Translating Bridges Through Social Media for Parental Engagement

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Translating bridges through social media for parental engagement

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Author Note

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Abstract

Recent studies show that children tend to do their best in school when their parents are engaged in their early childhood development. However, when parents do not instill the importance of education or engaged in their children’s education journey; than this can lead to numerous consequence. There is a higher chance that these children will continue to be unprepared for school, a higher chance of becoming truant students and a higher chance of dropping out of school at an early age. Unfortunately, parental engagement among Hispanic/Latino population has fallen short to support the academic success of their children. Hispanic/Latino parents need assistance and support to understand how to navigate the school system and learn the importance of parental engagement. According to governor Jerry Brown, in 2013, he signed the Local Control Funding Formula (LCFF) into a law in California. Where he elevated parent engagement as a legal requirement as one of the eight statewide education priorities. To aid with the governor’s initiative of enhancing parental engagement, the implementation of this capstone project was focused on the Padres Unidos Committee of Salinas. The project was conducted as an educational training workshops that focused on the positive impact of using social media as an outreaching tool to bring awareness to other parents about the importance of parental engagement among the Salinas community.

Keywords: Parent engagement, Padres Unidos Committee, Social media
Agency and Community Served

In 2010, The California Endowment embarked on a 10-year strategic direction: *Building Healthy Communities*. The idea was to select a handful of low-income California communities that were experiencing significant health disparities. Therefore, East Salinas was selected as one of the 14 sites. East Salinas has the highest housing density, lowest education and economic levels, highest crime rate, and the most gang activity in Monterey County. Fifty percent of all gang-related incidents are concentrated in East Salinas (BHC East Salinas, 2017). This was the grassroot that led many local leaders come together to address community organization and collective healing approach.

*East Salinas Building Healthy Communities* (BHC) was established in 2014, as a non-profit organization. Their mission is to improve East Salinas residents’ health, environment and education by transforming the places where residents work, live, and play into places that support health and economic well-being. BHC leverages this collaborative approach to effectively engage residents to make a positive change in their community through community engagement, leadership, advocacy by pursuing social justice, engage residents in local planning and policy decisions (BHC East Salinas, 2017).

The purpose of the agency is to build power and voice for a healthy and inclusive democracy. Together they are building the necessary infrastructure to support an intergenerational base of residents with the voice, power, and shared strength to organize, build, and advocate for racial equity. The agency is also thriving for leadership pathways for youth, safe, and thriving community for residents. Together they are organizing and advocating efforts for educational equity and justice reform through their collaborative partnership to dismantle the
school to prison pipe line. Their general plan is to combine the leveraging partnership and resources to increase community management of local resources (BHC East Salinas, 2017).

*East Salinas Building Healthy Communities* (BHC) works with a diverse population. However, they are primarily working closely with the Hispanic/Latino population that makes up about 75% of the overall population of the Salinas community. According to the US Census, approximately 57% of Salinas residents aged 5 years-old and up speak English less than “very well” in comparison to 17.4% of Monterey County and 14.4% in California. About 37% of lower-income residents report being in “fair” or “poor” health in comparison to only 5.2% of middle and upper-income residents living in Monterey County. Leading to more than 17% of Salinas residents are living in overcrowded housing conditions in comparison to 8% in California (US Census, 2010; The California Endowment, 2017). The agency sees the overarching needs of the community by focusing in improving the conditions under which residents in underserved communities can be healthy and thrive.

**Problem, Issue or need**

There is a lack of parental engagement in the Salinas Community among Hispanic/Latino families.

Salinas is an area of extreme cultural diversity. The Salinas population is approximately 75% Hispanic/Latino, 16% white, 2% African American, 1% Native American, and 7% Asian and Pacific Islander (US Census, 2010). It is also reported that the language spoken at home is primarily high in Spanish speaking residence of 62.1% in comparison with only English speakers of 32.4% (US Census, 2010). Diversity in an education system is important because we often forget that children entering school bring their own cultural beliefs and language from home to school. That is why it is important to address diversity in school, so that students can understand
and respect the different cultures and backgrounds. This may influence school district to change their decision-making process of how to improve the student learning process. However, there are a lot of barriers to a diverse community and it starts with parents not being engaged in the school system.

**Causes**

The effects on socio-economic status is one of the contributing factors to why Hispanic/Latino parents are less likely to get involved in their child’s education. For instance, it is estimated that undocumented immigrants make up a large population of approximately 18% (49,000 residents) in the Salinas community. Although, an estimate of 40% of all children residents in Salinas have at least one undocumented parent (Marcelli & Pastor, 2012). Now, seeing it in child’s point of view, having parents that are undocumented means that their family are struggling with limited resources for employment, health insurance, and are more likely to have labor intensive jobs. Statistics shows that the average median household income in Salinas is estimated to be $49,840 in contrast to the average income of Monterey County is estimated to be $58,783. As a result, the poverty level of Salinas 20.2% is slightly higher than Monterey County 17% (US Census, 2010). Therefore, parents who are undocumented are more likely to work in the agricultural industry and work more than two jobs to support their family. Although, these types of jobs can bring in consistent paychecks, they also bring below minimum wage, are labor intensive job, and can be seasonal jobs as well. Unfortunately, families living in low-income level and under the poverty level are more likely to live in impoverished neighborhoods. The effects of poverty cause parents to be less engaged in their children’s education, not because they do not want to be engaged, but their job prevents them from attending important school meetings. Currently, the Salinas school district hosts meetings from Monday through Friday
around 8:00am or 6:00pm; parents that work more than one job are less likely to attend those meetings. The way the school system runs meetings during the day or the evening makes it difficult for parents to attend and be less educated of what is happening in their child’s education.

Lack of education is another contributing factor that causes Hispanic/Latino parents to be less engaged in school. The parent’s education level can sometimes determine how involved they are in their own child’s education. “Parents who have gone beyond a high school education are found to be more involved with their infants and children than those who did not finish high school. . . many less educated parents simply have more unmanaged stress in their lives, and this stress interferes with their ability and opportunity to interact with their child” (Sclafani, 2004, p.88). In fact, this is true because it is estimated that 62.9% of the Salinas population ages 25 years and over have less than a high school diploma (US Census, 2010). As a Hispanic/Latino parent, who never had the opportunity to achieve a higher education, might have difficulties instilling the importance of education in their child life.

Lastly, language barrier is one of the contributing factors of why Hispanic/Latino parents are less likely to be involved in school. In Salinas, the Hispanic/Latino population ages 18 through 64 years old, speaks English less than “very well,” which is 65.5% (US Census, 2010). As parents, who are undocumented and speak primarily Spanish or other languages (indigenous language), have low levels of literacy. According to Kresge (2007), there is an estimate of 15,000 to 30,000 indigenous Oaxacan living in the Central Coast Region (Salinas, Marina, Seaside etc.), who speak Mixteco, Triqui and Zapoteco in California. Many Hispanic/Latino parents who speak a variety of indigenous language find it difficult for them to establish effective communication among teachers and school administrators. As stated by
Carreon, Drake, & Barton, “parents find it difficult to understand and express their views and concerns regarding the schooling of their children. . . immigrant parents often must rely on their children as translator with their school” (2005, p. 470). Therefore, parents heavily rely on their children to help them translate school documents that require parental signature and even parent teacher conferences. Unfortunately, the communication gaps among Hispanic/Latino parents generates a great deal of fear, frustration, intimidation and feel underpowered to influence any decision-making process that can affect their children education.

**Consequences**

If parents continue to be less engaged in their children early education than this can lead to numerous consequences. One of the major consequences would be truancy. Truancy has a negative effect on student’s academic performance; which can also lead to major consequences on parents/guardians once their child is reported to be truant. What does truant mean? According to the California Department of Education (2016), truant is defined as “students missing more than 30 minutes of instruction without an excuse three times during the school year.” After a child miss more than three unexcused absences or tardiness, the school job is to follow up with a phone call to notify parents or guardians about the absentees of their child. The following step would be when school districts have to report this to the County District Attorney, where the child will now be reported as a truant student. This occurs, when exhausting efforts have been made to keep the child back in school. Once the child is reported as truant, then parents are obligated to attend court and possible be fined under the Penal Code 270.1. These consequences must be addressed because truancy is against the law in California. Under the “Penal Code Section 270.1 applies to parents whose child is six years of age or more. This penalty applies to parents who have failed to reasonably supervise and encourage the child school attendance.
Found guilty of a misdemeanor punishable by a fine of no more than $2,000 or by imprisonment in County Jail not exceeding one year or by both fine and imprisonment” (California Department of Education, 2016). California is taking drastic measures because they are facing an attendance crisis. Where they are seeing a correlation between low-income students that miss school at an early age are more likely to struggle academically. Research shows, as of 2011-2013, Monterey County second highest truant population was Hispanic/Latino students. Which is estimated to be 4.5% (absent more than once a week) slightly higher than California being 4.2% (LPFCH, 2017). Understanding the racial disparity among Hispanic/Latino population, many of these families are undocumented, are low-income, and have more than two jobs to afford the high cost of living. Now, imagine yourself being the parents that is facing truancy charges and possibly imprisonment due to the lack of unfamiliarity with the American school system.

Lastly, if parents continue to show a lack of engagement in their child’s education, this can lead to school dropouts. School dropout is when a student drops out of high school after reaching the legal age. It is important to understand that parents are a major influence in their child’s education. If they do not encourage their children to attend school, then they are more likely to have poor academic performance. According to the California Department of Education, in 2012-2013 Monterey County Hispanic/Latino dropout rate was 11.1% slightly lower than California at 13.9% (Monterey County Office of Education, 2015). Even though the dropout rate among Hispanic/Latino in Monterey County is not as high as it is in California. The consequence of not addressing the dropout rates among Hispanic/Latino parents can lead to a financial strain in the educational system. In 2014-2015, Monterey County loss of funding was $19,352,636 million dollars (Harris, 2015). When parents do not instill the importance of education or engaged in their child education journey; then there is a higher chance that these children will
continue to be unprepared for school, lose interest in school, low graduate rates, and high dropout rate.

**Table 1. Problem Model**

<table>
<thead>
<tr>
<th>CAUSES/CONTRIBUTES TO:</th>
<th>PROBLEM</th>
<th>CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The effect on Socio-Economic Status (SES)</td>
<td>There is a lack of parental engagement in the Salinas Community among Hispanic/Latino families.</td>
<td>- Truancy</td>
</tr>
<tr>
<td>- The effect on Education Level</td>
<td></td>
<td>- School dropouts</td>
</tr>
<tr>
<td>- The effect on Language Barrier</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Capstone Project Description and Justification**

Translating bridges through social media for parent engagement

In 2013, Governor Jerry Brown signed the Local Control Funding Formula (LCFF) into law in California, “he elevated parent engagement to a legal requirement as one of the eight statewide education priorities in the LCFF. LCFF is a window of opportunity for California school districts to invest the necessary energy and resources to get home-school partnership right. Through the Local Control Accountability Plan (LCAP), parents will be able to hold the district accountable for fulfilling their commitment to the children and families that they serve” (Families in Schools, 2013). Unfortunately, parental engagement among Hispanic/Latino population has fallen short to support the academic success of their children. Hispanic/Latino parents need assistance and support to understand how to navigate the school system and learn the importance of parental engagement. To aid with the governor’s initiative of enhancing parental engagement, the capstone implementation focused on the Padres Unidos Committee of Salinas. The project was conducted as an educational training workshops that focused on the
positive impact of using social media as an outreaching tool needed to recruit new parents and bring awareness on how parents can be engaged in the school system.

The purpose of this project is to address the language barrier among parents and school district by using cultural outreach method through social media like: visual media and flyers that will contain picture etc. (see Appendix B for examples of how parents can use social media to increase parental engagement. The “Padres Unidos” committee LCAP flyers translated in Spanish). This created an opportunity for the “Padres Unidos” committee to develop their leadership skill as a parent to reach out to other parents in ways that school cannot. The workshop educated and empowered the “Padres Unidos” committee to take the opportunity to understand the power behind social media and use it as a tool to connect with parents in new and more effective ways. The workshop was conducted in Spanish, which helped ease the language barrier among Hispanic/Latino parents. The parent committee would be able to use this digital tool (Facebook page) to address the importance of attending LCAP meetings and advocate for their children’s educational rights. Using social media not only will help publicize their outreaching strategies of engaging new parents to join the committee but engage parents to see how the committee is involved in the decision-making process through the LCAP meetings. The goal is to bring awareness and invest in parental engagement that will help school improvement, strengthen our community and support the academic success of their children.

The implementation of this workshop is being supported by Building Healthy Communities (BHC) of East Salinas. BHC is a nonprofit agency that is funded through The California Endowment grant. This grant focuses on student academic success and the California’s new school funding law LCFF/LCAP. With the support of the education equity team, which consist of community organization who are: Motivating Individual Leadership for
Public Advancement (MILPA), Baktun 12, Urban Arts, and Alisal Center for the Fine Arts (ACFA). The purpose of the education equity team is to find new ways to encourage Hispanic/Latino parents of Salinas to get involved in their child’s early development in school (BHC, 2017). The need of implementing this workshop will help empower Hispanic/Latino parents (Padres Unidos Committee) to use social media to publicize their parental engagement outreaching strategies, understanding the decision-making process in LCAP meeting, and advising what is working or not working in their children’s school.

The student intern implemented the process on September 13th, which the Padres Unidos committee was invited for a picture day that took place at one of the murals of East Salinas. The following week September 21st, the committee was invited to the first workshops, which took place in the Alisal Family Resource Center (AFRC). A curriculum was developed in this workshop to help the parents understand the benefit and powerful use of social media today. Lastly on September 27th, the last workshop took place at the BHC office, where the Padres Unidos committee were introduced to their new Facebook page (See Appendix C). A curriculum was developed to show parents how to navigate their Facebook page and learn techniques that will bring awareness to their community about the positive impact of parental engagement (See Appendix A for scope of work).

**Project Results**

The expected outcome of the project was to focus on the Padres Unidos committee. Where the parents would attend the workshops, and learn the positive impact of using social media as an outreaching tool to get more parental engagement in the Salinas community. To define the success of the workshops, three outcomes were developed by the student intern and the agency mentor. One of the outcome was to host a picture day for the Padres Unidos
committee, which would be introduced in the third workshops. The second outcome was for at least 15 active parents from the Padres Unidos committee to attend the workshops, to learn the benefits of using social media and develop their Facebook page. The third outcome is for parents to gain knowledge and understand the different outreaching strategies that would be used in their Facebook page.

To determine if the workshops outcomes were reached, three expected outcome measures were developed. To measure the first outcome, the student intern role was to follow up with the parents by calling, leaving voicemails and sending text messages as a reminder of their picture day. However, the student intern had six active parents including their families that showed up on their picture day. To measure the second outcome, the method used to gather data to support the outcome of the two workshops was the pre-and post-qualitative questions. Which were administered to the parents before and after the workshops to keep the parents engaged. Five questions were developed to assess the effectiveness of the learning outcome of the workshops and to observe the parent’s responses (See Appendix D). The data collections for attendance and the effectiveness of the workshop was analyzed in Microsoft Excel, the number of parents who attended the workshop was measured through the sign-in sheets present at the event. As a result, the first workshop the intern had three parents that attended and on the last workshop there was a high increase of ten active parents that showed up. The three outcome measures helped the intern identify the need of improvement areas in the workshops and analyzing the expected goal of the project. However, determining the success of the workshop should not be based on the data collection of the pre/post qualitative questions, instead it should be through delivery process of the workshop on the day that it was planned.
Project results/findings

The results of the implementation of the project, which was an educational training workshop, was partially successful. Although the expected outcome of having 15 active parents participating throughout the workshops was not met. The number of parents attending the workshop was between six to ten parents, which was half of the expected outcome result. The number of parents participating in the workshops was sufficient enough for the intern to run the workshop and keep the parents engaged. The intern highly exceeded the objective goal, where parents gained knowledge on navigating the Facebook page and techniques that will be used for outreaching strategies. (See Appendix B for samples of flyers and Appendix C for Facebook Page).

The workshops designs, activities, and implementation method had several strengths. One of the strength that the intern achieved was to build a strong relationship with the Padres Unidos committee. Another strength that the intern achieved was to use her bilingual skills to communicate with the parents effectively throughout the workshops. The workshop was conducted in Spanish to ease the language barriers among Hispanic/Latino parents. As a result, the success of the project was through effective communication skills that the intern provided through phone calls, voicemails, and sending text messages as reminders for the parents. Therefore, the success of the workshop was finalized with the qualitative questions that the intern used to keep the parents engaged throughout the workshop and listen to the parents’ feedback. As a form of appreciation toward the parent’s participation, the intern surprised the parents with two incentives, which was a $25 gift card from Target and a big basket of school supplies that was raffled at the end of the last workshop.
Although the workshop successfully reached the expected outcomes results, there were some areas in the implementation designs that could have been improved. One of the areas of improvement that caused a limitation to the project design was addressing the timeline and logistics that was needed to proceed with the implementation. At the beginning of the implementation, the student intern and mentor had discussed the support and needs of the project. Which included child care provider, food and location. Unfortunately, towards the second workshop there was a misunderstanding between the intern and the mentor regarding their agreement based on the support that the intern needed to finalize the project. This resulted as if the last workshop would have been postponed and possible not have enough funding for food and child care needed for the parents. This was one of the areas of improvement, where there was a communication gap between the intern and mentor not having a clear understanding of the logistics needed for the project as well as updating the mentor on the status of the project.

Another area of improvement needed in the project implementation was the intern did not follow-up with a text message a day before the first workshop to remind the parents of the event. Which resulted to only having three parents that participated and attended the workshops.

In fact, several challenges were faced during the process of implementation. Unfortunately, on the second workshop, an incident occurred where there was a misunderstanding between the child care provider and one of the parents. As the intern conducted her last workshop, one of the parents was offended by the child care provider advising her that her child was not allowed to go back to the play area. Now, the parent felt frustrated and offended by the child care provider, which caused her to leave half way through the workshop. The challenge that the intern faced was that she had to stop the workshop to figure out the situation between the parent and child care provider. The intern’s priority was to make sure that
the parent does not leave frustrated and inform the parent that she will follow up with the mentor regarding the rules that was stated by the child care provider. However, this caused a delay on the closure of the last workshop for the parents. Aside from these limitation and challenges that were faced during the implementation, the workshops were successful and the parents enjoyed learning the benefits of using social media and navigating their Facebook page.

**Conclusion**

*Translating bridges through social media for parent engagement* workshops provided parents with information regarding the positive impact and benefits of using social media. The workshops were intended to help the Padres Unidos committee to gain knowledge about social media and to navigate their Facebook page to publicize their outreach strategies to increase the volume of parental engagement in the Salinas community. In fact, towards the end of the last workshop, two parents approached the intern regarding taking the lead of their Facebook and to learn more about navigating their Facebook page. In addition, listening to the positive feedback from the parents regarding the outcome of the project. I recommend that this workshop should be repeated in the future but this time with the outcome of focusing on the two parents that want to take the lead.

*Translating bridges through social media for parent engagement* workshops aimed to address the language barrier among parents and school by using cultural outreach method through social media like: visual media and flyers that will contain picture etc. (As shown in Appendix B). The workshops sought to address small parts of the issue by providing individuals with information about resources that the parents can utilize by educating and empowering parents to take the opportunity to use social media as a tool to connect with parents in new and more effective ways. This opportunity will provide parent leaders to reach out to other parents in
ways the school cannot. The workshops provided parents knowledge to use their Facebook page to address the importance of attending LCAP meetings and to learn to advocate for their children’s educational rights. The workshops were successful in achieving the expected outcome goals. I hope that BHC continues to take the work I have done and assist the parents in developing their leadership skills using social media to help publicize the parents committee advocacy toward their children education right and the importance of parental involvement in school.

**Personal Reflection/Final Thoughts**

While interning at BHC, I worked closely with the Education Equity team. My role as an intern was to find new ways to engage and empower Hispanic/Latino parents of Salinas to understand the positive impact of being involved in their child’s academic success. During the development of this project, I knew very little about qualitative research. After working closely with my mentor Alma Cervantes, I learned the importance of using a qualitative approach with the vulnerable population that the agency serves. Using this approach made me realize that working with the Padres Unidos committee it provided me with insights into the problem of why there is a lack of parental engagement among Hispanic/Latino families. However, I did uncover in-depth information and an understanding of the underlying reasons, opinion, and motivation that these parents have for their child education. Using this strategic approach made me realize that parents like to be heard and that their voice does matter. I will take this experience with me toward my future career.

For future capstone students who are placed at BHC, there will be many opportunities at the agency that will help develop a variety of leadership skills from advocating for educational equity and advocating for justice reform. For future students that want to continue with this
project, I suggest a curriculum should be developed on what to focus on with the two parents that were interested in taking the lead of their Facebook page. Strategizing on effective ways of communication through social media and developing the leadership skills of the two parents.
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http://www.calendow.org/places/east-salinas/

Appendix A

Scope of Work

<table>
<thead>
<tr>
<th>Activities</th>
<th>Deliverables</th>
<th>Timeline</th>
<th>Estimated completion dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find location for workshops, date, and time.</td>
<td>Confirmed location: Alisal Family Resource Center (AFRC) and BHC office</td>
<td>Week #1 8/23-9/1/17</td>
<td>9/1/17</td>
</tr>
<tr>
<td>Build relationship with Padres Unidos Committee</td>
<td>Share exciting news of upcoming social media workshop</td>
<td>Week #1 8/30-9/7/17</td>
<td>9/7/17</td>
</tr>
<tr>
<td>Meet with field mentor to organize and set an agenda for workshops.</td>
<td>Provide updates of location, date, and times. Provide outline for workshops.</td>
<td>Week #2 9/7-9/10/17</td>
<td>9/10/17</td>
</tr>
<tr>
<td>Consult with BHC organization regarding funds for event.</td>
<td>Funds for location if needed and food/snack during workshops.</td>
<td>Week #2 9/7-9/10/17</td>
<td>9/10/17</td>
</tr>
<tr>
<td>Picture day for Padres Unidos committee</td>
<td>Set up location, gather all parents, picture for FB page</td>
<td>Week #2 9/10-9/13/17</td>
<td>9/13/17</td>
</tr>
<tr>
<td>Develop Pre/Post Qualitative questionnaire for workshops</td>
<td>To collect data from the first and last workshops</td>
<td>Week #3 9/10-9/16/17</td>
<td>9/16/17</td>
</tr>
<tr>
<td>Workshop #1: Power behind Social Media</td>
<td>Deliver information through powerpoint presentation</td>
<td>Week #4 9/17-9/21/17</td>
<td>9/21/17</td>
</tr>
<tr>
<td>Workshop #2: Navigating Padres Unidos Facebook page</td>
<td>Deliver information through powerpoint presentation.</td>
<td>Week #5 9/21-9/29/17</td>
<td>9/27/17</td>
</tr>
<tr>
<td>Collect pre/post qualitative questionnaire-end of Workshops</td>
<td>Collect data based on the effectiveness of workshop</td>
<td>Week #6 9/29-10/1/17</td>
<td>10/01/17</td>
</tr>
<tr>
<td>Analyze data from pre/post qualitative questionnaire and</td>
<td>Input data on literature review based on the effectiveness of workshop</td>
<td>Week #7 10/1-10/15/17</td>
<td>10/15/17</td>
</tr>
</tbody>
</table>
Appendix B

Padres Unidos Spanish Flyers

Translating Bridges Through Social Media

Padres Unidos Construyendo Escuelas Saludables

TE INVITA ASISTIR A LA JUNTA COMUNITARIA LCAP DEL DISTRITO ALISAL

Actualización Anual del Plan de Control Local y Rendimiento de Cuenta (LCAP)

¿Qué es LCAP? Es una nueva forma de financiar los escuelas que requiere que los distritos aumenten y mejoren los servicios para los estudiantes de bajos ingresos, aprendices de inglés y jóvenes de origen. Tenemos sobre cómo están distribuidos y gastando el dinero de los estudiantes.

¿Qué es LCAP? El plan describe las visiones generales del distrito escolar para los estudiantes, las metas anuales y los pasos específicos que el distrito debe tomar para lograr la visión y los metas.

Junta del LCAP

Por qué es importante que los padres participen en el LCAP?

- Saber cómo mejorar y aumentar los servicios educativos para los estudiantes.
- Su voz y sus sugerencias en el proceso son necesarias.

Haga la diferencia en la educación de sus hijos y tome acción.

- Asistir a las juntas del LCAP (Mayo 24, 2017).
- Invitar a más padres y la comunidad a que participen.
- Unirse al comité de Padres Unidos.

Fecha: Mayo 24, 2017 (Miercoles)
Horario: 6:00 PM
Lugar: 901 N. Sanborn Rd, Salinas, CA
Jesse Sanchez Education Center

Como Padres Puede...

5 mejores razones para unirse al comité de Padres Unidos!

1. Desarrollar su liderazgo para abogar por los derechos de nuestros hijos

2. Cómo conseguir que nuestros hijos se traten con equidad

3. Saber cómo navegar el sistema escolar

4. Saber cómo afecta el clima escolar en el aprendizaje de nuestros hijos

5. Aprender cómo usar su voz y liderazgo para transformar el clima escolar en un lugar saludable y seguro

Grande Beneficios

- Tienen más confianza en sí mismos como padres y en su habilidad de ayudar a sus hijos en las escuelas.
- Los padres muestran mejor comunicación y relaciones en sus escuelas.

Síganos en Facebook: Comité de Padres Unidos-Salinas

Se van a formar Puentes! Unas el comité de Padres Unidos. Para obtener más información, comuníquese con Alyssa Lemo (831) 269-4609 o con Maria Parra (831) 520-6791.
Appendix C

*Padres Unidos* Facebook Page
Appendix D

Assessment tool- Spanish Pre/Post Qualitative Questions

1. Respecto al trabajo del taller, cambió su perspectiva de ver los beneficios de usar las redes sociales?

2. Cuántos tienen un Facebook? Cúales eran las razones por crear su Facebook? Cómo lo utilizarían?

3. Usando la página de Facebook cómo puede el comité beneficiarse?

4. Cuales seria las metas que el comité le gustaría lograr con la página de Facebook?

5. Respecto a la creación del taller y de la página de facebook, ahora se sienten más seguros de usar la página o piensan que necesitan más información o ayuda?