LATINO PARENTAL INVOLVEMENT IN PRESCHOOL

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ABSTRACT

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A qualitative study employed in-depth individual interviews of five Latina/o U.S. immigrant preschool parents with children enrolled in a San Fernando Valley, California public school district preschool to gain insight into how they were involved in their preschool children’s education, both traditionally (school based involvement) and nontraditionally (home-based involvement). The study also examined the value the parents assigned to education generally and to their involvement in their child’s preschool education. Funds of knowledge, community cultural wealth, and cultural knowledge provided the conceptual basis for the study. The study found that participants were involved in significant ways in their children’s preschool education at school and at home, following both traditional and non-traditional forms of parental involvement. This finding counters misconceptions about Latina/o parents’ presumed lack of interest in their children’s education. The study also found that the preschool teacher contributed significantly to the parents’ level involvement. The study was limited by the small sample size. However, the study points to the need to further examine Latina/o preschool parent involvement in their children’s education.
CHAPTER ONE

Introduction

I have a strong connection with the participants in this study because as I was growing up, my parents’ were involved in my education. When I was eight years old and my brother was thirteen years old we came to the United States. When I started elementary school my parents were given the option of placing me in third or fourth grade. My mother chose third versus fourth grade. She reasoned that I was already at a disadvantage by the language. Not having been schooled in the U.S, learning English at eight years old was going to be a challenge. Before school began, I would go with my mom to her job as a live-in babysitter. While there, I remember my mother telling me that it was a tough and dirty job and she did not want that for me. She advised me to go to school and study as much possible to achieve my goals.

During my vacation time, she continued taking me to her jobs to prevent leaving me home alone. By this time she was a housekeeper. I saw how some employers tried to take advantage of my mother. Some employers wanted her to work longer hours for less pay. I recall an experience where I was 17 years old. An employer had extra jobs for us to do, which meant more money, so we agreed. We worked really hard and the check we got from this woman bounced for lack of funds. Once we were able to reach her over the phone, she said she didn’t know why the check had bounced, but agreed to write and send another check, but that check never came. What did arrive was a notice that she was not going to pay us because we did not do a good enough job in her home and if we had any questions we should contact her lawyer. My mother and I took the employer to small claims and won the case.
My mom always said to me that some people have lots of money yet they try to steal from the disadvantaged. Though, neither my mother or father had the opportunity to attend school higher than the third grade in El Salvador, they always spoke highly of education. They enrolled in night school to learn the English language because they both wanted to become citizens of the United States. This meant a lot to me as a kid, I did not feel embarrassed being an English learner, in spite of other kids laughing at me for my accent. It helped me to know that my brother and my parents were also going to school and learning English. My parents both had the same teacher the first year. The teacher was nice and allowed them to bring me to night school with them. I did my homework there and saw many adults learning English. I learned it was okay to be a student and not know English, because not everyone spoke it fluently. I felt comfortable going to night school with my parents though I was a kid and they were adults. I fit in, since I was also learning.

Seeing my parents and brother go to school motivated me, all of us did homework after school. After a year and a half my father quit, as he was not able to concentrate and felt tired as he sat on his pupil desk, he said. My mother, on the other hand, finished requirements in the first school and transferred to high school. My parent’s busy schedules and jobs made it difficult for them to participate in traditional forms of parental involvement.

My parents were not involved in traditional ways of parental involvement. The dominant culture has defined traditional forms of parental involvement as, but not limited to volunteering in the classroom, attending parent teacher conferences, parent teacher association (PTA) meeting, assisting with homework, field trips, parent committee, and
fundraising. My parents were both working class and their jobs did not allow for them to be active in my schooling. However, this did not mean that they did not value my education. As their child, I know they valued education and were involved in my education throughout all my years of primary, secondary, and higher education. I now have two Bachelor’s degrees; Liberal Studies and Chicana and Chicano Studies, and I’m working on a Master’s degree in Chicana and Chicano Studies. Both of my parents worked to earn enough money to put a roof over our head, clothe, and feed us. In addition, since I was bused during elementary school, they were not able to be involved in traditional forms of parental involvement such as parent-teacher conference, volunteer in class, attend Parent Teacher Association (PTA) meetings, nor talk to my teachers on daily basis. While attending secondary education I was dropped off and picked up from school. By the time I was picked up from school, it was usually late and most teachers had already gone home. Due to their schedules they did not visit school except for parent conferences nights, which were more convenient for them since they were typically held in the evenings. Regardless, my parents made sure I always had my homework finished and they made sure I didn’t miss school. I regularly received awards for having perfect attendance, as well as other awards.

My father was particularly active in my schooling in a non-traditional form of involvement. My father picked me up from late and weekend swimming and majorette practices and competitions. Both of my parents supported my sports and extra-curricular activities but could never attend any practices or competitions. Society has a particular view of my parents and other Latino immigrant parents that say that unless they are involved within the dominant culture’s traditional forms of involvement, it is not
involvement. My parents have been involved in my education in ways not recognized by the dominant culture. Their involvement reflect on Tara Yosso (2005) various forms of cultural wealth, among them are cultural knowledge, aspirational, social, linguistics, and familial. My parents and study participant’s love, passion, and admiration towards their children and their schooling are mirrored on Yosso (2005). Parents have taught me moral values, to love my family, get an education, love myself and others, love life, and manners. These are a few examples of my parents being involved in my education in non-traditional ways. Knowing that my parents value, care, and have been involved in different ways has made me believe that other parents too could be like my parents, and can be involved in their children’s education in non-traditional ways. My parents are not familiar with the terms funds of knowledge; however, their involvement in my education reflect that of Luis Moll’s (1992) model of funds of knowledge. Funds of knowledge refers to alternative methods of acquiring knowledge from home culture (Gonzalez, N., Moll, Luis. C., & Amanti, C. (2005). My parents, like many other Latino parents demonstrate intergenerational transmission of value1 that was seen in the study participants. This dismantles the myth that Latino parents do not value education, we will see more ahead. It is my personal experience that has set the foundational motivation to explore the area of parental involvement, specifically in preschool education due to its lack of research.

Historically, a negative view of Latino parents has prevailed both within schools and in dominant American society, much to the detriment of Latina/o students’

1 Intergenerational transmission refers to the movement, passage, or exchange of some
educational success and attainment (Valencia & Black, 2002). However, as a research assistant (2005-2014) for the UCLA Center for Improving Child Care Quality, I had the opportunity to observe numerous childcare centers throughout Los Angeles and Orange County. During the course of my work at the center, I observed, parent child interactions during home visits and found that many Latino parents were patient, respectful, and proud of their children’s educational achievements. Parents had at least five books to read to their children and pictures of their children’s artwork, and certificates of achievement were placed on the walls. The display shows the importance, appreciation, and value of their children’s work and efforts. Parents used pleasant toned voices that elicited positive responses from children. For example, parents used words of endearment such as *mija, amor, cielo, chula*.

Parents were, at times, so attentive to their children that they excused themselves from our interview when their children required attention. I found that they actively prioritized their children’s overall needs. They created positive and nurturing relationships with their children based on respect and trust while also encouraging educational attainment. Based on these early observations and personal experience, it shows that Latino immigrant parents are actively involved in their child’s preschool education. I became interested in learning more about how parents are involved in their children’s education.

It is crucial to understand parents’ perspectives on parental involvement. My research seeks to investigate non-traditional parental involvement in an effort to contribute to the awareness and understanding of Latino/a immigrant families living in the San Fernando Valley who have children in the preschools. It is crucial to investigate
parental involvement, as literature has linked parental involvement to academic achievement. If Latino children are not achieving academically does this mean their parents are not being involved in their education? Some thing is wrong here. It may be that Latino parents are being involved in ways unknown and/or accepted by traditional views of parental involvement. Therefore, I propose to conduct a qualitative study by following the below research questions that will suggest if participants are involved and if so, in what ways.

**Research Questions:**

1. What meaning do Latina/o parents make of education, their children’s teachers, and their own involvement in their preschool children’s education?
2. Are immigrant Latina/o parents in the San Fernando Valley involved in their preschool child’s education both traditional and/or non-traditional, both at school and at home?

**Statement of the Problem**

As Parent involvement is traditionally defined in ways that reflect middle class families and sadly this excludes many working class parents. Wanders, Mendez, and Downer (2007) finds that parent involvement was frequently defined in school-centered lens terms such as parent visits to the school to volunteer or attend parental teacher conferences. Unfortunately, not all parents have the luxury not to work nor do they have a flexible work schedule to be able to participate in their child’s schooling. Latino immigrant parents’ non-traditional involvement are generally disregarded as not valuing and /or not involved in their children’s early education. Therefore, in my personal
experience, my parents’ forms of involvement are not recognized by the dominant culture as they are not traditional forms of involvement.

The failure to recognize non-traditional forms of involvement, have lead to dehumanize Latino parents. Valencia & Black (1997) discuss how schools systematically dehumanize Latina/o students and their parents. Many of the factors that teachers cite about Latina/o parent deficits include the parents’ inability to speak English, cultural values, lack of education, their immigrant status, and their low socioeconomic status. Darder (1991) explains that: “For decades, public schools in Latino communities have operated as foreign agencies, despite their physical location. This separation has perpetuated curricula and instruction that fails to incorporate the lives and experiences of the students being educated” (p.12).

Public school’s curriculum is foreign to the Latino communities, just as the Latino community’s culture and life experience is foreign to public schools administrators. Nieto (1996) asserts that schools that serve students of color are likely to provide a curriculum of less quality than those schools serving primarily White students. Epstein (1981) notes that urban teachers who taught children with less educated parents were more likely to report that parents are not able or willing to carry out activities relating to their children’s schoolwork at home. Unfortunately, not all teachers are adequately prepared to teach in the public schools where the larger population is Latino children. Currently, some teachers do not understand the needs these children and their parents. For example, Kozol, (1991) explain that poor urban districts receive fewer resources than their suburban neighbors, which results in minority students having fewer and lower
quality books, less curriculum material, less experienced teachers, less computers, large class sizes, and less access to high quality curriculum.

Though public schools cater to the children of working class families, their needs are not adequately being met. There is a lack of respect for the children and their families by the school system after administrator’s actions reflect those of colonizers. For example, Delgado-Gaitan (1991) highlights that voices of parents of color are typically silenced and muted in the public educational system in the United States. Unfortunately, policy makers do not make changes to target problems that affect the lives of these families. The schools could very well have a positive impact if the voices of parents were heard and implemented into plans to better assist the students and the end result would be a better education system. There are barriers children and their families’ face that the schools and research does not look at. Nieto (1996) “Our schools have consistently failed to provide an equitable education for many students” (p. 35). What needs to happen for the policy makers to make changes in the education system to better serve the children and their parents?

Parental involvement in their children’s education is crucial for the child’s learning. Literature shows that parents play an important role in their children’s education, William H. Jeynes in his meta-analysis found that parental involvement appears to affect all levels of academic achievement (Jeynes, W. H. 2003). The problem is that immigrant Latina/o parents are wrongly portrayed as being absent in their children’s education. This misconception is fueled by many additional stereotypes concerning Latino parenting. In the work of Epstein (1982), it is found an exploratory survey of 3,700 teachers who expressed a variety of opinions on parental involvement.
The article states that Urban teachers who taught children with less educated parents were more likely to report that parents are not able or willing to carry out activities relating to their children’s schoolwork at home. The article looks at teacher’s opinions on parental involvement. My research focuses on parents’ involvement in their child’s preschool education.

Some scholars like Gerardo R. Lopez (2001) have moved away from traditional forms of involvement. In his study he points out ways that parents are involved in their children’s educational development that remain outside of that traditional school related model. James Comer (1991) and William H. Jeynes (2003) agree that parental involvement is crucial to a child’s education. Literature highlights that Latina/o parents do value education and are involved in their children’s education in ways that are deemed non-traditional. For example Delgado-Gaitan (1992) highlights that Latina/o parents are very interested in their children’s education and are often involved in school activities in a different manner from that which may be anticipated by the schools, such as, the transmission of sociocultural values regarding education. The communication, practices, and learning that occur in the home and community-pedagogies of the home often serve as a cultural knowledge base that helps students survive and succeed within an educational system that often excludes and silences them (Delgado Bernal, 2001).

Auerbach (2002) additionally notes how parents of color may come from a culture of storytelling, and immigrant families draw upon storytelling and narratives to motivate their children to do well in school. Moreover, parents help their children value themselves and others; they encourage their children to be volunteers and to help others who have less than they do. It was found that parents find it important to influence their
children’s behavior, such as respecting teachers and behaving well in class and the playground, as well as instilling in their children how important it is to study (Waterman, 2008).

The problem has been that mainstream society has labeled Latino parents as not valuing and caring about their child’s education without working closely with Latino parents. It is important to work closely with Latino parents to better understand their positions and actions. Are there any barriers that prevent them from being involved? and if so, how can they be addressed? Once, research studies take place in the Latino homes, research will have a better perspective on their involvement and better understanding on how to cater to their needs. This research intends to work with parents to understand their involvement in their child’s preschool education to depict deficit views of Latino parents.

**Contextualizing the Study**

There are common assumptions and misconceptions regarding parental involvement among Latino immigrant parents by teachers, administrators, and other educators. It is great to view different perspectives on the matter; However, parents’ perspectives are lacking. It is crucial to understand the issue of Latino parental involvement through the lenses of the affected group, in this case, Latino parents. This research study steps away from traditional research and is open minded to the different possibilities Latino parents may be involved in their child’s preschool education. This study captures the voices of the parents sharing their definition of parental involvement first hand.

Scholars like Concha Delgado-Gaitan (1992), assert that Latino immigrant parents do care and value their children’s education.
Though, Latino immigrant parents may not share the same culture, values, beliefs, and customs as that of dominant United States (U.S) society, it does not mean that they do not value or do not care about education. It is the interest of the researcher to interview Latino Parents of preschool children to share their perspectives on ways they may be involved in their child’s education.

Unfortunately, research lacks to investigate what happens in parents’ homes: Like the forms they feel they are being involved in their child’s education. Perhaps, Latino parents are being involved in ways similar to that of Moll, Amanti, Neff, & Gonzalez (1992) model of funds of knowledge.

**Purpose of the Study**

The purpose of this study is to document the new voices of Latina/o immigrant parents from the San Fernando Valley regarding their involvement in their child’s preschool educations. The study will show Latina/o parent perspectives by collecting parent narratives about how they identify their involvement.

This issue is of great importance because knowing how parents feel, as well as how they are involved, can give the researcher a better understanding of what is happening in the home. Many Latino parents are coming from different countries in Latin America where customs are different to that predominate the United States and it crucial to listen to their voice and understand their perspectives in order to better represent them. This research focuses on parent’s views of involvement in their child’s education. The researcher intends to add knowledge to the field of parental involvement as well as an interest for future research in what happens in Latino homes.

**Significance of Study**
This study is significant in that it will contribute to the awareness and understanding of the involvement of Latina/o parent in their preschool child’s education. The study will contribute to a greater understanding parental involvement in the Latino immigrant community with the focus on preschool. It is essential to become aware and familiar with parental involvement in the Latina/o communities to better provide an equal educational experience for the well being of the children. It is now learned that the broader quality of the home environment is strongly related to early cognitive and language development performance on IQ testing and later achievement in school. It is crucial to understand what happens in the home, the National Scientific Council on the Developing Child (2004) show that adult-child relationships have an impact on the child’s development of the brain. If educators, and policy makers understand what happens in the child’s home, the child and providers can be better assisted in the areas of need.

This platform will allow parents the liberty to express their forms of involvement in hopes that readers will have an interest in further studies on Latino families in the home. Brown & Lopez (2013) reports that as of 2011 Hispanics demographics in the United Sates are 51,927,000, in the State of California 14,358,000, and in Los Angeles-Long Beach area as 5,804,000. Latinos have been one of the fastest growing population and their needs are yet to be met. This study moves away from traditional research to better investigate the deficit views of Latino parental involvement in order to better understand a large group that has been wrongfully represented by mainstream research and society. This study will contribute to research that looks at Latino parents in the
home and their contribution to their child’s preschool education and as a result, it will contribute in how to better understand and assist Latino children and their families.
CHAPTER TWO

Literature Review

Immigrants in the United States have historically encountered racism, language inequalities, and prejudice. Today, immigrant Latino parents continue to face the same challenges in relation to education. This section will do the following: Define Traditional Parental Involvement, look at Barriers to Parent School Involvement, Rethink Parental Involvement, look at Increasing Latino Immigrant Parent Involvement in Preschool, and Preschool Education and Latino Parent Involvement.

**Defining Traditional Parental Involvement**

Research in the field of preschool Latino parent involvement has found that parental involvement influences the academic outcome of students, Jeynes (2003). Berger (1991) highlights that parent involvement in schools began in the 1800’s and was initiated by middle class parents. According to Berger (1991) “They became avenues for acculturating lower-class immigrant families into the mainstream culture of the United States” (p. 212). Parents from different backgrounds, cultures, and languages who had children in schools were the target of acculturation. San Miguel & Valencia (1998) assert that prior to U.S. rule, most schools in the Southwest were responsible for teaching literacy and some religion. However, after the take over by the U.S. government, schools went through a transformation. “These schools, assumed a new social goal and became responsible for Americanizing the Mexican-origin population” (p. 358). Carlson asserts that Americanization was a political movement promoting the adoption of U.S economic, political, religious, and cultural forms, as well as a social and institutional process that originated in the colonial period for its purpose to inculcate American ways and to

In Epstein (1986) mainstream teachers describe upper-middle class parents as pushy and as helpful. Lower class parents are considered incapable of helping their children in school. Further, this study found that most of these teachers’ views were solely on traditional forms of involvement. These traditional communications emphasize reading out loud at home, helping with homework, and other suggestions for how to help children at home with their homework. Though, urban teachers have reported using more and varied techniques to involve parents of students, urban teachers who taught children with less educated parents, were more likely to report that parents were not able or willing to carry out activities relating to their children’s schoolwork at home.

In Lareau (2002) a study of families from different social economic backgrounds, done in three phases, captures interviews as well as home observations of white and black families from each social class for both boys and girls. It found a regimented adult planned schedule of activities for the middle class children whereas working class and poor children have much fewer planned activities. Middle class, working class, and some poor reported embracing principles that would stimulate their children’s development and cultivate their cognitive and social skills. The working class and poor parents report that unfortunately they could not afford to enroll their children in extra curricular activities outside the school that required a fee, even though some feel that a more regimented approach would benefit their children in the future. All families have differences and similarities and it shows that social class does influence aspects of life (p.773).
Can the fact that Latinos fall predominantly within lower socioeconomic brackets, translate into a teachers’ misconception of parental involvement? Gonzalez & Ayala-Alcantar, (2008) note that student teachers also stereotype, noting for example, that because Latino families are not involved in ways consistent with middle-class norms of school involvement, they do not care about their children’s education (p.139). The problem as asserted by Suzuki & Valencia (1997) has been that school personnel may tend to generalize and assume that Latino parents do not care about their children’s education. Gibson asserts that “educators frequently identify Latino students and their families as the problem” (as cited in Tinker, 2003, p. 14). It may not be fair to families to be classified as the problem for not being active participants in the classroom. There could be many factors that preclude families from being able to take part in traditional norm of involvement.

It is necessary to look at the traditional paradigm teachers use to evaluate and at times discriminate parental involvement of Latino parents. Souto-Manning and Swick (2006) note that there is a need for the traditional paradigm to change. The traditional parent/family involvement paradigm excludes the valuable and legitimate interaction patterns of many families such as oral history, yet promotes prejudice and further marginalizes children and families. The traditional paradigm also views parents as high risk for failure if parents do not socialize in the traditional schooling (p.188). This next section, will illustrate the various barriers that Latino parents encounter in traditional form of parental involvement.

**Barriers to Parent School Involvement**

Language facilitates or hinders degree of parental involvement.
According to Child Trends Data Bank, an article on school communication in parents’ native language addresses the impact of parental involvement can have on their child’s education. “Parental involvement in school can lead to increased academic performances and positive social outcomes for children…In a study of a Spanish-Speaking community in California, parents reported attending more school meetings when translators were available…such strategies may increase parental involvement and improve parents understanding of their children’s education.” Child Trends Data Bank (2012). This directly correlates to a barrier experienced by Latino parents when involved in traditional education methods. Parents have shown they will be involved if a translator or native language speaker is available, thereby challenging the stereotype that Latino parents do not care.

According to Turney and Kao (2009) minority immigrant parents, compared to native born parents, reported more barriers to participation and were subsequently less likely to be involved at schools. Though, the following differ by race, immigrant parents, their length of time in the United States and English language ability were positively associated with increased school involvement (p.257).

Ramirez, (2003) found that parents often feel abandoned and helpless while trying to gain information regarding their children’s education. These parents wished that teachers would be available to speak about grades and be able to have interpreters during open house and other times throughout the school day and communicate with them when their child is in need of assistance. There are also socio-economic barriers.

Mena (2011) gives an example of a single parent working two jobs to make ends meet. Due to her struggling situation it left little time for this parent to attend parent
teacher conferences. She also lists other barriers such as, parents not having access to transportation, childcare, and/or may have jobs that offer little or no flexibility. According to Sanchez & Williams (2011) parents and school personnel identify barriers as time poverty; meaning lack of time, lack of access, lack of financial resources, and lack of awareness, and school events conflicting with parents’ schedule. After outlining the possible barriers Latino parents encounter with traditional classroom involvement, it is crucial to learn about what is happening in the home where parents may be involved through different methods such as funds of knowledge. If schools cater to the parents needs, more schools would have an increase of parental involvement. Gilmavaro has dismantled some barriers that may prevent parents from being involved. Gilmavaro preschool teachers speak Spanish and parent connects with the teacher. There is a constant approach from the teacher to welcome parents to speak with her when needed. Mrs. Luna has built community for the parents and they know it, their interviews show the appreciation they have for the teacher. Gilmavaro preschool is doing something right with the parents because they are being involved in the classroom. If the dominant culture was open minded and explored different possibilities to connect with the parents the result of involvement would be greater, perhaps it is time to challenge the traditional forms of parental involvement.

**Rethinking Parental Involvement**

Expectations differ from parents to teachers as to which is the most important type of parental involvement. Having many different ethnic groups and social groups in the United States, it is surprising to expect everyone to follow the traditional
parent/family involvement paradigm. This method excludes the various cultural forms parents and children live by.

Delgado-Gaitan (1992) writes that expectations are imparted by the difference between the home culture and the school culture. In defining these terms, school culture includes the traditional expectations and beliefs of public schools in the United States. These expectations and beliefs may be volunteering in class, attending open house, parent teacher conferences, and Parent Teacher Association. Some parents may be able to participate in some or all of the traditional expectations of parental involvement, yet, not all parents can attend. For example, a parent working two jobs and attending night school may have a hardship attending any of these traditional expectations. However, parents may have cultural traditions at home that may not fall within the traditional model.

Delgado-Gaitan & Trueba (1991) identify story telling, verbal games, and transmission of knowledge as an important part of a child’s upbringing at home such as cuentos (storytelling), playing dolls, and singing various chants together. This form of knowledge is overseen due to not being part of the traditional parental involvement paradigm. Auerbach (2002) asserts that parents of color come from a culture of storytelling and that immigrant families draw on storytelling and narrative to motivate their children to do well in school, similar to the finding of Valencia and Black (2002). Auerbach states “for parents with little formal education or knowledge of the American school system, these stories become the main tool for guiding children’s academic and moral education” (p. 1372). Delgado-Gaitan (2001) asserts that teachers and parents believe storytelling at home is important to the language and literacy development of children (p. 107). Lopez (2001) sees the traditional definitions of parental involvement to
be exclusionary of marginalized people such as migrant workers. In his study, Lopez focuses on the Padilla family. The Padilla family is not involved in their children’s education in any of the traditionally defined ways. For the Padillas, their goal is to teach “their children to appreciate the value of their education through the medium of hard work” (p. 420). In order to do this, the Padillas took their children to work with them in the fields and constantly reminded them of the importance of hard work. The Padillas also consistently pointed out the employment limitations created by a lack of education. The Padillas essentially gave their children a choice “to either work hard at school or work hard in the fields” (p. 420). Thus included in the many definitions of parental involvement is now added the “transmission of sociocultural values” (p. 430).

As noted, parents instill knowledge to their children at home but how do we bridge the gap between the classroom and home. It is essential to look at Luis Moll’s model of funds of knowledge.

Funds of knowledge refers to alternative methods of acquiring knowledge from home culture that can potentially be integrated into a viable classroom setting. This theory also debunks the traditional stereotype that parents are not invested in their children’s education. Parents are actively involved in teaching their children, however; in non-traditional forms. Parents can be involved in traditional forms of parental involvement as they can be involved at home through alternative forms of involvement. Moll (1992) introduces his innovative concept:

Funds of Knowledge is innovative, we believe, in its special relevance to teaching, and contrasts with the more general term “culture,” or with the concept
of a “culture-sensitive curriculum,” and with the latter’s reliance on folkloric displays, such as storytelling, arts, crafts, and dance performance (p. 139).

Moll shares a sample of household funds of knowledge including but not limited to agriculture, material & scientific knowledge, mining, repair, economics, medicine, folk medicine, household management, and religion (1992).

**Increasing Latino Immigrant Parental Involvement**

Though research shows the different forms Latino parents are involved in their children’s education at home, the school traditional forms of parental involvement have yet to change to include the various forms parents implement at home. Walker, Ice, Hoover-Dempsey, & Sandler (2011) in their exploratory study in elementary school, suggest that when parents perceive that their child or teacher want their involvement, despite their limited resources, they find ways to be involved (p.411). It is also found that Latino parents are more involved at home by doing the following; helping with homework, discussing schoolwork and activities, affirming the value of education, or asserting positive expectations for the student’s learning (p.410).

Parents were eager to be involved in the schools. The participant’s level of education varied but the level of involvement was high. Participants described feeling welcomed by the teacher as she spoke Spanish and showed interest in wanting to know how their child was doing in the classroom with the teacher and other children. There was also an interest in wanting to connect school activities in home activities. Their motivation for involvement is their child’s education. Unfortunately, there were participants who had unpleasant experiences in the school. Jasis and Ordoñez-Jasis (2012) report mothers were unsatisfied with the level of parent participation allowed by
the school, so mothers began to meet and formed la Familia Initiative. The group founded by five Latino immigrant mothers for the purpose of organizing other parents and working in partnership with the school to address academic underperformance of their children. These parents wanted to make an impact on the school in order to make changes in the school for the well being of the children. Parents took the initiative and were persistent with their goals. Eventually the school community and school principal embraced the Familia Initiative. A five-member committee increased to a committee of hundred fifteen members. They were involved in parent teacher dialogues, family math and science nights, parent-sponsored tutoring, bilingual and multicultural council meetings, fitness weekends, student safety walks, and family health fairs. Due to the involvement of these parents, they were able to improve the school climate and family participation levels, increasing the visibility of Latino students and their families, reducing interethnic tensions among students, and generally promoting academic success and cultural pride for the whole school community (p. 73).

Some parents believe that they play a vital role in their children’s lives even though they may not be attending parent conference, meetings, or school fundraising because they are teaching and aiding their children in various forms. Waterman (2008) asserts that parents in the study stated that it was important for their children to “be good people-good human beings” (p. 153). Some parents stated that they help their children value themselves and others. Others said that they encourage their children to be volunteers and to help out others who have less than they do. Many parents agreed and found it important in influencing their children’s behavior, “I teach my children to respect their teachers”, “behave well in class and on playground,” and “I tell them how
important it is to study,” (p. 153). This piece is of significant importance because it shows the involvement of working parents in their children’s education. In Weiss, Mayer, Kreider, Vaughan, & Dearing (2003), mothers share the importance of seeking help of friends, family, and work so that they can be involved in their child’s education. Social support networks serve as catalyst for involvement. Parents rely on them to help with transportation to school for their child, for help with behavior monitoring at school, and homework assistance (p. 890). Parents may view their workplace as a parenting resource to guide their children’s learning. For example, a divorced mother who cleaned houses reports that she is pleased that she is able to take her daughter to work, as she saw the home owners as models and wanted her daughter to hear the polite conversations among them (p.892). Latino parents are becoming more involved in their child education. Below will look at preschool education and parental involvement.

**Preschool Education and Latino Parent Involvement**

It is vital to look at programs that have emphasised the importance of preschool. Copple & Bredekamp (2009) in The National Association for the Education of Young Children (NAEYC) (2009) studies have shown that Hispanic students significantly lag behind peers on standardized comparison of academic achievement throughout school years and experience more difficulty in the school setting. NAEYC provides a clear lense of how the preschool program came from being a child care program to a program with educational purpose. It promotes excellence in early childhood education by providing a framework for best practice by educators (p. 3).

Buysse, Castro, West, & Skinner (2004) conducted a national survey of state administrators of early childhood programs, examining challenges, strategies, and beliefs
these have about serving Latino children and families. Child care and Head Start, as well as Part B-Section 619 preschool programs, and Part C infant-toddler programs for children with disabilities or at-risk conditions were the four types of programs represented. Head Start having a 28 percent higher Latino children enrollment as estimated by Head Start administrators. Though Latinos are the fastest growing ethnic group in the US today, nationally, they have participated at lower rates in early childhood education and early intervention services than children from other racial and ethnic backgrounds. Administrators report communication difficulties with Latino families and families’ lack of information about early childhood services being a barrier to a full access and utilization of the programs. It was also found that administrators reported the lack of Latino or bilingual professionals and the lack of sufficient staff preparation and training as the most urgent challenges in serving the Latino population. Head Start administrators reported the highest mean rating on the following parental involvement strategies: providing opportunities for Latino parents to participate in decision making about program policies, involving Latino parents in their children’s education, and encouraging participation of Latino parents in parent education and parent support activities.

Garcia & Jensen (2009) also report that Hispanics are less likely to attend pre-kindergarten programs than children of other racial and ethnic backgrounds. Garcia & Jensen say that in order for young Hispanics to succeed in school, they need strong English skills and since they come from homes in which Spanish is spoken, early educational programs should integrate language and culture clearly and deliberately. They found that native Spanish and English speaking students who attend dual language
programs perform as well, or better on academic achievement tests, than their peers who attend English only programs, and the reason why is because these programs pay specific attention to language development instruction.

Garcia & Jensen (2009) also suggest that policymakers should expand and improve educational opportunities for three to eight year old Hispanics recommending that federal government should develop, evaluate, and expand programs to raise the numbers of teachers proficient in English and Spanish, to recruit Spanish speakers trained to teach a second language to work as classroom language specialists, expand dual-language programs through Head Start, early Head Start, and other programs, and to expand national and international databases that assess students’ academic performances.

Their recommendations to state government are as follow: to collaborate with local communities to offer high quality educational experiences at different times to meet families’ scheduling needs; to provide Hispanics with free high quality state funded preschool programs; to give qualified preschool teachers pay and benefits equal to public school teachers, and to establish an information system where districts and state education departments can learn more about students’ race/ethnicity, parents’ education, family income, immigration generation status, national origin, and primary language spoken at home, a system that monitors academic progress of different groups of students, and a way to measure policies and programs’ effectiveness over time. The recommendation made to the government is to collaborate with federal, state governments, and Hispanic organizations to provide parents with information on pre-kindergarten, Head Start, and Early Head Start programs to increase the enrollment of Hispanics.
NAEYC advocates that early childhood professionals follow five key practice areas including: creating a caring community of learners, teaching to enhance development and learning, planning curriculum to achieve important goals, assessing children’s development and learning, and establishing reciprocal relationships with families to achieve a successful program. Program and family relations are viewed as an important part of preschool program as a partnership with the teacher and families is a fundamental element of good practice. The following: reciprocal relationship, cooperation, shared responsibilities, negotiation of conflicts towards achievement of shared goals, and maintaining a frequent two way communication with families who do not speak English, families participating in decisions about their children’s care and education are elements to a successful program. A successful program gives children an opportunity to become achievers (p. 23).

It is found in Blair (2013) that politicians are taking interest in pre-school programs. Mayor Julian Castro of San Antonio Texas, supported a sales tax increase to fund pre-kindergarten program “Pre-K 4 AS”. Parents asked for a program that would cater to their children. During 2011-2012, 315,000 students were enrolled in public schools. While federal and state provided money for preschool services like Headstart or school district programs, 3,400 children attended for some portion of the day, while 2,300 eligible families never received services. “preschool is key to future academic success” says the Castro camp, citing research from Pre-k programs in Michigan, New Jersey, and Oklahoma. Preschool education is a serious concern happening throughout the country. In California, a tobacco tax increase occurred to fund early education. First Five and Los Angeles Universal Preschool (LAUP), and Head Start programs receive funds to
provide services to children under the age of five. LAUP providing service to 11,000 children, head Start servicing roughly 35,000, state preschools servicing 30,000 children. President Obama’s budget allocation of $750 million in 2014 for a new federal state partnership to expand Head Start slots for four-year-olds of low and moderate income families (Bennett, 2014). An interest in expanding and improving the preschool programs has increased throughout the country.

Hilado, Kallemeyn, Leow, Lundy, & Israel (2011) conduct a mixed method study examining the relationship between social resources and levels of parent involvement in state funded preschool programs in Illinois. “Findings both demonstrated positive relationships wherein high numbers of social resources were associated with higher levels of parent involvement in programs” (p.343).

Findings show that parents level of involvement increases when the definition of involvement broadens to include behaviors outside the school (Fantuzzo, Perry, and Childs, 2006). It has shown that parents tend to participate more easily if school creates opportunities for parents at various times of the day and not limited to those during school day.

Indeed there are many opportunities for parents to be involved. Weiss, Caspe, Bouffard, & Westmoreland (2008) report that due to many decades of high quality research there is no doubt that families play a crucial role in their children’s school success. They report that even before a child’s birth, parents begin to have an affect in their cognitive development and behaviors. They report that families are involved not just in school and homes but in a variety of settings. They are involved in the formal educational institution, but also involved in “everyday teachable moment” (p.3). They
report that parents may very well encourage learning everywhere. Some examples given are museums, playgrounds, and grocery stores. It is an approach that includes different settings that provide more opportunities for families to support learning (p.3).
CHAPTER THREE

Methodology

Study Methodology

This study is designed to give voice to parents of preschool children in relation to parental values and participation in their child’s education. Human Subjects approval was obtained by in order to conduct interviews, see appendix A, B, & C. Semi-structured interviews were conducted in order for the participant and researcher to have a guide as well as the flexibility to modify enquiry and following up on interesting responses in a way that quantitative research cannot (Robson, 2002). Therefore, in-depth interviews were conducted in a place participants felt most comfortable and felt free to say what they felt was pertinent. The researcher also conducted an observation in a preschool classroom to better understand the group of parent participants, teachers, and children in the school environment.

This study seeks parents’ views and experiences regarding their involvement in a school setting and at home as well as a classroom observation to experience children, parents, and teachers in the classroom setting. According to Creswell (2003), the focus of qualitative research is on participants’ perceptions and experiences, and the way they make sense of their lives (p. 199). The following is a qualitative study of five parents of preschool children in the San Fernando Valley, California.

Sample Selection

Participants

The researcher was seeking a sample of participants that were immigrants, low-income working class, living in the San Fernando Valley, and that had a child enrolled in
a state funded preschool. The researcher identified a preschool teacher Mrs. Luna (pseudonym), who teaches a state funded program in the San Fernando Valley. The researcher approached Mrs. Luna about the research study and she volunteered her class. The teacher invited the researcher to a social event taking place in the classroom where parents would attend and used this opportunity for parents to become familiar with the study and participate if interested. Parents interested in participating provided their phone numbers. Four of the parents volunteered to participate, and one parent referred another study participant.

All five of the participants were adults; Marta 34, Valeria 37, Roberto 63, Maria 34, and Rosa mid 40’s. Three of the five participants were married and two were divorced. Three of the five participants were immigrants from Mexico, one from Guatemala and one from Brazil. All participants were from a low-income and working class community in the San Fernando Valley, California with a child between the ages of three and five enrolled in the pre-school at Gilmavaro Elementary (pseudonym), in the San Fernando Valley.

All participants have been given pseudonyms to protect their privacy. They have different levels of education:

<table>
<thead>
<tr>
<th>Participants</th>
<th>Foreign level of education</th>
<th>US level of education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roberto (pseudonym)</td>
<td>unknown</td>
<td>BA in Agronomy</td>
</tr>
<tr>
<td>Marta (pseudonym)</td>
<td>Elementary teacher</td>
<td>Completion of GED</td>
</tr>
<tr>
<td>Valeria (pseudonym)</td>
<td>Completed equivalency of high school</td>
<td>Completed English level 7</td>
</tr>
</tbody>
</table>
Maria (pseudonym) | Completed 7th grade | Completed English level 2
Rosa (pseudonym) | Began elementary school | none

Four of the five participants had been living in the United States for over ten years.

**Study Participants Profiles and Demographics**

The following will describe details about participant’s backgrounds. Due to confidentiality, all participants, children’s names, school and teacher have been given pseudonyms’ to protect their privacy. All study participants have their children enrolled in a School Readiness Language Development Program (SRLDP) for Predominantly Hispanic, Black, Asian, and other non-Anglo (PHBAO) in Gilmavaro (pseudonym) preschool located on Gilmavaro (pseudonym) elementary grounds. Gilmavaro is an elementary school in the Los Angeles Unified School District (LAUSD) located in the San Fernando Valley, California. This program has more than one preschool classroom. All of the children except one preschooler are enrolled in Mrs. Luna’s (pseudonym) classroom. This classroom has what is called a merged class where both general education students and children with identified disabilities are integrated.

This program requires parents to volunteer monthly, attend parent meetings, and attend ten parent education sessions that consist of three hours each session for eligibility in the program.

To get a general idea of the demographics in the general area where the children and their parents of the study live and attend school are as follow: According to City-Data.com (2012) the total population in the San Fernando Valley, CA was 23,880. Latino population being 21,524, a 90.8% of the total population. The population increase from the year 2000 was of 1.3%. Majority of English learners were Spanish speakers.
All five participants had a child enrolled in Gilmavaro Elementary School’s preschool program. The following will illustrate the different background each individual has shared with this study.

Rosa (pseudonym) born in Mexico, is a wife and a mother of a 14-year-old daughter, Lorena (pseudonym) and a 4-year-old preschool son, Angel (pseudonym). Rosa is a street vendor who sells donuts and her husband is an auto mechanic. Although, her older daughter, Lorena is not a preschooler, Rosa makes references to her in the responses to questions asked regarding this study. These answers were relevant to the overall study of education. Her daughter Lorena is a ninth grader in a nearby LAUSD middle school.

Marta, (pseudonym) 34, an immigrant from Mexico, is a wife and mother of two daughters, nine-year-old Karen (pseudonym) and five-year-old Susie (pseudonym). Susie is the only preschool child in the study not enrolled in Mrs. Luna’s class. She is enrolled in a different preschool classroom at Gilmavaro preschool. Marta, a full-time mom is raising her daughters with her husband who is 38 years of age and works in a warehouse.

Roberto (pseudonym), a native from Michoacan, Mexico graduated with a degree in Agronomy from a United States University and retired owning a small distribution business of Altadena dairy products. At the time of the interview, Roberto age 63 years is divorced, and co-parenting 5-year-old daughter Isis (pseudonym) with his ex-wife Valeria (pseudonym), another study participant.

Valeria (pseudonym), age 37 years, a native of Brazil, completed high school in her country and was ready to start the university. In her home country she was a singer. At the time of the interview she was co-parenting her five-year-old daughter, Isis
Valeria (pseudonym), as mentioned above with ex-husband Roberto. She was looking for a job in housekeeping. Valeria stressed finding a job was important for her, however, was difficult to find.

Maria (pseudonym), native born in Guatemala, age 34, is a wife and mother of three daughters Melanie (pseudonym) 11 years, Natalia (pseudonym) 4 years (preschooler), and Sofia (pseudonym) 2 years (toddler). Maria completed eighth grade in Guatemala and her husband finished the equivalent of a second year of high school in Guatemala. Maria has taken two English courses and her husband one. She lived in New Jersey prior to her current residence in Los Angeles now for 15 years. Due to her immigration status it was difficult for Maria to be employed, so she decided to be a full time mom and her husband was a truck driver making deliveries.

Data Collection Methods

Procedures

One-on-one in-depth interviews were conducted with each participant, see Appendix A, B, & C. The interviews lasted between 60 and 90 minutes and were digitally audio-recorded using a laptop. The demographic and open-ended questions were the same for all participants. On the day of the interview, each participant was read their rights and questions and given the time needed to answer. All interviews were conducted in Spanish, and in a location chosen by the participant. Four participants were interviewed in their home and one in a park near Gilmavaro preschool (pseudonym). Mrs. Luna was also read her rights. All interviews were transcribed verbatim, some passages translated, and some community language translated in a footnote. Once the data was
transcribed, and translated, themes began to emerge; the most significant were included in the paper.

**Data Analysis**

The unit of analysis was the content of each interview. Data was analyzed according to emergent themes. Researcher transcribed, and some selected quotations were translated, and analyzed themes. Input was provided, as well as clarity, and critical analysis to the identified themes emerging from the data collected. The researcher was open minded of the research and was unsure of the outcome. During the analysis, the researcher found rich data different to that of the research questions and was crucial to add to the study.

**Ethics**

To protect the identity of study participants, pseudonyms were used for all of the parent participants, participant’s children, teachers, and schools. All of the participants received a copy of their rights and consent forms in which it was stated that they could stop at anytime they felt uncomfortable answering questions. All participants were made aware of the purpose of the study before they were given consent and bill of rights forms. Participants were also aware that interviews would be recorded and they could refuse and not sign consent form to be recorded. Participants had option to refuse to answer any questions at any time. The risks for study participants were limited. The years working at the Center to Improve Child Care Quality (CICCQ) at UCLA have provided the researcher with background on how to engage with parents and conduct interviews in a respectful manner. The experience gained has eased the level of awkwardness participants may experience talking to a stranger. As a result, study participants spoke
freely and vividly about their involvement in their preschool child’s education at school and at home.
CHAPTER FOUR
Research Findings and Discussion

This study investigates the involvement of immigrant Latina/o parents in the San Fernando Valley both traditional and/or non-traditional in their preschool child’s education both at school and at home. The study was guided by these two research questions:

Research Questions:

1. What meaning do Latina/o parents make of education, their children’s teachers, and their own involvement in their preschool children’s education?

2. Are immigrant Latina/o parents in the San Fernando Valley involved in their preschool child’s education both traditional and/or non-traditional both at school and at home?

The study utilizes a qualitative methodological approach to gain insight on how study participants make meaning of education and their involvement in their child’s education.

In this section, the researcher will provide data that answers the study’s research questions. Then, the researcher will contextualize interviews utilizing educational literature and theoretical frameworks. The major themes that emerged from study participants’ interviews were:

1) Parent’s Views of Teachers and /or School System in the United States (U.S.) as Compared to their Native Countries; 2) Make Meaning in Special Needs in Preschool Children 3) Latino Parental Involvement at School; 4) Home Life; 5) Literacy & Language, and 6) Culture.
Parent’s Views of Teachers and/or School Systems in the United States as Compared to their Native Countries

Study participants views of teachers and schooling varied. Their lived experiences have shaped their views of education differently and their narratives provide insight into their knowledge and perspectives. There was a range of factors that may have contributed to these various perspectives. For example, three participants had schooling in their home countries whereas one was schooled in the United States (U.S.). Those who had schooling both in their home country and the U.S., have views of two different schooling systems, whereas those who only had schooling in their home country or the U.S. have only the one schooling experience and the one participant who had no schooling at all has a perspective much different then the rest of the participants.

Thus, when talking about the school system study participant Valeria, a 37 year old co-parenting Latina mother, believed the development of each child depends on the student. She says, “If the child is not applied and the mom doesn’t help with homework, the child will be less advanced than other children. It’s the same here, Brazil, Mexico, anywhere.”

Hence, Valeria’s comments regarding parental involvement substantiate the traditional claim in educational literature that highlights the need for parents to be highly engaged in their children’s educational development. However, educational research often times does not even acknowledge that Latino parents have a heightened sense of awareness of the importance of parents being highly engaged their child’s education at home, school, or in community space. Therefore Valeria’s comments clearly illustrates
that Latino immigrant parents do bring traditional ways of parent engagement and value
the need for high levels of parental involvement of their children. These have been an
Example of how Latino parents align themselves with the dominant culture and speak to
traditional ways of making meaning of parental involvement.

In addition, Valeria speaks to the comparison and contrast of schooling in Brazil
and the United States. She offers a critique on the US school system by questioning social
promotion of Latino children in the US educational system. The following passage has
been translated:

I’m happy my child is studying in the U.S because there is no physical
punishment and teachers don’t have bad personalities because of bad income; in
Brazil teachers have negative attitudes because of bad pay. It has its negatives and
positives to study here or in Brazil. There, if the child doesn’t score the mandatory
70%, the child will flunk and be in same grade, here (U.S.) I noticed when I went
to school that peers scored lower then 50% and would still be able to pass to next
grade level. What I don’t understand about the school system is why a child
continues to the next grade level when they have not met the requirements.

Valeria creates meaning and critiques the US educational system for not meeting
the needs of Latino immigrant children and therefore setting them up for failure.

This passage shows how being a Latina immigrant mother who may have not
attending US schools still possess a high level of awareness of educational inequality of
Latino children. Valeria’s critique of social promotion is not ignorant of schooling
practices. On the contrary, her critique is powerful because the processes of social
promotion, tracking, and segregating schooling have all been used to marginalize low-income communities of color, the Latino community in particular. Therefore, Valeria ability to make meaning of an educational system that does not fully support the successful educational attainment of Latino children becomes not only a resource for her child, but a resource for the whole Latino immigrant community as a whole.

Further, according to educational research, Jimerson et al., finds that 80 studies during the last 75 years did not support the use of grade retention as an early intervention to enhance academic achievement. The findings suggest that retention can have harmful effects on socio emotional and behavioral adjustments as well as academic adjustment. It found that children may display poor social adjustment, negative attitudes toward school, less attendance, and more problem behaviors. What was found effective was to give students additional instruction after school or summer time instead of retaining them (2006, p. 88, 91).

As Valeria disagrees on social promotion, studies disagree on grade retention. Carl Campanile reported that parents were against Mayor Bloomberg’s policy of retaining third graders who did poorly on high-stakes math or reading exams. Parent groups cited research indicating retention is highly demanding, as it leads to dropout rates instead of higher achievement (New York Post, Feb 2004). Valeria has received some schooling in the US and dislikes the notion that those who do poorly in school are passed on to next grade level. She goes on to say that she feels children have benefits in this country, as opposed to what she has experienced in Brazil. She describes children’s conditions in Brazil as poor.
Muchos alumnos en Brazil hasta la edad de mi hija estudian en la escuela por la comida porque no tienen que comer y la escuela cuando la familia prueba que tiene una agenda muy baja, la escuela da un beneficio que se llama bolsa familia. No es mucho, como $60 dólares que en reales son 120 reales para que el niño valla a estudiar.

Valeria vividly describes the poverty in Brazil. She describes poverty as a crucial situation by saying that children to the age of her daughter go to school for the food because it lacks at home. Families are provided with $60 dollars for the child to attend school if they can prove their financial need. Unfortunately, poverty exists all over the world. The poverty level of other Latin American countries is also high, which means that many Latino parents come from high levels of poverty. Valeria goes on to say,

Las personas en Brazil como no ganan mucho dinero estudian poco, entonces la gran mayoría de Brazil principalmente mis familiares tienen trabajo que ganan menos de 500 dólares al mes esto para pagar todos los viles, comida, y todo y no alcanza. Como van hacer en una universidad si no tienen dinero para esto. Y es muy difícil y aquí en este país yo pienso que la vida esta mas fácil que allá.

Even though poverty level in the U.S. is high, Valeria feels that life in the U.S. is easier and better than in Brazil. She says that people in Brazil earn little money so they tend to stop their education early. Valeria’s perspective on education in Brazil colors her perspective of U.S education. Interestingly, Paulo Freire too experienced the extreme situations of poverty in Brazil. At age eleven, Freire learned about hunger pains, which caused him to fall behind in school (Gadotti & Torrez, 2009). Just like Valeria’s experience and anecdote of poverty in her Country, there are other Latin American
families experiencing the same level of poverty or worse and when they experience life in
the U.S. they feel life is much better even though their living conditions are poor.

As Valeria looks back at the educational system in Brazil, she is satisfied that Isis
is getting schooled in the U.S. despite having her family far away. While Valeria
compared and contrasted the school system in her home country and the U.S., Roberto
and Maria report good things about the school system.

Roberto believes in public education and that the public school system is good,
the following passage was translated:

There are differences within the schools but not too serious even though there are
schools that are better. In general, school system here (U.S.) is same level. What
changes is the school itself, the environment, and the child. Many students don’t
finish high school but mostly is due to socio-economics and a person’s culture.

Though Roberto feels that schools can be more efficient, he strongly believes schools are
generally good and that children’s lack of finishing school is due to other factors, not
necessarily the school.

Maria expressed generally positive views about the school system. She reports
that during the last 15 years that she has lived in Los Angeles, she has felt satisfied with
Los Angeles schools and that she liked them. She related that Melanie (her oldest child)
finished fifth grade with honors and in 6th grade has honors again. Maria feels the
schools in Los Angeles pay attention to the children and helps children. She feels that the
parent that states there is no assistance for kids is due to the parent not being involved
and is not aware of methods being used with the kids. She feels Gilmavaro has helped
Natalia a lot because now she speaks using complete sentences whereas before she did
not. Natalia has a speech delay and being in the preschool class with Mrs. Luna has helped improve her vocabulary.

Rosa says education is good in certain areas here in the United States. In this country they [schools] supposedly say to care and help children. They [schools] make children worse by treating them as if they were sick children. U.S is good for surgeries, to discriminate against, people and to overwork Latinos, and pay them little.

In my country, children are in kinder for three years and start school at the age of three. Kids begin to do circles, sticks, these are things they can do. Children here (U.S) are pushed in doing things. i.e., Have to do it because you have too. Too many toys at school, too many parties in class, and kids playing dress up, and dancing. In Mexico, children have each a desk to work at and toys are in the playground.

Other parents like Rosa may have the same reaction to the presence of “toys” and parties in classrooms in the U.S.. Mexican parents as well as others in Latin America come from a different schooling system where “toys” are not used in the classroom. What many Latin American parents are used to is children listening to teacher’s instructions and following them, during recess is when play time happens outside the classroom. When parents of different views of schooling experience steps foot into a preschool classroom, they may think that it is all about play time because they see “toys” everywhere. What should be happening is that teachers can explain to the parents why there are “toys” in the classroom. If teachers explain to the parents that “toys” are manipulatives accessible to the
children to encourage learning development, parents may have a different view on all the material used by children in the classroom.

Rosa believes that in the United States children are pushed too much, there is so much children required to learn in a short period of time. In Mexico, children are taught at a slower pace in early childhood education. It is slow paced, but strict, she says. There are no toys in the classroom, so children focus on the intended activity.

Another parent who does not have positive views of the education system is Marta. Her ill feeling about the educational system is primarily directed towards school administrators. Marta refers to staff in Gilmavaro elementary school where her older daughter Karen attends and which many children in the Gilmavaro preschool will eventually transition to. She explains that although the school administration is aware of complaints made by parents regarding misconduct of teachers and poor quality of education, yet their concerns have not been addressed. Marta feels some teachers are not valuing education, and a lack of interest demonstrated by others. The following passage has been translated:

There is a teacher who has been reported of having the smell of alcohol and is still in a classroom. There is a teacher who opens a book, says, page so and so sits with his feet on the table. There are some teachers who give more than what the system asks of them, good teachers that help the troubled children and do good for the children.

Marta shares her frustration about the school not listening to parent’s complaints. She feels parents are invited to participate but there is a limit, the “system involves parents for the image that says it does involve parents.” She too does not feel supported
and feels that parents are involved in ways that only the school wants to involve them, but not in shaping curriculum. Marta is not schooled in the U.S. but she feels that children’s education is so important that the school should have taken action on the matter brought to the administration instead of brushing it off.

Marta is a parent committee member at Gilmavaro Elementary and feels that her concerns have not been taken seriously. “Ahora veo una nueva discriminación, un maestro que huele a alcohol y sigue dando clase” A parent committee member can have different responsibilities in the school, but one thing a committee member can do, is raise concerns regarding the well being of their children. In Marta’s case no action has been taken and she now feels teachers actions are being overlooked and children or parents are being discriminated by a system that should be protecting them and giving them a quality education. Like Marta, Delgado-Gaitan (1994), speaks of school dominating the discourse in encounters with parents, she also says that school events such as Back to School Night, are typically orchestrated by staff for the containment of conflict and the assertion of the school’s authority. The reflection of these actions is what leads to Marta’s frustration and deception.

It is a misfortune that schools want to maintain control of everything and parents are used as a façade. It appears that most schools prefer this “control” over genuine and meaningful parent involvement. Unfortunately, Marta’s concerns have not been addressed. Interestingly, Marta’s unaddressed concerns mirror the disconnection between school and parents concerns. Having a staff member showing up to work with the smell of alcohol should be a concern to be addressed by the school if indeed the school priorities are of their students.
Maria, like Roberto and Valeria, shares generally positive views of the school or system. In comparison, Rosa and Marta express frustration and explain the obstacles they have encountered with teachers or the school system. Others make meaning by the following.

**Make Meaning in Special Needs in Preschool Children**

Rosa did not attend school in her home country nor in the United States. The knowledge she has and shares with her children is knowledge she has learned from her parents and her own experiences. Although, Rosa did not go to school, she is familiar with the school structural system in Mexico. The experience with school systems in the U.S. prior to her son Angel, Rosa describes as pleasant, as she never had difficulties at her daughter, Lorena’s school, an LAUSD school in the San Fernando Valley (not Gilmavaro). Angel, Rosa’s son started the SRLDP program at Gilmavaro in the month of October and the following year, February first is when Rosa was interviewed for the study. Within this timeframe, Angel had been diagnosed with autism. Rosa expresses feelings of confusion and disorientation since learning that her son has been diagnosed with a Developmental Disability. Angel’s primary physician had informed Rosa he had a speech delay and also made reference to Gilmavaro as having a program that would be good for her son. Rosa was aware that Angel had a speech delay, but her frustration comes from finding out her son had been diagnosed as autistic at Gilmavaro, when Angel’s primary physician had never mentioned autism. Rosa says the following,

> El necesita ayuda del habla porque el doctor por eso me refirió porque el necesita ayuda del habla pero no é encontrado yo realmente alguien que me diga oh mira le vamos a dar una ayuda de cómo aquí supuestamente dicen ayudan mucho a los
niños, pues para mi no los ayudan porque para mi los enferman mas tratando los como realmente estuvieran niños enfermos.

Another reason Rosa feels frustrated with Gilmavaro is because she has requested a report of her son’s diagnosis and she had not received any information.

Rosa describes her experience with the teacher and school system as follows, “She doesn’t value my opinion, I have lost appreciation for this teacher”, “It has been a daily reminder that my child has a disability.” Rosa related that she receives complaints from the teacher about her son misbehaving in class and hitting other kids. Rosa feels her son has changed since he began attending Gilmavaro. She described Angel as a quiet, fidgety, but not a disrespectful kid, before starting school; however, since he began school, Angel has picked up other kids’ misbehaviors, he now says bad words and hits.

En la escuela el aprende cosas que en la casa yo no le enseño. Se me ha vuelto muy rebelde, ahora pega, cosa que antes no lo hacía, dice malas palabras, no quiere decir que en la escuela las maestras se las enseñan pero hay niños que las pueden decir.

Rosa states that every day is a constant reminder by Angel’s teacher of his disability when she picks him up. She is encountered with daily negative reports of her son hitting or misbehaving. She feels that this “label” is an excuse for the school to receive more money for his condition. She strongly believes her son is not autistic, as the Los Angeles Unified School District (LAUSD) has “labeled him” rather she believes that with maturity Angel will grow out of it. However, his teacher and psychologist informed Rosa that his age has nothing to do with Angel’s diagnosis. She says Angel is too young and this is why he is acting out. She feels that kids learn differently and her son does not
like to be told what to do, just like her. The following translated passage shows Rosa in her childhood,

I had only one sister, she was hardly around and I didn’t have anyone to talk to. I grew up, got a job, and it was then that I had someone to go out with. To this day I don’t like to have friends. I’m always home, pick up the kids, talk to other kids moms, that’s all.

Rosa feels that Angel may be quiet too, like she is. During the interview, Rosa says she feels guilty. She feels it is her fault that Angel is the way he is because he did not have anyone to play with, as his sister Lorena was gone to school all day until six in the evening. Mostly during the day she kept him in a playpen as she cooked donuts to sell. Rosa in the following makes comparison of her son’s experience to a rabbit being caged,

*Es como yo siempre lo he dicho, si yo tengo un conejo por cinco años encerrado en una jaula, y lo suelto, rápido lo van a agarrar, porque? Porque no tiene la agilidad para correr como uno de campo. El de campo esta libre, corre, y mi conejito que lo tengo en la jaula, rápido lo van a agarrar. Es lo mismo que pasa en mi hijo, el siempre se la pasaba solo conmigo. Hacia yo mis donuts, en el corralito lo metía, le decía aquí estate, todo el tiempo yo me la pasaba trabajando. Hoy a veces digo a lo mejor de que no le dedique tiempo a mi hijo, a lo mejor a que siempre lo tenia sentadito para que no se me fuera a quemar, no se me fuera a lastimar, yo misma lo sobre protegí demasiado. Hoy digo a lo mejor lo hice mal. Por eso ahora que llegó a un lugar muy diferente se a desbalagado*.

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2 *Desbalagado* = careless
Rosa’s childhood experience tells us that she didn’t have the opportunity to interact with her siblings and grew up not having friends until she began to work. Even then she did not have much of a social life. She was accustomed to not being around many people and even now that she has her kids, she does not like to have many friends. Rosa compares Angel’s experience to hers and is feeling that he is very much like her and maybe she should have done things differently for him. Her words show that maybe by isolating him and not having interactions with others have made him the way he is, but not necessarily made him autistic.

Rosa feels that he needs time to adapt to the classroom and socialize with other kids. She says Angel has only spoken Spanish and it is a new change for him now that he is going to school as he hears teacher and peers speak English, which may be why Rosa disagrees with Angel’s diagnosis, and with the psychologist’s disapproval of her taking her child along to sell donuts with her. “The psychologist almost asked me the same question and she said I’m wrong, but why am I wrong? in what aspect?” Rosa was overwhelmed by the situation with her son. Smith McGill (2014) looks at parents when they learn that their child has a disability. Her findings show that some common reactions may be denial, anger, grief, loss, fear, guilt, confusion, powerlessness, disappointment, and rejection. It is possible that Rosa may be in denial of Angel’s diagnosis.

Rosa comes from a culture much different from the one in the U.S. For instance; Rosa was raised to not look at people in the eyes when being talked to because it was considered disrespectful. Although this research is not centered on Angel’s diagnosis of autism, it is important to question if the person who tested Angel was fully aware that Angel was only spoken to in Spanish at home and if was aware of his family’s cultural
beliefs. Although there’s no concrete evidence to support Rosa’s hypothesis that her son was mislabeled, it is pertinent to point out that Rosa feels her son was categorized due to lack of eye contact and not following instructions which she attributes to a language barrier and cultural customs rather than a disability.

_Yo soy una persona que me la paso en mi casa haciendo mis cosas que tengo que hacer, vengo por el niño, hablo con las mamás de los niños/compañeritos y hasta allí. Pero para acá (U.S.) es todo malo, entonces yo le digo a la sicóloga bueno si yo me quedo viendo fijamente la persona quiere decir que no tengo autismo. Ó no se burle (psychologist’s response). Para mí es algo ilógico que ustedes me estén diciendo que él tenga eso por el echo que no quiera compartir, no quiera jugar._

Her frustration makes sense as she has tried to receive a report of Angel’s diagnosis but the lack of access to the assessment makes her wonder about his diagnosis and the person who conducted the assessment.

Rosa feels that if her son is autistic and needs help, why then doesn’t he have an assistant in class, very interesting point Rosa raises. In Alan Zarembo’s (2011) LA Times article “Warrior parents fare best in securing autism services that show disparities of services among different races” he reports that, on average, spending per autistic child across the developmental service system is $11,723 for Whites, $11,063 for Asians, $7,634 for Latinos, $6,593 for Blacks and $9,751 averages for all children combined.

This figure represents the amount per child. Disparities between the spread of resources between races within the same service system are clear. Spending ranges from $1,991 per child at the South Los Angeles Regional Center compared to $18,356 in Orange County. The testimonies of parents in the Zarembo article explain their battles with the school
system to get adequate support for their children. The testimonies by parents in the article explain that parents had to seek legal assistance to get proper care. Unfortunately, there are many parents who do not know of these services their children could be receiving if fought for; however, parents do not seek legal assistance for various reasons. In Rosa’s case, she may lack the proper tools to be an advocate for Angel, in order for him to receive the necessary support and services.

Additionally, each parent also has a distinct way of involving themselves in their children’s education. The next section will explore parents’ involvement in their preschool child’s education both traditional and/or non-traditional, both at school and at home. Data answered question number two and this is what arose.

There was a time when literature portrayed Latinos as not caring about their children’s education. Sowell (1981), states that the goals and values of people of Mexican descent has never centered on education. According to Dunn in Valencia & Black (2002) Latino parents do not care about education and they are to blame for Latino children not being successful. Unfortunately, a misconception that Latino parents do not value education and describing lower class parents as incapable of helping their children, continues to exist. Valencia & Black (2002), as well as other scholars, debunk the myth that parents, particularly of low-economic status, do not value education. At times, studies focus on teachers’ perspectives about parental involvement, not on parent’s views of how they are involved. It is possible that what happens may be what Inger describes in Tinker (2002) as many school administrators and teachers misreading the non-involvement of Latino parents to mean a lack of caring about their child’s education. According to Lopez (2001), teachers interpret the lack of involvement to lack of care.
Research shows that parents care about children’s education. Research of Chavkin and Gonzalez (1995); Trumbull in Tinker (2001) examine parents perceptions of their own involvement in their child’s education and has found that parents very much care about their child’s education. The following will explore what happens in the school.

**Latino Parental Involvement at School**

When speaking of their classroom participation, all participants report participating in their child’s preschool classroom. The following say why parents visit the school; “Me gusta ayudar, involucrarme en leer a los niños, preparo material para la clase” said Marta. Valeria says, me gusta ver el comportamiento de las maestras con mi hija, y el comportamiento de mi hija con los otros niños, si ella presta atención a la maestra, si ella no esta pegando a otros niños, y si no esta viendo para el cielo como otros niños hacen. Roberto shares, para estar mas atento en lo que hacen en la escuela y ver el comportamientos de los otros niños. María adds, cual es el desarrollo de mi niña, como va avanzada mas que todo en el pre-school, como ella se desenvuelve mas que nada. Rosa, Porque me preocupa el aprendizaje de mi hijo.

Though they report various reasons for being active participants, they all agree it is important for all: the teacher, the children, and themselves. Despite literature portraying Latino’s not valuing education, study participants show their interest in knowing what activities their children are doing in the classroom and in what ways they can assist the teacher. Parents see the high number of children in the classroom and feel the teacher needs as much help as possible. Another reason for their involvement learning about their children’s behavior as well as other children’s behavior in the classroom. Despite participant’s low-economic backgrounds and language barriers they participate in
the classroom by assisting the teacher in ways society calls traditional roles of parental involvement.

Study participant’s interviews show that they were very much involved in the classroom as aides without pay. All five parents have reported to assist teacher in a variety of ways in the classroom like preparing material for class and assisting children in activities. Parents show involvement in traditional and non-traditional forms of involvement. Three out of five participants report doing activities at home with their child in reference to lessons done in school to assist in learning. Some examples give are homework, reading, letters, and numbers.

The researcher conducted a classroom observation in Mrs. Luna’s class and observed the following:

In a classroom of twenty-four children enrolled, there were eighteen children, three parent volunteers, Mrs. Luna, and a teacher assistant. Parent activities included picking up and returning the meal cart to and from the cafeteria, serving and cleaning up after meals, and checking homework. Parents also supervised children while they worked and played in different centers: library, music, blocks, fine motor, dramatic play, and also prepared material for small group activities by cutting material and setting it on tables. Tables were setup with material for children to use. Once the children sat and worked at tables, they worked at their own pace with assistance from parent volunteers, as needed. During the observation parents were observed participating in traditional forms of involvement. Children’s and adults’ tone of voice were calm and pleasant at all times. Parents looked happy assisting the teacher and children. It was also observed that children were allowed to explore on their own during “free play” time during which they
worked independently in the five centers mentioned above. When children ate and worked at centers, Spanish music played in the background. Children were engaged both with the whole group activity and table activities during which many smiles, encouragement, and language development interactions were observed. Children were welcomed to communicate with both adults and peers for most of the time.

Though parents were required to volunteer in the classroom, they shared other reasons to why they volunteered. Four out of five participants indicated that they wanted and liked to be involved in their child’s classroom. Their reasons for volunteering included wanting to know what their child was doing in the classroom and what activities were being done in the classroom. Parents expressed enjoyment at being with the children and also concern for their child’s learning.

Two out of five parents reported volunteering because they were interested in learning about the teacher’s teaching style, their child’s behavior with other kids, if their child stays on task, the behavior of other children, whether the child pays attention to the teacher, child’s speech development and progress, and the child’s ability to apply what they have learned in class. Participant’s responses convey the importance of knowing about the class environment their children are in when they are away from home. Parent’s reasons to volunteer go beyond a requirement from the school. Parents went on to say that their involvement allows them to know more about their child’s progress in-class both academically and socially.

Marta said she liked to volunteer and be involved in preparing material for activities and being part of the parent committee in order to be up to date on programs teachers use with the kids. She furthered expressed that she enjoyed reading to the
children, and that she at home she re-enforces what is learned in the classroom. Like Marta, Maria re-enforced at home what children learned at school. For example, when the researcher visited Maria’s home, there was a display under the glass top dining table consisted of letters, numbers, vowels, and words. Maria said it was important for Natalia to see them and reference them when needed.

These powerful responses from participants show their emotions and voices to why they are involved in their child’s school. Participants did not say that they volunteer because they are required to. Instead their voices and facial expressions show emotions of wanting to be present in the classroom as well as sharing their perspectives on attending parent teacher conferences and social events. Three out of five participants report volunteering in the classroom at least three times per week, and two out of five report volunteering daily, which is more than the required amount of each parent volunteering monthly.

All five parents report attending parent teacher conferences and stress maintaining communication with the teacher on a regular basis. Four parents expressed how well Mrs. Luna reaches out to them to invite them to attend teacher conferences as well as workshops. She also stressed the importance of them reaching out to her to exchange information regarding the children. Participants shared that Mrs. Luna had created space for parents to feel supported and valued. All five participants, including Marta, whose child is enrolled in a different class, reported Mrs. Luna reaching out and being accessible for dialogue. Four out of five participants expressed that they felt comfortable in the environment their children were in, and in sharing information among each other. Though
Rosa did not speak highly of the teacher, the school, and the school system, in her interview she reported Mrs. Luna offering literature on autism.

The Participants’ responses suggested that the teacher was someone that they felt comfortable with and that this relationship was a motivation to them and promoted their interest in being in the classroom and attend school functions. Mrs. Luna seems to be building positive home-school communication as seen in the work of Delgado-Gaitan (2001, p.109). Participant’s involvement in their child’s early education was active according to the data they have provided. This in turn could support their children’s academic achievement.

All the study participants reported attending social events in the classroom. Five reported having birthday celebrations and holiday gatherings both inside and outside the classroom within the school grounds. The researcher too experienced two gatherings; one was a potluck for the Christmas holidays and the other a birthday celebration for one of the kids in the class. It seems that Mrs. Luna’s willingness to invite parents has created a bridge for parents to cross and be in a space where they feel comfortable to engage in conversations with her, the children, and other parents. Some of the parents reported that the atmosphere created by Mrs. Luna had led the parents to see the rest of the class as an extended family. The importance of home-school connection and parent communication is stressed in Delgado-Gaitan (2001) and in having a family-school relationship, which seemed to be occurring to a significant degree between study participants and Mrs. Luna.

For example, Valeria, study participant, expressed how she enjoyed being part of the school environment, not only volunteering, but also in social events. When asked why she visited the school, Valeria responded “porque me gusta estar con los niños.” She
spoke proudly about how great of a teacher Mrs. Luna was and three other parents described Mrs. Luna as involving parents a lot by asking them to volunteer and to attend workshops. Maria says the following about Mrs. Luna, “Ella nos da fliers, nos invita a los talleres, nos pide una sesión al mes o las veces que queramos hablar con ella, y ella siempre trata de tener Buena comunicación con los padres.” Scribner in Tinker (2002) described this as a way of increasing parent interest and participation.

During the interview, Valeria reported being alone in this country with no other family members to visit or talk to unless it was over the phone and she says Isis feels sad at times too. She noted:

*Una de las cosas que deja a mi niña triste es que ella no tiene ni una prima aquí, o sea mis sobrinas, sus tíos que son mis hermanas, su abuela, su abuelo y eso le da tristeza porque ve que todos los otros niños tienen tíos, abuelas. Y también quiere una hermanita pero es un problema porque como estoy divorciada, en este momento, no puedo darle una hermanita que tanto ella quiere.*

Valeria spoke highly of her loved ones in Brazil and she also spoke about other parents with kindness. Valeria’s words and expressions showed emotion when speaking about the teacher, parents and children in the class. It seems that they have become family to her and daughter. It may be why she feels comfortable taking her daughter to classmate’s homes for play dates and to socialize. Mrs. Luna has created a space for parents to bond. However, not all participants agree with the amount of social events that occurred throughout the year.

Rosa, for example, expressed that too many social gatherings occur and considered it inappropriate. She believes school is for educational instruction, not parties.
Rosa’s interview, made it evident that she too values education and that she wants the best for her son and to see him achieve. Yet, she does not feel social gatherings are important or needed in the classroom. Rosa’s perspective on schooling is instructional only and not having parties. Rosa speaks of her older daughter’s schooling experience and compares it to Angel’s. Rosa said, *una escuela que yo nunca vi que le hicieran fiesta a niños que no vienen a esta escuela, que son hermanos del estudiante, que los traigan hacerles fiestas al salón. Y aquí lo que se la pasan es haciendo pachangas que no son de aquí y digo,-bueno, haci son felices.* It simply means that she is familiar with a more traditional type of schooling, where social gatherings were not a norm.

The norm for Rosa has been parents sending their children to school, they make sure children do their homework, and they meet with teachers at conferences. Though Rosa has her opinion about social gatherings within school hours, she continued to attend these events. The researcher first met Rosa at a classroom social gathering, a festive gathering with a *piñata* and a potluck. She liked to attend parent-teacher conferences and continued to participate in other activities despite not being interested in these customs. It is evident that Rosa was open to participating in any school function for Angel’s benefit.

In Tinker (2002), says the following: “Studies of immigrant Latino families have shown that parents are highly interested in being involved in their children’s education” (p.32). In this study, participants have shown interest in their child’s education. Participant’s data shows the involvement in the classroom and that they care about their child’s education. Delgado-Gaitan (2001) also explains that parents care and are involved in children’s education. Delgado-Gaitan puts value to story telling and *consejos* (teachings, advice). Though she says parents use such means to share knowledge to their
children, these are not acknowledged within the traditional forms of involvement. After conducting interviews and going through data, it was clear that study participants use these means at home with their children and are very engaged in school involvement, as well as using other means at home by using “home” knowledge. Valeria for example shares her advice, *le digo que tiene que estudiar mucho para tener un mejor trabajo y tener más dinero para comprar sus cosas como sus primas en Brazil no lo tienen*. Marta advices her daughters by saying the following the following, *Que vivan como si fueran a morir mañana. Es importante saber el circulo de amistades y si papas conviven con personas estudiadas. Amistades tienen mucho que ver en motivación. Es bueno ser positiva, ay que estudiar. Primero doctora y después casarse*. Both Valeria and Marta use *consejos* as a non-traditional tool to guide their children and share information they think is valuable to them.

Unfortunately, not only is there a misconception that Latinos do not value and care when it comes to education, but also a lack of understanding by the dominant culture to the different forms of Latino parental involvement in their child’s education. Study participants in their interviews have demonstrated valuing and caring about education in both traditional and non-traditional ways of involvement. Below, parents share what happens in the home with their children.

**Home Life**

Data of study participants show that they share their household knowledge with their preschooler in the home. As mentioned above, some of this knowledge comes from storytelling and advice, which according to Delgado-Gaitan (2001) is a method parents use to motivate their children to do well in school and advance in life. Other forms study
participants used are language, family activities such as: games, singing, movie night, praying, and parent’s occupation. Rosa’s husband is a mechanic and he teaches Angel about car parts and their function. All parents agree that it is important for children to learn about responsibility and about the home. Study participant’s household knowledge compares to Moll’s sample of household funds of knowledge.

According to Moll (1999, 2000), funds of knowledge are the cultural artifacts and bodies of knowledge that underlie household activities. This study’s data shows that knowledge study participants are sharing with their child cover areas such as: business, sales, repair, household management; budgets, cooking, religion, morality and ethics, all similar to Moll’s examples of household funds of knowledge. All household funds of knowledge mentioned above are shared by at least one parent participant to their preschooler.

All participants report talking to children about education, they say education is important and that they very much value education. Marta shares with her children what she learned from her parents. The following passage was translated to English.

There was no better inheritance than education. Wisdom is found in books. Education is a treasure, education is a beautiful tool that will help. Education is the eyes that will guide them. If she (daughter) wants to leave a trace she has to study. The person who studies will be prepared for the world.

Marta loves to read and teaches Susie that books are important and the first school is home. Marta conveys education to be a necessity. She feels it is very important and passes it down to her daughters.
Roberto says happy attitudes from parents are important so child enjoys learning. He tells Isis, “Education is fun and beautiful.” He teaches Isis to have fun with what she does. Roberto elaborates, “Kids don’t like to be bored, if you want to keep child interested in education, parents must first transmit that its fun and useful. One can do many things with education.” He advises Isis on education the least possible, Roberto adds “The less child feels obligated to go to school, the better, the more obligated child feels, the less fun it becomes, and child doesn’t like it and quits.” This is his way of having Isis have fun as she learns. Roberto plays a game with his daughter where they talk about different professions, he does not ask many questions about what daughter would like to be, all the enthusiasm has to be hers. He does not tell Isis if she chooses a particular career will earn more money, because it may influence her decision on her path. “I give her only elements she needs for when the time comes she will know how to decide, it is best if child takes interest in all subjects, find the beauty, and fun in them” Though there is structure in the home, Roberto puts emphasis on kids learning experience should be fun. They are kids and should not worry about anything else but school and having fun. He demonstrates sensitivity to how he teaches Isis and is light on rules, he does not push her, he simply models.

Maria said the inheritance she leaves her kids is an education. She tells Natalia that by studying, she will get where she wants to be. Valeria wants her daughter to study more than what she did. “I didn’t study much and now I feel I need it”, “I have realized that the person who studies is better prepared for the word, for work, to speak with people of any level.” “I know there is still time” she said, referring to going back to school, but
she feels she cannot at this time. It is not possible for her, but she pushes her daughters to do their best for their future.

Valeria, on the contrary to ex-husband Roberto, asks her daughter what she wants to be when she grows up and what work her daughter wants to do. “She loves animals, she wants to be a veterinarian.” Valeria tells daughter “if she studies a lot she will grow to be very smart and have a better job than those who study less.”

Rosa says moral principles should always be valued whether it is schoolwork or home education. “Education begins at home, education is the engine to become someone in life, without an education we get nowhere, what I never became for them to become.”

The participants have their own views and ways to share knowledge with their children. However, there is no doubt that they care and value education and share such values with their children.

*Actions to Describe Value in Education at Home:*

The following represent parents’ home activities to describe value in education at home. Two out of five parents report reading to their children, two out of five parents teach children manners. Three out of five parents emphasize teaching their children letters, colors and numbers. Two out of five reported an emphasis on words.

Valeria helps her daughter with homework two hours after child has arrived home from school and asks her questions like; “what did you study or learn at school” “I try to be sure my child is disciplined to do the homework, limited access to T.V. based on homework completion” she said.

Roberto says the fact that he corrects daughter’s pronunciation of words and accent, as he too is correcting his accent. He says he influences daughter through his
modeling of also enrolling in school, as he likes school and takes a class when he has an opportunity.

Maria says it is important for Natalia to go to school everyday and tells her that things are said by speaking not fighting, saying: thank you, please, goodnight, good morning. Maria tells Natalia to participate in the classroom at all times. Maria sits with her to do anything on pages; they write letters, draw out Natalia’s thoughts and her ideas. She wants Natalia to have the discipline of doing her homework. Maria notices how she asks for things and corrects her when needed in a pleasant way. She avoids yelling or being upset since it only makes things worse, she says. Though she sometimes talks tough to Natalia in order to teach her the value of education, she avoids fighting and screaming. Maria believes that dialoguing and explaining things works better. Since Maria had her first child she has been committed to giving the children what she never had, an education. “The first goal was early education and more importantly to be involved in children’s schools.” Maria motivates daughter, Natalia, to do her best.

Rosa teaching Angel about their lifestyle, the way they live, what she and her husband do for a living. She takes him out to sell donuts on the weekends and she encourages her husband to teach Angel about tools he uses when working on cars. Rosa interpreted the psychologist’s words that taking Angel to sell donuts and showing him about her husband’s work was bad. Rosa says bad influences would be if she showed her son to smoke, do drugs, or drink. Rosa has a very unique way of teaching Angel, she is teaching him how to work, how to survive. In the home she teaches moral values, respect, and kindness.
Rosa also emphasizes good manners, she tells Angel he will learn letters by doing them and reads to him. She teaches him what she learned from her parents, moral values:

Le enseño que debe de querer a su hermana y la abraza, dile que la quieres. Seas compartido Javier. Se me queda viendo y le digo “dale! Convidala.” Entonces es de la manera que yo le voy enseñando a el que tiene que ser compartido, tiene que ser cariñoso. ¿Como? Pues abrazando a su hermana. Que tiene que aprender las letras haciéndolas, que tiene que aprender a limpiar, le doy un trapito. Yo le enseño para que lo haga.

Child Participation in Chores/Home Activities

All participants say their child helps in the home. Rosa teaches Angel by letting him assist her in washing windows at home and cleaning around the house. Teaching Angel her husband’s occupation as a mechanic and her skills as a cook and donut vendor help Angel see what they do to make a living. Such knowledge adds to Angel’s education and are household funds of knowledge (Moll, 1992). Activities Rosa describes doing with her children teaches them to use in the life. Rosa’s children were exposed to a way of making a living as well as sales since she was a cook and vendor. Rosa was an entrepreneur. She taught her children to survive.

Parents report: Four out of five children help clean house, three out of five help by fixing their bed and washing dishes. Two out of five take out trash and take out their clothing on washing day. One out of five takes out stuff from under the couch. Valeria adds that her daughter, Isis likes to see her cook and asks how it is done. Sometimes Isis
helps with the beater when baking. Maria says Natalia cleans her own room and picks up toys.

Participants report family activities such as board games, fantasy play, singing, visiting friends, and movie nights. Two out of five parents play lotería (bingo) with their daughters on weekends or during vacation. Marta says Susie enjoys playing, “game nights are fun,” she said. In Maria’s home on the weekends table games are played like Aggravation, Candy Land, Chutes and Ladders, number cards, and dama (deck of cards). She says Natalia enjoys playing different table games and playing house. Roberto says he has recorded pretend plays, his daughter asks him to pretend to be her pretend friend Harry. “Pretend play is a good laugh, a way of communicating with her, and it also plays a good role in her growth” He says it gives her security and joy playing and he enjoys seeing her laugh. Valeria does not pretend play with Isis but she sings to and with her.

Valeria was a singer in Brazil and she strongly believes music is very important for children, which is why she has taught Isis to sing in Portuguese, Spanish, and English. Everyday they sing together, Valeria is very pleased that Isis has talent and memorizes songs. She says they both have sung at school and at birthday parties for friends, and Isis alone has sang in Mrs. Luna’s class. Valeria reports Isis being used to camcorders and microphones because she has always recorded her and made videos of her singing, but, most importantly according to Valeria, Isis enjoys it. Two out of five parents report taking their daughters twice a week to a friend’s home to play, color, and talk. Two out of five parents have movie nights once a week. These night’s children pick their favorite movies and eat popcorn at home. Parents value their children’s decisions and show it by respecting their ideas.
Aside from being involved in literacy and language in the classroom, the following describes parents’ involvement in literacy and language at home.

**Literacy and Language**

The following study participants take action in Literacy and Language to encourage and value their children’s education. All study participants speak to their children in Spanish at home. Four out of five parents express the importance of learning more than one language. Marta says aside from enjoying reading she normally reinforces a 20-minute reading time at home daily and takes her daughters to the public library. Valeria speaks of the importance of learning and speaking different languages. In her home, she helps Isis learn and speak Portuguese, English, and Spanish:

_Yo le digo que es importante que ella sepa hablar los tres idiomas y ella necesita el portugués para platicar con sus parientes en Brazil porque halla no hablan Ingles ni Español. Le digo que es muy importante que aprenda inglés porque aquí es el idioma del país y el Español, pues como el papá habla nada mas español con migo. Isis antes de entrar la escuela ella ya sabia Ingles por las películas. Yo le compe muchas películas de Barbies y ella aprendió con las películas, con la televisión. El papá no esta de acuerdo que la niña vea mucha tele, pero yo te digo que la tele le ayudo a aprender el Ingles. Si yo no hubiera comprado las películas que compré, ella iba a entrar a la escuela sin saber una palabra de Ingles._

Valeria tells her daughter that English, Spanish, and Portuguese are important. Valeria is happy her daughter is learning all three languages. She plays DVD’s in all three languages for Isis. Valeria tells Isis it is important for her to learn English because it’s the country’s language and Portuguese because she will need to communicate with family in
Brazil. Valeria and Roberto read to their daughter every night before bedtime. Roberto is very strong in language and feels that Isis will have no problem learning English, which is why he focuses on teaching her Portuguese and Spanish at home. He teaches Portuguese because she will otherwise have very little opportunity in learning it later in life. Isis learns English at school and Spanish is taught at home because it will be beneficial to her later in life. Both, Roberto and Valeria have found methods to assist their daughter in her learning process. They have both decided Isis will learn three different languages. These languages will be useful tools for Isis to use as she is older. Though Roberto rejects the idea of television, Valeria has found it a great tool to use with Isis as it has helped her learn many words before she began preschool. Learning different languages will aide Isis in being a strong candidate for a job. These methods are assisting her prepare for life, not only workforce, but also socially.

Marta also stresses the importance of learning different languages, which is why she tunes to Armenian channel for Susie. Marta believes that by watching and listening in other languages allows Susie’s mind to explore. Maria too speaks Spanish at home with Natalia because English is spoken and learned at school. All of study participants feel that learning Spanish is important and valuable to their child. It seems that they want their children to learn Spanish because that is their home language and they feel really strong about it because it is part of them.

All participants love the Spanish language and convey that to their children because it is part of them culturally and it will be helpful in life. Aside from language, study participants converse with children about culture.

Culture
Marta tells her daughter ancestral stories, for example, how indigenous people formed culture and how the indigenous fertilized plants. Marta tells her daughter she came to the U.S for a better future, but repeatedly tells Susie her roots will always be *Latinas*. Valeria talks to her daughter about her birthplace, Brazil. Valeria does not talk to her child about ancestral stories because she does not remember her grandparents that passed away when she was young; however, she talks to Isis about family in Brazil and music, as she was a performer in her country. Maria shows and talks to her daughter about the Guatemalan flag, about the cultural clothing, and musical instruments. Roberto says he talks very little about culture, but shares his own experiences and tells his daughter he used to mount horses when he lived in the field. He also talks to her about the country life. Rosa too describes valuable information she shares about tradition and culture with her son Angel.

Celebramos el día de los muertos…ponemos ofrenda, nuestra tradición es semana santa; los viernes no comer carne, solo comer pescado, el jueves santo ir a las siete iglesias que son las 7 casas, el viernes es la crucifixión de Jesús e ir a la peregrinación, andamos viendo allí la representación de Jesús cristo, el viernes va uno al calvario. Mamá que es el calvario? Va uno al cerro, toda la gente allí se junta, hacen su comida porque ya paso lo de semana santa. El sábado, va uno a los balnearios, a los ríos, es el sábado de gloria. Yo, a mis niños los e acostumbrado a tener su alcancía, echan allí su dinero. Para que? Mi hija me dice, y porque lo guardamos? Porque viene el 10 de mayo el día de la madre, el día del papa, el cumpleaños de tu hermanito, vienen fechas importantes hija y tu dices ah tengo ahorrado, tengo, voy a ir a comprarle a mi mamá. Allá en México nuestra
costumbre es de que el 10 de mayo vamos y le compramos algo a la mamá, un vestido, unas tazas, lo que sea. Pero se le lleva algo a la mamá. El día del padre igual, pero es tú dinero, de tú alcancía. No necesitas decir papá dame que te voy a ir a comprar un regalo. En México celebran el día del niño. Te dan mitades de melón con nieve, te dan tostadas, chalupas, molotes. Celebran al niño, porque es el día del niño. Cosa que en este país, en mi vida, yo no se como cuidan a los niños, pero aquí no les celebran nada. Allá el día de reyes el 6 de enero partes la rosca en familia, en la escuela, que pasa en la escuela? Te regalan tu bolsita de dulces, pasa una camioneta ya sea del PRI del PAN de lo que sea, pasan regalando pelotas a todos los niños por ser el día de los reyes. El día del maestro, el 5 de mayo desfilan los trabajadores, la Batalla de Puebla.

Rosa describes to Angel, the many cultural celebrations done in Mexico. Rosa, while sharing traditions to Angel, she is sharing values too. Teaching him to save money and learning about important events like Day of the Dead, Day of the Teacher, Day of the Children, Mothers day, and Fathers day to name a few are teaching Angel to value those events.

In addition to what participants described, they teach children responsibilities at home by the following.

Parents shared many examples of ways they are involved in their child’s education at school and at home. The examples of participants participating in the classroom follow that of the traditional forms of involvement. Participant’s data; However, shows that at home they are involved in their child’s education in ways different to that of the traditional forms of parental involvement. All of the study
participants are using forms of involvement unfamiliar to the dominant culture. The study research shows that these study participants are involved in their child’s preschool education both in traditional and non-traditional ways of involvement.
CHAPTER FIVE

Conclusion

Mainstream scholars have relied on traditional research agendas and methodologies to examine parental involvement. However, these approaches run the risk of missing valuable information that may be supplied through interviews with preschool parents. This study focuses on the information study participants shared about the value they placed on education and the level of their involvement in their child’s preschool education. This study has shown that participants value and are involved in their children’s education both traditionally and non-traditionally. Parents engaged in traditional school involvement activities such as being present for social events at school and volunteering in the classroom. Nontraditional parent involvement occurred at home when parents shared their culture and other knowledge, with their children; what Moll, Amanti, Neff, & Gonzalez (2005) and Gonzalez, Moll, & Amanti call funds of knowledge and Tara Yosso (2005) community cultural wealth. The study found that parents shared different forms of knowledge and did home activities with their children that seemed to support their children’s education. More research into nontraditional forms of parental school involvement are needed rather than relying solely on the traditional forms of involvement, which may exclude some Latinos.

The study findings demonstrate the high level of importance assigned to education by all of the study participants. For example, parents wanting to volunteer in the classroom in order to better understand how schooling worked in their child’s classroom and how their child was performing. While these findings may not represent the experience of most immigrant Latino parents, they do provide some preliminary data
on what parents do to involve themselves in their child’s preschool classroom both at school and at home.

The study found that, with the exception of one parent, all the other participants spoke highly of the preschool teacher, Mrs. Luna. Some of the practices employed by Mrs. Luna were speaking Spanish and helping parents to feel welcomed, supported, and valued. By inviting parents to participate in workshops, welcoming them to speak with her when needed, and communicating with them in a language known to them, Mrs. Luna built a safe school environment. The study findings suggest that Mrs. Luna’s practices helped parents feel more connected to her and the children, which seemed to facilitate greater involvement of parents in the classroom. Certainly a closer look at these types of strategies may provide insight into ways to increase parent involvement. It behooves school administrators and teachers to take different approaches to bridge the gap between schools and the home as Mrs. Luna has done.

Parents are willing to participate, but they need to feel welcomed. The norm in Latin American countries is for parents to leave their child’s school in the teacher’s hands. Latino parents coming from Latin America have the perception that it is an insult towards the teacher if they intervene; therefore, it is of great importance to educate parents that their involvement is welcomed in the classroom and is crucial to the education of their child.

This study contributes to the field of Latino preschool parental involvement. During the study observations at Gilmavaro Preschool, it was observed that Mrs. Luna was caring and inviting with the parents. She was happy and cheered parents in their involvement with the children. The parents connected to her, they seemed to enjoy being
in the classroom, and they spoke highly of her. This suggested that her practices may
have been leading to increased parental involvement.

This is crucial, as new research shows that relationships matter. The parent-child
relationships, teacher-child relationships, and any provider-child relationships have an
impact on the child’s brain development. If a teacher-parent relationship is positive;
parent involvement increases. The present study data shows Latina/o immigrant parents
highly involved in their child’s preschool education in traditional forms of involvement
as well as non-traditional forms. The dominant discourse about Latino parents is that they
don’t care about their children’s education, however this research found that Latino
parents participated significantly in their child’s education in both non-traditional and
traditional ways, thereby refuting this misconception.
References


Aurbach, S. (2002). Why do they give the good classes to some and not to others?: Latino parent narratives, of struggle in a college access program. *Teachers College Record*, 1369-1392.


Re: “Immigrant Latina/o Parents Involvement in their Children’s Preschool Education” Research Protocol

Dear Ms. Sandoval:

Enclosed for your records is a copy of the cover sheet of your approved Human Subjects Protocol Form. Please note that approval for this project will expire on 12/6/11. If your project will extend beyond this date, you must contact the Office of Research and Sponsored Projects at least one month prior to the expiration.

If you have any questions, call this office at 818/677-2901.

Sincerely,

Suzanne Blanding, Compliance Officer
On Behalf of
The Committee for the Protection of Human Subjects

closure
Appendix B

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
HUMAN SUBJECTS
BILL OF RIGHTS

The rights below are the rights of every person who is asked to be in a research study. As an experimental subject I have the following rights:

1. To be told what the study is trying to find out,

2. To be told what will happen to me and whether any of the procedures, drugs, or devices is different from what would be used in standard practice,

3. To be told about the frequent and/or important risks, side effects or discomforts of the things that will happen to me for research purposes,

4. To be told if I can expect any benefits from participating, and, if so, what the benefit might be,

5. To be told the other choices I have and how they may be better or worse than being in the study,

6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study,

7. To be told what sort of medical treatment (if needed) is available if any complications arise,

8. To refuse to participate at all or to change my mind about participation after the study is started. This decision will not affect my right to receive the care I would receive if I were not in the study,

9. To receive a copy of the signed and dated consent form,

10. To be free of pressure when considering whether I wish to agree to be in the study.

If I have other questions I should ask the researcher or the research assistant, or contact Research and Sponsored Projects, California State University, Northridge, 18111 Nordhoff Street, Northridge, CA 91330-8232, or phone (818) 677-2901.

X

Participant's Signature Date
Appendix C

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
(Universidad Estatal de California, Northridge)
Sujetos Humanos
Declaración de Derechos

Los Derechos que a continuación se mencionan, son los derechos de cada persona que participa en esta investigación. Toda persona al participar en estos estudios, tiene derecho:

1. A saber que es lo que el estudio está tratando de investigar,

2. A estar informado de lo que sucederá, los procedimientos, los medicamentos, y los dispositivos, sean ó no diferentes a los utilizados en un procedimiento normal,

3. A saber la frecuencia y/o el grado de riesgo, efectos secundarios, ó incomodidades que sucedieran en el transcurso de la investigación,

4. A saber si hay algún beneficio al participar en el estudio, y cual sería ese beneficio,

5. A saber si existen otras alternativas que puedan ser mejores ó peores que participar en esta investigación,

6. A que se le permita hacer preguntas antes de participar en el estudio, al igual que en el transcurso del mismo,

7. A saber que tipo de tratamiento medico (si es necesario) esta disponible en caso de que ocurran complicaciones,

8. A renunciar a la participación en el estudio, aun cuando ya haya comenzado. Cualquier cambio de decisión no afectara el derecho a recibir la atención que se proveería al no ser parte de esta investigación,

9. A recibir una copia firmada y fechada de la hoja donde se autorizo la participación,

10. A estar libre de cualquier presión al decidir si quiere ó no participar en el estudio.

En caso de tener preguntas, puede comunicarse con el investigador de la investigación, ó a la oficina de Research and Sponsored Projects, California State University, Northridge, 18111 Nordhoff Street, Northridge, CA 91330-8232, ó teléfono (818) 677-2901.

__________________________
Firma del participante

__________________________
Fecha
Appendix D

California State University, Northridge
Participación en la educación Preescolar de parte de Padres Latinos
Formulario de Consentimiento Informado

El estudio de la Participación en la educación Preescolar de parte de Padres Latinos es administrado por Ana L. Sandoval, lo cual es requerido de parte del programa de máster en Chicana/o Studies (el estudio combina varias disciplinas de la experiencia Chicana/o en los EE.UU.).

A pesar de la población numerosa Latina en los E.E.U.U., inmigrantes son discriminados y deshumanizados entre el sistema educativo. Incorrectamente son interpretados como padres que son ausentes en la educación de sus hijos. El propósito de este estudio es para tener una mayor comprensión de la participación de padres Latinos en la educación de sus hijos que presentemente se encuentran en la preescolar. Los resultados de este estudio aumentarán la literatura limitada en el género de participación de los padres Latinos inmigrantes en la educación preescolar de sus hijos. Es con esperanza de la administradora de este estudio, que los resultados de este estudio legitimarán las voces de los padres en el sistema educativo.

Como participante, usted será parte del estudio por un año. Lo cual será sometido en una entrevista individualizada que dará la oportunidad de entender por completo la participación en la educación preescolar de sus hijos. Su participación en este estudio podría causarle ciertas incomodidades. Hablar de usted y de sus hijo(s) para mucha gente se le es incomodo, o el no quiere que cierta información de su persona sea compartido con otros.

La ley requiere que cualquier información obtenida por resultado del estudio y identificado por usted será confidencial y revelado solo con su consentimiento por escrito. Usted tendrá la oportunidad de repasar la transcripción de su entrevista. Lo cual puede cambiar, eliminar o agregar información que usted considere necesario. Toda información y documentación recompilada por parte del estudio será archivado de seguridad en las oficinas de la investigadora. Toda documentación será destruida al terminar el estudio.

Ningún beneficio o compensación monetario es proveído por su participación en éste estudio. Sin embargo su participación en éste estudio ayuda legitimar la voz y experiencia de padres Latinos que tienen hijo(s) preescolar.

Si usted tiene cualquier pregunta o preocupación sobre el estudio, se puede comunicar con la Oficina de Research and Sponsored Projects, 18111 Nordhoff Street, Northridge, CA 91330-8232, o por teléfono 818-677-2901. Si usted tiene preguntas específicas sobre el estudio, se puede comunicar con la Dr. Rivera Furutomo, profesora consejera, 1811 Nordhoff Street, Northridge, CA 91330-8246, o por teléfono 818-677-6819.

-Página 1 de 2-
Debería entender que su participación en éste estudio es completamente voluntario. Usted tiene la libertad de suspender su participación del estudio a cual quier momento sin perjuicio. Durante la investigación, participantes pueden ser grabados. Su iniciales aquí ___ indican su permiso a ser grabado por los medios de audio. Toda cinta grabada como parte del estudio será archivada en seguridad en las oficinas de la investigadora. Toda cinta de audio serán liquidara al terminar el estudio.

Yo entiendo los procedimientos descritos anteriormente y las condición de mi participación. Me han dado una copia de éste formulario.

_________________________                  ________________
Firma del Participante                  Fecha

Si has firmado éste formulario, por favor de entregar a las oficinas de:

Dr. RiVera Furumoto, Rosa
Department of Chicana/o Studies
California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330-8246

Ó se puede entregar el formulario a Ana L. Sandoval.
Appendix E

California State University, Northridge
Preschool Latina/o Parent Involvement
Informed Consent Form

The Preschool Latina/o Parent Involvement project conducted by Ana L. Sandoval is part of the requirement for the M.A. degree in Chicana/o Studies (a multidisciplinary field regarding the Chicana and Chicanos experience in the U.S.).

The purpose of this research is to get a greater understanding of parental involvement of Latina/o parents in their preschool children’s education. This research will add to the limited literature we have on Latina/o immigrant parental involvement in preschool. It is also the researchers hope that the information gathered will assist in legitimizing the voice of the parents within academia.

As a participant, you will be in the study for a year. Each participant will be asked to participate in one in-depth interview in order to discuss their involvement in their preschool child’s education. There are potential risks and discomforts that can arise from your participation, which can include emotional discomfort when talking about you and your child and/or children, and the need to not have certain information about you or your name shared with others.

Any information that is obtained in connection with this study and which can be identified with you will remain confidential and will be disclosed only with your written permission or as required by law. You will be provided the opportunity to review the transcripts of interviews and to make any changes, deletions, or additions you consider necessary. All data/documentation collected as part of this project will be kept in a locked file cabinet in the researcher’s office and destroyed at the end of the research project.

Participation in this study will not result in monetary compensation or any direct benefit to you. However, the benefits of participating in this study may include helping to legitimize the voice and experience of Latina/o parents of preschool children.

If you have any questions or concerns about the research, please feel free to contact: Research and Sponsored Projects, 18111 Nordhoff Street, California State University, Northridge, Northridge, CA 91330-8232, or phone 818-677-2901. If you have any specific questions about the study you may contact Dr. RiVera Furumoto, faculty advisor, 18111 Nordhoff Street, Northridge, CA 91330-8246, or phone 818-677-6819.

You should understand that approval for your participation in this study is completely voluntary, and you may withdraw from the study at any time without jeopardy. Likewise, the researcher may cancel this study at any time.

During the course of the project participants may be audio taped. Your initials here _________ signify your consent to be audio taped. All tapes collected as part of this project will be kept on file by the researcher and destroyed two years from the end of study.

Page 1 of 2
I have read the above and understand the conditions outlined for participating in the described study. I have been given a copy of this form.

________________________________________  _____________
Participant's Signature                        Date

If you have signed this form please return it in an envelope by mail to:

Dr. Rivera Furumoto, Rosa
Department of Chicana/o Studies
California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330-8246

Or give this form to Ana L. Sandoval

Page 2 of 2
Appendix F

Cuestionario de Entrevista de Participante

1. ¿Dónde nació usted?
2. ¿Usted tiene niños preescolares dentro de las edades de 3-5 años?
3. ¿Cuál es su estado civil?
4. ¿Quién lleva a su niño/a a la escuela?
5. ¿Quién recoge a su niño/a de la escuela?
6. ¿Qué frecuente usted o su esposo/pareja visitan la escuela de su niño?
7. ¿Por qué usted visita la escuela?
8. ¿Cuándo era la vez última que usted habló con el profesor/a de su niño/a?
9. ¿Está usted implicado en la educación preescolar de su niño? ¿Si es así, cómo y de qué maneras?
10. ¿El profesor/a se ha acercado a usted para hacer implicado en actividades o acontecimientos de la escuela? ¿Si es así, cómo o de qué maneras estaba usted implicado en actividades de la escuela?
11. ¿Cómo está el/la niño/a en la escuela?
12. ¿Con qué frecuencia hacen los niños los deberes? ¿Los ayuda alguien con sus deberes?
13. ¿Usted que piensa de la educación?
14. ¿Habla con su niño acerca de su futuro?
15. ¿Qué más usted habla con su niño?
16. ¿Usted tiene noche del juego de la familia o noche de película? Si es así, describa
17. ¿Describa a su niño preescolar? Como es el/ella?
18. ¿Qué usted transmite a su niño sobre la educación?
19. ¿Cómo usted transmite eso?
20. ¿Usted habla con su niño sobre su cultura? Si es así describa?
21. ¿Qué tipo de actividades su niño participa en el hogar, si alguna?
22. ¿Usted cuenta a su niño historias ancestrales? ¿Si es así qué usted dice?
23. ¿Qué le dice usted a su niño acerca el idioma de inglés y/o el idioma de español?
24. ¿qué consejo usted da a su niño sobre la educación?
Appendix G

Participant Interview Questionnaire

1. Where were you born?
2. Do you have any preschool children within the ages of 3-5 years?
3. What is your marital status?
4. Who takes your child to school?
5. Who picks up your child from school?
6. How frequent do you or your husband/partner visit your child’s school?
7. Why do you visit the school?
8. When was the last time you spoke with your child’s teacher?
9. Are you involved in your child’s preschool education? If so how and in what ways?
10. Has the teacher approached you to become involved in school activities or events? If so how or in what ways were you involved in school activities?
11. How is the child doing in school?
12. How often do the kids do homework? Does anyone help them with their homework?
13. Do you think about education?
14. Do you talk to your child about their future?
15. What else do you talk to your child about?
16. Do you have family game night or movie night
17. Describe your preschool? How is he/she like?
18. What do you convey to your child about education?
19. How do you convey that?
20. Do you talk to your child about your culture? If so, describe
21. What type of activities does your child participate in the home if any?
22. Do you tell your child any ancestral stories? If so, what do you say?
23. What do you tell your child about English and/or Spanish language or languages?
24. What advice you give your child about education?