion follows:

1. Facilitators introduces him or herself.

2. Parent liaison discusses their personal background, where they are from, how many kids they put throughout school.

3. Parent liaison discusses how they were involved in their child’s education.
4. Parent liaison discusses challenges they had to overcome such as work, education or language barrier.

5. Parent liaison offers some strategies they used to overcome these issues.

6. Parent liaison and school counselor answer questions from the parents.

This activity will serve as the opening activity for session four.

**Part II: Challenges to Parental Involvement**

Once the parent liaisons have finished giving their testimonials and discuss strategies they used to assist their child growing up, the parents will complete a parental involvement pie activity found in their parent handbook. During this time a powerpoint slide will appear provided several strategies that can be used to assist their child in school. Parents will look at these strategies and fill in a parental involvement pie activity outlining what they do now to be involved in their child’s education. The purpose of this is to display to parents exactly where they are weak in participation and to make them aware of other ways they can be involved and support their child.

The second activity in this part of the session will focus on the specific challenges as Latino parents face at being involved in their child’s school. The main issue discussed during this time will be the language issues many parents face. At this time parents will be encouraged to remember back to what the teacher said at the workshop and the many services that are provided by the school such as translators and other services that cater to assisting parents. Again the message will be conveyed to the parents, that the most important thing you can do for your child is to be there for them at this stage.

**Part III: The Role of the Parent**
The third activity of the session will focus on the role of the parent at home and school in regards to their academics. At this time the parents will have the opportunity to investigate the role they play as parents. Between the speech of the teacher and listening to the parent liaisons talk about their strategies parents will reflect on the role of the parents in the education process. Parents will be shown a set of slides that focus on the increased role of the parent in the education of their child. Once this is done the parent liaison will lead the parents in a brief discussion on the role of the parents before they begin working on a parental involvement chart. On one side they will fill in what they thought was parental involvement before attending the workshop. On the other side they will write in other ways they can be involved some strategies learned form the previous sessions. When this is completed there will be a brief discussion among the parents regarding some of the new strategies that they have learned during this workshop.

**Part IV: High School Requirements**

The final activity of the fourth session will be the requirements needed to graduate from high school. The parents will be shown a series of powerpoint slides that outline the high school requirements. They will first be shown a slide that outlines what their child will need to complete prior to graduating from high school. They will be told that there are two main requirements to graduating high school, first the A-G requirements, the list of classes that must be completed prior to graduating. The second requirement is the California High School Exit Exam (CAHSEE), this must be passed before a student can graduate from high school. Parents will then be informed of what the A-G requirements are by being shown a chart that outline exactly what these requirements are. The purpose of this is to empower parents, it is easier for them to be
involved and assist their child if they also know exactly what the requirements there child need to meets to graduate. By doing this parents can become a greater asset to their child’s education.

The final topic discussed will be California Standardized Test (CST). Parents will be informed what CST testing is and how it effects their child. Parents will be informed that CST testing or the California Standards Test assesses how well a student has mastered the required standards on the class they took. The parents will also be informed that the results of these tests can also be used to schedule classes for their child the following year. This important because if their child received a grade of “A” in their history class, but did not perform well on the CST test at the end of the year, the low score on he CST test can keep their child out of an Honors or AP class the following year. The goal will be to inform parents of the importance of testing and not have parents believe that there is no accountability for the student for these assessments. This activity concludes the fourth session of the workshop.

Participants will learn:

1. Basic strategies to become more involved parents in all aspects of their child’s life.
2. How to overcome the challenges to increasing their level of parental involvement in the education process of their child.
3. The role parents in the educational process and increased ways they can be involved in the academic success of their child.
4. To know the exact requirements for graduation and to have an understanding of what the A-G requirements are as well as CAHSEE testing and CST testing.
Supplies: Handout/Materials

Supplemental Materials/Videos:

Parent Notebook

Powerpoint

Pens

Pencils

Extra paper

Checking for Understanding/Review:

- Parents will listen and reflect on ideas and strategies presented by the parent liaison testimonials.
- Parents will focus on strategies they can use to overcome challenges to being involved at school.
- Parents will brainstorm increase strategies to being more involved in the education process of their children.
- Parents will understand and identify the A-G requirements and the CAHSEE and CST testing as important requirements for class schedules and graduation.

Post- Activity Discussion: Parents will reflect on ways they can become more involved.
Lesson Plan #5- It is Never too Early to Prepare for College

Objective: Parents will learn the basic requirements for the different college systems and the college financial aid process.

➢ Parents understand the college application process.
➢ Parents understand the specific requirements for entrance into college.
➢ Parents understand the financial aid process.

Purpose: For parents to develop a clear understanding of the college application process and how they can assist their child to be better prepared for applying to college. Also, parents will develop a clear understanding of the different requirements of the college systems and to learn the importance of the financial aid process.

Goal: To allow parents to develop an understanding of the college application process and to understand the specific requirements for entrance into college as well as an understanding of the financial aid process.

Time Required: 60 minutes

Preparation:

☐ Have laptop ready to go attached to projector.

☐ Ensure that the powerpoint is ready and prepared to be shown.

☐ Make sure any extra materials are available and ready to go such as pens, pencils and paper.

☐ Make sure screen is clear and able to be seen by all the parents.

☐ Prepare opening activities and ensure there is room for parents to walk around.
Overview of Lesson:

The fifth session will focus on the requirements of college as well as the application process. Parents will also learn the requirements for the different colleges in California and the difference of these requirements to the basic high school requirements to graduate. Parents will also learn about classes that their children can take that can also provide them with college credits moving forward. Parents will be taught about the financial aid process and the various kinds of financial assistance that are available to their children when they apply to college. The main goal will be to introduce parents to the college application process and allow parents to realize that it truly is never too early to prepare for college.

Part I: The College Application Process

The first activity during this session will be to outline for parents the college application process. Parents will be taken step by step through the college application process. Topics discussed during this time will be how to fill out the college application, which will be done as parents will be able to walk through a mock application. The purpose is to provide parents with the experience needed to be better prepared to assist their child when the time comes to apply for college. Although parents would not be expected to remember all this come the time their child is applying for college, the important thing here is to introduce parents to the college application process so they can some idea of what their child will need to do when it is time for them to apply for college. As this is going on, the parent liaison will walk around the room answering any questions the parents may have and assisting them with any problems that should arise.
Part II: The College Requirements

The second activity of the session will be the college requirements for students while in high school. The important thing here will be for parents to realize that the requirements for graduating high school and the high school requirements for entrance into college can be different. Parents will be shown a series of slides that outlines the different requirements for the different types of schools. Examples of this would be the different requirements between junior colleges, University of California system and the California State University system. Parents will be shown three slides that outline these differences. The final part of this activity will be showing parents information on the SAT and ACT tests and how these tests are used to determine entrance into the different college systems. Parents will discuss these requirements and the parent liaison will answer any questions they may have at this time.

Part III: The Financial Aid Process

The final activity of this session will be the financial aid process. The parent liaison will show a few slides on the financial aid process. The information shown to the parents will be options to obtain money needed for their child to attend college. Parents will be shown information about obtaining student loans for college and ways to get money for college such as scholarships and grants. Parents will be shown an example of scholarship opportunities and will be given a website they can go to get more information about college scholarships and where they can find scholarships that are available. The final part of this activity will be a walk through of the Free Application for Federal Student Aid (FAFSA) application process and the demonstration of financial opportunities for undocumented people living here, places they can go to obtain money.
and apply to colleges paying in-state tuition. The parent liaisons will be available to answer any questions during this time.

Participants will learn:

1. Parents will learn the basics of the college application process.
2. Parents will learn the specific college requirements in high school.
3. Parents will learn the basics of the financial application process.

Supplies: Handout/Materials

Parent Notebook

Powerpoint

Pens

Pencils

Extra paper

Supplemental Materials/Videos:

Computers: Application process

Checking for Understanding/Review:

- Parents discuss and ask questions about the college application process.
- Parents practice the college application process by completing a mock college application.
- Parents practice the financial aid application process by working on a FAFSA application
- Parents are shown websites they can go to for information on scholarships and grants.
Post-Activity Discussion: Parents will ask questions of the parent liaisons to gain clarity of these important application processes.
Lesson Plan #6 - Becoming Good Communicators

Objective: Parents will learn the skills needed to become strong communicators and good facilitators.

- Parents learn the skills needed to become strong communicators.
- Parents learn the skills needed to become leaders and facilitators.
- Parents learn strong interpersonal skills.

Purpose: To develop in parents the skills needed to become effective communicators.

This is the same training the parent liaisons will be given prior to facilitating the workshops and is given to teach the parents the same skills to become strong facilitators.

Goal: The goal for the parents will be to learn interpersonal skills that are important to becoming effective communicators. Parents will learn skills such as outreach and listening skills to increase their level of communication.

Time Required: 30 minutes

Preparation:

☐ Have laptop ready to go attached to projector.

☐ Ensure that the powerpoint is ready and prepared to be shown.

☐ Make sure any extra materials are available and ready to go such as pens, pencils and paper.

☐ Make sure screen is clear and able to be seen by all the parents.

☐ Prepare opening activities and ensure there is room for parents to walk around.

Overview of Lesson: The final session will focus on listening and outreaching skills.

This is the same training that the parent liaisons will be given prior to serving as
facilitators. Parents during this session will learn the skills needed to outreach and to become good listeners. Although this training is designed to increase the skills needed to become facilitators, this workshop session still has benefits to those who do not wish to become facilitators because of the session on developing good listening skills.

**Part I: How to become a good facilitator**

During this activity parents will learn the skills needed to become a good facilitator. Parents will first learn what it is to become a facilitator and how being a facilitator can be different than just repeating something that you learned. Parents will also learn skills that they can use when addressing a group of people. During this time parents will also be told about interpersonal skills and how to work with other people. Parents will be taught strategies of working with people and being effective communicators. Parent liaisons will also use their experience from the same training to assist parents during this time.

**Part II: Being a good Listener**

This activity comprises the main focus of this session. Parents will learn the skills needed to become good listeners. Many times as parents, they talk to their children but never actually listen to what their child is saying. Although this topic comes up in the last session of the workshop it is still very important as the skills learned during this session are not just for being a facilitator but also for being a good listener and a good communicator. Parents will learn the three aspects of listening: attending listening, active listening and empathy. Three different slides will be shown to the parents outlining what each type of listening is, beginning with a definition and then an example of each type. The final topic discussed during this activity will be the importance of good listening,
that by being a good listener you can actually hear what the other person is saying. By actually hearing what the other person is saying the feedback you give can be more meaningful and effective and your communication skills will be greatly improved. This discussion will end this session of the workshop.

Participants will learn:

1. Parents will learn how to outreach and work with other people.
2. Parents will learn how to become a good facilitator.
3. Parents will learn how to become strong listeners and perfecting good listening skills.

Supplies: Handout/Materials

   Parent Notebook
   Powerpoint
   Pens
   Pencils
   Extra paper

Supplemental Materials/Videos:

   Communication skills

Checking for Understanding/Review:

   - Parents discuss skills needed to be good facilitators such as working with a group of people or speaking with a group of people.
   - Parents learn and practice good listening skills.
   - Parents learn why good listening skills are so important.
Post-Activity Discussion: A question and answering session will be held at the end of this session as well as the distribution of the certificates of completion for the parents who completed this workshop.
It’s Finally Here!!!
Parent Empowerment Workshop
Pathways to Success
Creating a College-Going Culture
The importance of continued Parental Involvement
School’s Name
School’s Address
Telephone

Where? School’s name
When? Saturday, April 13, 2013 Save the date!
Where? 8:00 a.m.- 2:00 p.m.
For more information call:
xxx-xxx-xxxx
Para mas informacion llame:
xxx-xxx-xxxx

Free Child Care and lunch Will Be Provided

1. Importance of Parental Involvement
2. Communicating with your child
3. Communicating: Parents, teachers and counselors
4. Attitude Adjustment
5. Its Never Too Early for College
6. Being good Communicators
Dear Parents/Family,

You are invited on _________________, to attend a workshop we will have at _________________. The topics will be of great importance to everyone to increase the success of students. It will begin at 8:00am and will end at 2:00pm. There will be free childcare and lunch provided. We hope for your participation. For more information contact the Parent Liaisons at (xxx) xxx-xxxx. Attending this meeting will be taking a huge step forward in providing the better life you dream about for your children. Looking forward to seeing you there!

Thank You

School Counselor and Parent Liaison

Workshop Attendance Verification
(Please provide this to your child. Your child will need to present this to his teachers for extra-credit)

Workshop: ______________________                 Presented by: _____________________
Date: ________________
Time: ________________
Student Name: _________________________
Parent Signature: _________________________
This attendance is verified by _________________________

School Counselor & Parent Liaison
Pre-Test For Workshop Participant

**Directions:** Please read each question carefully and choose the best answer to each question.

1. What do you think is the role of a parent in the educational process of their child?
   a. Let teacher be responsible of the child.
   b. Be involved in every aspect of the child’s education at home and school.
   c. Be involved at home only.

2. Does your involvement have an impact on the success of your child in school?
   a. Yes
   b. No

3. When you see your child struggling with homework, the best way to show your child you want to be involved would be to?
   a. Ask them if they need help.
   b. Leave them alone, they will figure it out
   c. Ask your child what it is they are working on.

4. The best way to describe the role of a parent in the educational process is?
   a. Being a leader
   b. Listening to the child’s teacher
   c. Leaving education up to the school

5. Parental involvement influences the academic success of a child?
   a. Always
   b. Sometimes
   c. Never

6. Your child can graduate high school even if they do not pass the CAHSEE test?
   a. True
   b. False

7. College is most likely too expensive and unaffordable for my child?
   a. True
   b. False
Post-Test For Workshop Participant

Directions: Please read each question carefully and choose the best answer to each question.

1. What do you think is the role of a parent in the educational process of their child?
   a. Let teacher be responsible of the child.
   b. Be involved in every aspect of the child’s education at home and school.
   c. Be involved at home only.

2. Does your involvement have an impact on the success of your child in school?
   a. Yes
   b. No

3. When you see your child struggling with homework, the best way to show your child you want to be involved would be to?
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   a. Always
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   c. Never

6. Your child can graduate high school even if they do not pass the CAHSEE test?
   a. True
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7. College is most likely too expensive and unaffordable for my child?
   a. True
   b. False
## Evaluation: Participant Feedback Form

<table>
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<th></th>
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<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
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<td>1. Overall, I would rate this workshop…</td>
<td>1</td>
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<td>2. The quality of this presentation was…</td>
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<tr>
<td>3. The activities that the presenters gave were…</td>
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<td>4. The quality of this presentation was…</td>
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<th>Undecided</th>
<th>Somewhat Informative</th>
<th>Informative</th>
<th>Excellent</th>
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<td>5. The Content of this workshop was…</td>
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<td>6. Regarding the subject matter, the presenters were…</td>
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<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
<td>7. I will apply what I learned today in my role as a parent…</td>
<td>1</td>
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<td>8. This workshop will play a significant role in</td>
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improving the college going culture and student success in this school…

<table>
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<td>9. My attendance at this workshop proved to be…</td>
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</table>

Are there areas in which you feel more time should be spent?  
Please list the areas in which you would like additional assistance?  
Was there an idea or point that was confusing for you?  

Most valuable information:  
The reason you consider this the most successful information?  
How is it going to help you what you learned today?

Other suggestions or comments:

**Thank you for taking your time to complete this form**

Adapted from, Educational Service Center /Parent and Community Engagement Team (ESC South PACE Team), Parent Center Representative Meeting
School Counselors and Parent Liaisons
Implementing a Latino Parent Middle school Workshop

Parent Involvement Notebook

Workshop Parent Liaison’s Information
Name:
Position:
Office location:
Office hours:
Phone number:
E-mail address:
Webpage:
It’s Finally Here!!!

Parent Empowerment Workshop
Creating a College-Going Culture
The importance of continued Parental Involvement

Where? School’s name
When? Saturday, April 13, 2013 Save the date!
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For more information call:
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Free Child Care and lunch Will Be Provided

1. Importance of Parental Involvement
2. Communicating with your child
3. Communicating: Parents, teachers, and counselors
4. Attitude Adjustment
5. Its Never Too Early for College
6. Being Good Communicators
Parent Overview/ List 6 sessions

What is the purpose and goal of this workshop?

The purpose of this workshop is to create a college-going culture in Latino parents and students in primarily urban settings. By educating parents about the importance of continued parental involvement throughout all the years of their child’s education and creating a more involved parental base, and a more empowered parent will emerge. Within this workshop, parents will examine the importance of continued parental involvement through various methods including videos, testimonials, statistics, group discussion, role-playing, guest speakers and lectures. Parents will learn basic strategies that they can use to become more involved and informed parents. It is expected that parents who participate in this workshop will learn skills important to becoming more involved parents and have an improved self-efficacy regarding communicating with counselors, teachers, and their children. Improved knowledge on graduating requirements of high school and the college application process will also be included. Parents will also learn basic strategies to overcoming such obstacles as language barrier to become more effective and involved advocates for their child’s education.

Mission statement: The mission of the workshop is to help bring schools and parents together in the education of their children since:

-Parents love their children and want the best for them

-Parents can provide important information about their children to schools in order to improve the learning process.
Schools can provide parents with valuable suggestions about ways to help their children learn.

Parents and teachers can work together to ensure the educational success of every child.

**Vision:** “Opportunity created today, will bring prosperity tomorrow”- Julian Castro

What topics will be discussed?

- Session #1 Importance of Parent Involvement
- Session #2 Communicating with your child
- Session #3 Communicating: Parents, teachers and counselors
- Session #4 Attitude Adjustment
- Session #5 Its Never Too Early for College
- Session #6 Being Good Communicators

Thank you for attending this workshop. Your participation demonstrates your commitment to help your child to succeed in their academics and in life. Attending this workshop and being curious to learn more about the importance of parental involvement in your child’s life demonstrates your dedication and role as a parent. Remember your involvement is as important as the schools involvement. We all have the same goal to provide access and opportunities to your child to succeed to their highest potential. Remember coming today is a huge step in being ahead of the game and being involved and preparing your child at a younger age will help them become prepared for college. Remember: “Opportunity created today, will bring prosperity tomorrow”- Julian Castro
Agenda

Arrival/Welcome

- Parents sign/in
- Distribution of Pre-test
- Collection of Pre-test
- Thank you
- Introduction of Facilitator
- Overview of Workshop
- Participation Guidelines
- Goals

Ice breaker Activity 10 minutes

Importance of Continual Parental Involvement 40 minutes

- Video: Julian Castro Speech and Reflection
- Powerpoint: Latino Parental Involvement: Statistics
- Powerpoint: Benefits of Continual Parental Involvement
- Powerpoint: Types of Parental Involvement
- Powerpoint: Progress Generation

Communicating with your Child 40 minutes

- Powerpoint: The importance of Communication
- Powerpoint: Self-esteem: Your child’s changing Image
- Powerpoint: Communicating with your Teenager
• Activity: Scenario Cards: How to talk with your child about school

Communicating: Parents, Teachers and Counselors 40 minutes

• Activity: Unity and Reflection

• Powerpoint: Responsibilities of the Parent in Education

• Powerpoint: Collaboration: How to work with your child’s school

• Powerpoint: Strategies to develop effective Partnerships

Attitude Adjustment 40 minutes

• Activity: Parent Liaison Testimonials and Reflections

• Activity: Level of Parental Involvement in the Latino Community

• Powerpoint: Challenges to Parental Involvement

• Activity: The Role of the Parent

• Powerpoint: High school Requirements and Testing

It is never too early for College 60 minutes

• Powerpoint: The College Application Process

• Powerpoint: College: The Requirements

• Powerpoint: The Financial Aid Process

Being good Communicators 30 minutes

• Pledge to Parent Involvement

• How to Outreach for Others

• Being a Good Listener

• Resources

• Distribution and Directions for Post-Test & Evaluation
• Thank you

• Collection of Post-Test & Evaluation

• Certificate Ceremony
GOALS:

➢ To recognize the importance of continued parental involvement.

➢ Basic strategies to help increase academic achievement.

➢ To understand the importance of initiating communication with teachers and parents.

➢ To understand that the role parents play in education is important.

➢ To understand how important it is to be active in the education process.

➢ To learn the importance of being a leader in the education process.

➢ To understand the California Standardized Test (CST) and California High School Exit Exam (CAHSEE) exams and the importance of high achievement to academic success.
➢ To understand the different college systems in California and to realize it is never too early to start thinking about college.

➢ To understand the financial aide options and to realize college is affordable.

Goal Chart

<table>
<thead>
<tr>
<th></th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
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<tr>
<td>Goal</td>
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<td>Objective</td>
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<td>(list 3 objectives to meeting goal)</td>
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<tr>
<td>Review Was goal met?</td>
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<td>Why or why not?</td>
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</table>
Importance of Parental Involvement Session

Converting Dreams to a Reality

I would like my child to achieve…

Within 1 year:

In 25 years:

Parental Involvement

Roles of Parents in their Child’s Education

Parents Role

138
<table>
<thead>
<tr>
<th>Roles Parents Play</th>
<th>Roles Parents Should Play</th>
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Parent Liaison Testimonials: Please feel free to write some notes.

<table>
<thead>
<tr>
<th>Name of Parent Liaison</th>
<th>Experience</th>
<th>Challenges</th>
<th>How did they overcome the challenges?</th>
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<tbody>
<tr>
<td>1.)</td>
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<td>3.)</td>
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Communicating with children session

Common Phrases to Show Your Child that You are Involved

Scenario Cards

Scenario 1:
Your child is sitting at the table doing their math homework. You notice your child is struggling with some problems.

NOTE: Remember if your child is having difficulty doing the assignment they are already frustrated, it is important to show them you support them. {You do not need to fix the issue, just support your child.}

Parent: Hello, son, is everything OK?
Child: Yeah, I am doing my math homework and it is very difficult.
Parent: What are you learning in math class?
Child: The Quadratic Equation, its too hard I can’t do this.
Parent: Well lets try to work this out together.

Scenario 2:
Your sons’ teacher calls home and explains to you that your child was fighting with another student Your child was angry and teacher explained this is not the first time this has occurred.

NOTE: Remember your child is angry, and you do not know exactly what is going on at school. The last thing that would help in this situation is to appear angry with your child.

Parent: Son, that was your teacher on the phone, do you know why he called tonight?
{The son may admit to what happened or not say anything, the response here is not important.}
Son: No
In this scenario, the child is lacking confidence to do the work, it is more important to support, even if the work is not completed, the most important thing you can do is support your child.

Parent: Your teacher called to tell me you had an issue in class, fighting with another student. What is going on?

Son: Nothing, I just don’t like that kid, he is always annoying me.

Parent: I understand, would you like to talk to me about it?

In this scenario, it is more important to try to get your child to talk about what is going on in class. Remember, this is not the time to get on your child about entering into a conflict, it is more important to get to the bottom of why this occurring and more importantly, if anything is going on that you need to be worried about.

Scenario 3:

Your child is sitting at the table working on their history homework. You see your child working and want to talk to them about school.

NOTE: Remember to ask them about what they are learning, not just what they are doing at school. Try to take notice what they are reading about so you can ask specific questions, not just questions that can be answered with a yes or no.

Parent: What are you reading about in history class?

Child: We just started learning about the Revolutionary War.

Parent: That sounds interesting, any cool battles you learned about?

Child: A few.

Parent: That is good, which one is your favorite?

This is showing that you have an interest in what they are learning about and the questions get your child talking. If you show interest in

Parent: I need you to listen to me, you

Scenario 4:

Your child’s school counselor calls telling you she is worried about how your child is doing in school. She has noticed that recently his grades have dropped and wanted to schedule a parent conference with you.

NOTE: Remember in this case, there could be something that is going on with your child. It is more important to understand how they are feeling than getting to the bottom of the issue. In most cases, the child just needs someone to listen to them. Do not turn this into an argument, instead, just listen to what your child is saying.

Parent: That was your school counselor on the phone, is everything OK?

Child: Yes, Mom, everything is fine.

Parent: She is concerned about your grades, they have been dropping recently.

Child: What!?, I am just not good at school, it is no big deal.

Parent: I need you to listen to me, you
| what your child is learning about, they will be motivated to do well in school. | know you can talk to me, I am just trying to make sure everything is OK.  

Remember, it is important to let your child know you are concerned and care. The issue here is getting to the bottom of what is causing your child’s grades to drop. It is most important to not be judgmental of your child, but be open and listen, the child needs to lead this discussion. Ask probing questions, but do not place blame or be judgmental to your child. |
Communicating: Parents, teachers and counselors

Session

Poem: Unity

I dreamed I was in a shop and saw two sculptors working.

The clay they used was the mind of a child.

One was a teacher, in his tools were books, music and art.

The other one, a father, worked with a skillful hand and his heart was filled with

sweetness and love.

Day after day the teacher labored with his sure and skillful hand while the father labored

at his side as he polished and smoothed.

And at the end of their labor, they felt proud of what they has created, because what they

had formed in the child could not be sold nor purchased. And both agreed that if they

would have worked one without the other, they would have failed because behind the

teacher was the school and behind the father, the home. –Ray A. Lingenfelter

List of strategies to communicate with teacher/counselors
### List of strategies to communicate with teacher/school counselors

<table>
<thead>
<tr>
<th>Teacher</th>
<th>School Counselor</th>
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### Types of Parental Involvement

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Do you do this? Y/N</th>
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<tbody>
<tr>
<td>Internal</td>
<td></td>
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<tr>
<td>Communicate with child</td>
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<tr>
<td>External</td>
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<tr>
<td>Parent Conference</td>
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Parent Involvement Action Tool

Directions: How might you use the following people as resources to strengthen and increase parent involvement at our school?

<table>
<thead>
<tr>
<th>Category</th>
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</thead>
<tbody>
<tr>
<td>Administrators</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Support staff</td>
</tr>
<tr>
<td>Parents</td>
</tr>
<tr>
<td>Community/Partnerships</td>
</tr>
</tbody>
</table>
**Attitude Adjustment Session**

Si, se puede... Yes, we can...

We can all use our lifes to help others, to give our children a better and fair world.–Cesar E. Chavez

Roles Parents and teachers/school counselors play

<table>
<thead>
<tr>
<th>Parents</th>
<th>Teachers/School Counselors</th>
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</table>

**Mutual role:** Help child to succeed. As you can see both have similar roles.

**US System**

<table>
<thead>
<tr>
<th>US school system</th>
<th>Things you should know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>UC/CSU A-G</td>
</tr>
<tr>
<td>Participation</td>
<td>HS requirements</td>
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<td></td>
<td>CST</td>
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<td></td>
<td>CAHSEE</td>
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</table>
Conclusion

Pledge to parent involvement

Parent Pledge

What actions or behaviors do you commit to in order to start, increase, or improve parental involvement?

I am willing to commit to: ________________________________

in order to become an active participant in my child’s education.

I am willing to commit to: ________________________________ in order to increase academic success and a college going culture.

Signature ____________________________

Date ___________
Parent Empowerment Workshop

This Certificate is awarded to

(Name of Parent)

for completing the parent empowerment workshop

offered at (Name of School)

“Opportunity created today, will bring prosperity tomorrow”-Julio Castro

__________                      ________
School Counselor                   Date

__________                      ________
Parent Liaison                   Date
## Parent Resources

### School resources

<table>
<thead>
<tr>
<th>School Website</th>
<th>School calendar</th>
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<tbody>
<tr>
<td>School directory</td>
<td>Monthly Parent Center Calendar</td>
</tr>
<tr>
<td>Programs/Clubs</td>
<td>Parent Volunteer Opportunities</td>
</tr>
<tr>
<td>Student/Parent Portal</td>
<td>Teachers Conference Periods</td>
</tr>
</tbody>
</table>

### Community Resources

<table>
<thead>
<tr>
<th>Health Plans</th>
<th>Tutoring at home and outside agencies</th>
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</thead>
<tbody>
<tr>
<td>Volunteer Services</td>
<td>Colleges</td>
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</table>
Appendix B: Graduate Project Evaluation

CSUN Graduate Project Evaluation for Reviewers

Thank you very much for taking the time to evaluate my graduate project. Your input will be a very valuable part of the considerations of feasibility of this project. I appreciate your responses to the following items.

1. This workshop would be effective for Latino parents and families.

   Strongly Disagree    Disagree    Agree    Strongly Agree
   1                     2           3                   4

2. This workshop could be easily implemented at my school.

   Strongly Disagree    Disagree    Agree    Strongly Agree
   1                     2           3                   4

3. The lessons and activates included in the curriculum appear to support and benefit stated objectives.

   Strongly Disagree    Disagree    Agree    Strongly Agree
   1                     2           3                   4

4. The Guide provides good instructions for facilitators of the workshop.

   Strongly Disagree    Disagree    Agree    Strongly Agree
   1                     2           3                   4

5. I would like to use this workshop to meet the needs of Latino parents at my school.

   Strongly Disagree    Disagree    Agree    Strongly Agree
   1                     2           3                   4

6. The length of the workshop seems reasonable.

   Strongly Disagree    Disagree    Agree    Strongly Agree
   1                     2           3                   4

Please write in the space below, any and all additional comments to assist me with improving the curriculum for this parent workshop.