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Effects of *Las Comadres* on Latino Parental Involvement

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Senior Capstone
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Without *mi madre*, I would not be where I am today in my *educación*.

Abstract

Parent involvement is essential to every child's education. This senior capstone examines how a group of pre-service and in-service teachers called "Las Comadres" could really involve Latino parent involvement in their children's education. While school perceives parental involvement in their traditional way, Los Comadres perceived that "platicas – conversation" is the culturally appropriate way to involve Latino parents in their children's education regardless of their language barriers.

Introduction and Background

As a future educator, I view parent involvement as an important aspect in a child's *educación*. It is necessary for parents to constantly be involved in their child's *educación* because it benefits their child. Parents are involved in their child's *educación* in several ways inside and outside school. Some of these ways might go unseen by schools because there is a traditional definition on what parent involvement is.

Growing up, my mother was not as involved in my *educación* as other parents were in their own children education. My mother is a single parent, which is why she did not have the time to attend meetings, volunteer at activities or other events created by the staff or teacher. My mother had to work in order to provide for me and my family. Even though she worked and did not speak English, my mother always tried to attend the parent-teacher conferences because they were important for her to know how I was doing in school. For example, she wanted to know if I was obtaining good grades, respecting my elders and paying attention in class. Because of her lack of attendance to other events, my mother was seen as a parent that was not involved in my *educación* or so did I. It is parents like this that “teachers view them as having communication problems or social development problems or as simply coming from homes where the parents did not really care a great deal about education” (Valdés, 1996, p. 141).

It was until later during my *educación* that I realized that my mother was involved in different ways. The ways that my mother was involved in my *educación* were unrecognized by the traditional view that schools have. Therefore, it was seen as my mother being uninvolved when in reality that was not the case. For example, my mother taught me morals and values. Within these morals and values, she taught me to be responsible, punctual and respectful. Every day I went to school using what my mother taught me. I respected my teachers. I went to school

every day on time. In class, I always tried my best to get the highest grade to obtain a better future. My mother was always involved in my *educación* at home which then I took what I learned from her and applied in my own *educación* at school. If my mother was not involved in my *educación*, then I would not have the morals, values and beliefs that I use every day, unconsciously.

Parent involvement is beneficiary for children which is why it is important for parents to be involved in their child's *educación*. There are two different visions of what parent involvement is, this creates a conflict between parents and educators. Latino parents view parent involvement "as providing nurturing, teaching values, and instilling good behavior, whereas schools were expected to handle the actual learning" (Marschall, 2006, p. 1056). While educators "define parent involvement as participation in formal activities, such as school events or meetings or volunteering at the school, most parent's involvement practice tend to focus on these more traditional and formal roles" (Marschall, 2006, p. 1057). Latino parents do not only view *educación* as book smart because even though children might do well in class it does not necessarily mean they are smart because they simply rely on their memories (Valdés, 1996, p. 132). That is why Latino parents are involved in their child's education through teaching respect, discipline and *consejos*. Due to the different views, "teachers often misinterpret parents' lack of involvement as lack of caring even though evidence suggest that this is not the case" (Marschall, 2006, p. 1056).

As a future teacher it is important to concede the different ways that parents are involved in their child's *educación*. This senior capstone will seek the answer to my primary question: How does *Las Comadres* affect parent involvement in schools? Parent involvement in *Las Comadres* will furnish me with information on who are the members of *Las Comadres*, future or

current educators view parental involvement. Additionally, how do *Las Comadres* interact with Latino parents. My interconnected research questions include: What does research say about the effects of parental involvement in schools on Latino students? Are there any factors that inhibit Latino parents to participate in the education of their students? If there are, what are they? What is *Las Comadres*? What are the roles of *Las Comadres* in Latino parent involvement? How does *Las Comadres* reach out to Latino parents to get involved in their child's *educación*? What happened when *Las Comadres* group get involved with Latino parents in schools? Is there a difference when *Las Comadres* involve Latino parents in schools? How does *Las Comadres* bridge the gap in Latino parental involvement in their child's *educación*? Are there resources available if Latino parents want to get *Las Comadres* involved in their children *educación*?

This research paper will focus on clarifying the two different sights of what parent involvement in *educación* is by Latino parents and educators. It is through my own experience and furthering my own *educación* that I realized that Latino parents are not given abundant credit for being involved in their children *educación* simply because it does not meet the school's status quo of parent involvement. Latino parents care and participate in their children *educación*. Educators need to turn away from having one definition of parent involvement because there is no wrong or right way of parent involvement. I gained interest in developing my senior capstone on this topic because I was blind to see that my mother was involved in my *educación* since the beginning. In conjunction, as a future educator I would like to obliterate the misconception that Latino parents are not involved in their children's *educación* if they do not meet the requirements of the traditional definition. Educators need to acknowledge all the attempts that parents undertake to be part of their children *educación*.

In efforts to answer my primary and secondary questions, I will primarily conduct literature research on Latino parental involvement. In particular how is Latino parental involvement seen by schools and how are parents involved on their own ways. As well as, I will conduct surveys on how does *Las Comadres* impact Latino parent involvement.

Literature Review

Parent involvement has been a crucial “element of effective education for at least 40 years” (Hornby & Lafaele, 2011, p. 37). Parents who are involved in their children *educación* “offer unique opportunities for parents and this school-based involvement has important implications for children’s academic and behavioral outcomes” (Turney & Kao, 2009, p. 257). Parent involvement is correlated “with improved academic performance, higher test scores, more positive attitudes toward school, higher homework completion rates, fewer placements in special education, academic perseverance, lower dropout rates, and fewer suspensions” (Carreón, Drake & Barton, 2005, p. 466). For this reason, “parental involvement is important and valued by actors within schools, and it contributes to the growth and development of children” (Carreón, Drake & Barton, 2005, p. 467). Therefore, educators also believe that “parent involvement, regardless of ethnicity is crucial for students’ academic achievement” (Smith, Stern & Shatrova, 2008, p. 8). If parents do not participate in school-sanctioned ways, then their children’s educational growth may suffer.

The benefits of parent involvement include: improved parent teacher relationships, teacher morale and school climate; improved school attendance, attitudes, behavior and mental health of children; and, increased parental confidence, satisfaction, and interest in their own education (Hornby & Lafaele, 2011, p. 37). In other words, a child with a parent who attends all the activities would do better than a student with a parent who does not. Latino parents do not

benefit from these type involvement as other parents do. For Latino parents, they “viewed their roles at open houses as visiting their children’s classroom and looking over their papers and drawings. They did not see it as an opportunity to personally meet their children’s teacher” (Valdés, 1996, p. 161). This shows that Latino parents regard educación differently, therefore their roles are differently when it comes to their role in being involved in their child’s *educación*.

An often representation that teachers and administrators in school have is that many Latino parents lack parent involvement in their children’s *educación*. They believe that Latino parents show “barriers that prohibit parents from contact with their children’s teachers and schools” (Turney & Kao, 2009, p. 258). These barriers cause “low parent attendance at conferences or meetings, parents’ deference to teachers on academic matters, relative scarcity of books in the home, and divergent practices from those of the classroom with respect to literacy” (Poza, Brooks & Valdés, 2014, 120). Ascribed to these barriers, educators believe that Latino parents do not care about their child’s *educación* because they are not being responsible and active.

Due to the “cultural differences and divergent between parents’ own schooling experiences and those expected by the U.S. schools and suggest that schools take action to remedy this ‘mismatch’ by acculturating parents to the school’s expectations” (Poza, Brooks & Valdés, 2014, p. 120). Yet, Latino Parents “actually do the many things which they never receive credit and, secondly, to recognize value in the other forms that involvement in which parents are active beyond the narrow expectations laid out by some teachers” (Poza, Brooks & Valdés, 2014, p. 119). Therefore, Latino parents do not receive recognition from teachers or administrators for their efforts in being involved in their children *educación*. Educators are disguised of the efforts

the Latino parents undertake to be involved. It is the actions that Latino parents undertake does not satisfy the teachers denotation of parent involvement.

It is important to understand that the definition of *educación* is defined differently for Latino parents and English parents. For an English speaker, *educación* refers to school or book learning (Villenas, & Deyhle, 1999). On the contrary, being well educated may not have been formally educated (Delgado-Gaitan, 1992). A child “may have a great deal of formal education but be consider ‘mal educado’ (poorly educated) if he or she mistreats other and does not respect others’ rights” (Delgado-Gaitan, 1992, p. 506). Seeing that Latino parents view *educación* different, they are involved in their children’s *educación* differently.

As for a Spanish speaker, they perceive *educación* as something “much broader meaning and includes both manners and moral values” (Villenas & Deyhle, 1999, p. 423). For Latino parents, for their children to be well educated refers “teaching children how to behave, how to act around others, and also what was good and what was moral. It includes teaching expectations of the roles that they would play in life and the rules of conduct that had to be followed in order to be successful in them” (Valdes, 1996, p. 125).

It is clear that *educación* is seen in two different ways between English and Latino parents. This creates two different ways that parents are involved in their children *educación*. One is the traditional parent involvement as seen by the schools. The second way is how parent involvement is not seen by the schools which is how Latino parents are involved in their children *educación*.

Traditional Parent Involvement (as seen by schools)

The status quo of parent involvement is “home-based PI such as listening to children read and supervision of homework as well as school-based PI such as attending parent education

workshop and parent-teacher meetings” (Hornby & Lafaele, 2011, p. 37). The schools support this type of traditional parent involvement by putting into “place structures and activities intended to support parental involvement” (Carreon, Drake & Barton, 2005, p. 467). Some of these events are “but are not limited to, Parent-Teacher Association (PTA) committees, scheduled teacher-parent conferences, school festivals, classroom or office volunteer activities for parents and field trips” (Carreon, Drake & Barton, 2005, p. 467). For those parents who agree and support these structures prove to be seen by the school as good parents. While those who do not, are seen as problematic. Over all, parent involvement, as seen traditionally, is regarding what parents do and “how that fits or does not fit with the needs of the child of the goals of the school” (Carreon, Drake & Barton, 2005, p. 468).

Latino parents may encounter some obstacles that prohibit them to be traditionally involved in their children education. For example, the language barriers, a lack of trust, a lack of understanding of the operation of school, logistical issues, and a lack of education of the parent’s themselves (Smith, Stern, & Shatrova, 2008). Latino parents work long hours, or they work two jobs. These leave the parents with little schedule flexibility for them to meet with other parents or teachers. As a result, “other parents perceive that they are not respected or are marginalized by the school actors, and this they have little motivation to participate in school-parent activities (Carreon, Drake & Barton, 2005, p. 471).

One of the biggest barriers that Latino parents face is language barrier. Latino parents cannot communicate with school staff because they do not speak or understand the main language, English. Latino parents “might not know the appropriate ways to communicate with the teachers, that they might feel embarrassed about writing notes filled with errors, and that they might not even understand how to interpret their children’s report cards” (Valdez, 1996, p. 167).

Due to the language barrier, Latino parents are discouraged to communicate or have a relationship with educators. This causes them to be seen as uncaring and uninvolved in their child's *educación*. Latino parents do not meet the traditional expectations of parent involvement therefore they are not involved in their child's *educación*.

Furthermore, Latino parents face structural barriers that prevent them from participating in formal activities (Marschall, 2006, p. 1057). Most Latino parents do not have jobs that allow them flexibility in scheduling (Marschall 2006) because their jobs are every demanding. Some parents have to work long hours or two jobs in order to provide for their family. Thus, parents have limited time at home after they arrive home from work. At home parents have other responsibilities that they need to take care of such as, cleaning, cooking and getting ready for the next day. Most Latino parents do not have the benefit of "having access to cars or child care, or work jobs with that allow them flexibility in scheduling" (Marschall, 2006, p. 1057). That leans to teachers believing that parents are not working enough with their children at home (Marschall 2006) or that they do no care.

New Parent Involvement (as not seen by schools)

There is a "connection between parental involvement and student achievement, and while several studies have shown that Hispanic parents care very much about their children's education" (Smith, Stern, & Shatrova, 2008, p. 9). Latino parents raise their children based on their own religion, culture, moral values, recreation and education (Delgado-Gaitan, 1992). The strengths that Latino parents have are an important quality in the education of their children but not valued by the schools. Latino parents are involved in their children education through physical resources, emotional climate, and interpersonal interactions (Delgado-Gaitan, 1992). The main goal for Latino parents is to educate their children to "grow up with the same notions

of reciprocity, respect, and responsibility that had been part of their families for generations” (Valdés, 2017, p. 172).

The Latino parent’s educational background is an important position in their children education. Most of the Latino parents did not complete a high level of education due to their background. Hence, Latino parents recognize that school is a great privilege for their children. Which is why Latino parents encourage them to value education (Delgado-Gaitan, 1992) because the family comes from a “low socioeconomic condition and the parents’ low levels of formal education in the U.S” (Delgado-Gaitan, 1992, p. 498). The Latino parents did not have the opportunity to go to school and obtain better opportunities in life. That is why Latino parents predominate education and want their children to make school a priority. Regardless of their economy conditions, Latino parents support their children’s “motivation and educational efforts by providing material rewards for good grades, setting regular bedtime, and, when possible, designating a particular place in the home for school materials” (Delgado-Gaitan, 1992, p. 503).

Although, parental involvement can take in a different place other than in school. Some parents take different efforts in being involved in their children formal education. This is why it is important to understand a new form of parental involvement because parents are “presence in their children’s schooling, regardless of whether that presence is in a formal school space or in more personal, informal spaces, including spaces created by parents themselves” (Carreon, Drake & Barton, 2005, p. 466). There is other type of activities that parents are involved in that support the educational experiences for their children such as some parents are “established an education foundation by enforcing school attendance, establishing high expectations for academic performance, and enforcing discipline” (Zarate, 2007, p. 14).

Parents are involved in different ways outside school. They support their children's school by "drawing upon their unique life experiences and expectations of the future to structure what they do and how they do it" (Carreon, Drake & Barton, 2005, p. 470). Parents teach by example. In other words, parents learning what their children were doing, "motivating them to do good work, and letting them know that school is important, and they care about their learning" (Carreon, Drake & Barton, 2005, p. 482) is the way parental involvement is applied. Schools do not acknowledge "how the home environment might support school literacy and academic success" (Panferov, 2010, p. 106).

Latino Parents educated their children through interpersonal experiences (Delgado-Gaitan, 1992). As mentioned by Delgado-Gaitan, *consejos* "from both parents transmit concern for their children's education success in school, commensurate with their knowledge about the educational system" (1994, p. 298). *Consejos* are given "to their children spontaneously, although certain occasions like discussing reports from the teacher almost predictably signal a *consejo*" (Delgado-Gaitan, 1994, p. 302).

Methods and Procedures

It was during the start of my second year at California State University, thence referred to as CSUMB, that I began to think about this idea. During my LS 380, Teaching for Social Change, I realize that the school system is not built for non-Anglo students or families. Consequently, Latino students

In efforts to fully understand how Latino parents are involved in their children's *educación* and how *Las Comadres* effect Latino parent involvement, I have reviewed several literature reviews from articles in google scholar. In efforts in fully understanding what *Las Comadres* is, I engaged on an interview with one of *Las Comadres*. This provided me with a

clear understanding of who *Las Comadres* are. In addition, anonymous surveys were provided to members of *Las Comadres*. See appendix A. The responses from *Las Comadres* will be inspected on efforts to why are Latino parents pierced as they do not care about their child's *educación*. Furthermore, how are Latino parents being involved in their child's *educación* but are not being praised for.

For the survey, a google form was created with all the questions that myself and Dr. López created in efforts to answer my primary and secondary questions. The google form was then sent to *Las Comadres* by Dr. López, via e-mail, where they were given an amount of time for them to respond back. A google form was easier for me to perform because it was more pliable regarding time. In addition, the survey remained anonymous. Dr. López was the creator of the google form and forward the survey to *Las Comadres*. Dr. López then email me an excel document containing all the responses, unescorted with any names or emails of *Las Comadres*. This will remain the survey anonymous. In total, I received six responses of *Las Comadres*. I strongly believe that my approach or research and surveys, resulted in efforts to answering all my research questions.

Results, Findings, and Discussions

Subsequently, I obtained all my data through literature review, a conversation with a *comadre*, and responses from surveys provided to *Las Comadres*, I began to assemble all of my data. With the literature review I was able to answer the first two questions of my secondary questions. The following three secondary questions I was able to answer with the conversation with one of the *Comadres* and the responses of *Las Comadres* to my survey. Lastly, I was unable to answer my last secondary question because there are no resources available if Latino parents want to get *Las Comadres* involved in their students in schools.

What does research say about the effects of parental involvement in their children *educación*? It is correlated that parents who are involved in their children *educación* have a more positive educational performance. This results in children achieving higher education. Children who are obtain higher grades is because parents are helping their children with homework, reading and other activities at home or in school. Furthermore, the dropout rate decreases because children have more positive outlooks. Much of this has to do with the educational expectations and aspirations that are in parent's attitudes which places the importance of school.

Are there any factors that inhibit Latino parents to participate in the *educación* of their students? If there are, what are they? Latino parents encounter several factors that inhibit them to participate in their children *educación*. One major barrier that Latino parents face is the language barrier. The majority of Latino parents do not speak English. In some cases, some Latino parents might comprehend some words, but they are unable to communicate. Therefore, Latino parents cannot understand any English material. Furthermore, there is the structural barrier. Many Latino parents work jobs that are not flexible with their schedules. For this reason, parents cannot make the time to attend conferences, programs, engage in volunteer activities or other formal actives that are expected from

In efforts to answering *What is Las Comadres*, I engaged in a short *plática* (conversation) with one of the members of *Las Comadres*, she provided me with a brief description of what *Las Comadres* is on her own words. *Las Comadres* could best be described as a support group of Latinos/as. *Las Comadres* meet once a week where they have *pláticas* (conversations). The members of *Las Comadres* are mainly current students who attend CSUMB. Other members have graduated from CSUMB and are currently educators who are teaching in school districts in Salinas, California.

Within the *platicas*, *Las Comadres* talk about different topics. Some of the topics include identity, struggles of being brown and their experiences through their *educación*. They discuss topics through articles, poetry, and books. One of the books that they have read is *Under the Mesquite* by Guadalupe García. Within in the material, *Las Comadres* are able to identify themselves, and relate. This creates an environment where *Las Comadres* could share their experiences or ask for help. *Las Comadres* also take educational trips where they meet other mentors such as Guadalupe García. *Las pláticas* contribute towards each member of *Las Comadres* to obtain a higher education and apply their knowledge in creating a higher quality *educación* for Latinos. As future educators, it is important for *Las Comadres* to understand the struggles that Latino children and parents face. As it is important to understand where the children and parents come from in order to create a comfortable learning environment. *Las Comadres* survey responses are summarized below.

In the surveys, *Las Comadres* was described as a moral support that creates a space for them to “navigate higher education both as a student and as an educator” (survey respondent 1). Many of *Las Comadres* do not find this type of moral support in their classrooms because of their background. Yet they “found a special connection with some of the other *comadres* because in one way or another they have experience similarities throughout K-12 schooling that has shaped who they are” (survey respondent 4). Therefore, in *Las Comadres* they can “nourish, empower and encourage the women within the group to persevere and *apoyar* one another with all that entails each and every one” (survey respondent 6).

What are the roles of *Las Comadres* in Latino parent involvement? The roles of *Las Comadres* in Latino parent involvement are to recognize the different measurements of involvement which recognizes the ways that Latino parents are involved in their children

educación. As future and current educators, *Las Comadres* are changing the way that Latino parents are seen as being involved by giving light to their efforts. *Las Comadres* come from similar background which is why it is easy for them to connect and understand Latino parents. Therefore, *Las Comadres* what the formal activities that parents are involved are.

How does *Las Comadres* reach out to Latino parents to get involved in their child's *educación*? As pre-serviced teachers, *Las Comadres* reach out to parents by being "respectful when they come to them with their concern and ask them how they could help their child. Instead of only giving them suggestions (survey respondent 3, 5 May, 2018). This way, *Las Comadres* take the parents in consideration instead of telling them what to do. Some of *Las Comadres* are not currently teachers but as future teachers they plan on interacting with Latino parents by "sending assignments that will have the students ask questions about their family history" (survey respondent 4, 5 May, 2018). This encourage children to learn about their family's history, along with why is school important because for many Latino families *educación* is value because of the family's background. Also, "starting a community group for the parents or like a meet and greet to establish some sort of formal introduction amongst" (survey respondent 4, 5 May, 2018). Among this meet and greet, parents could share their work and experience. This would provide an understanding of what Latino parents go through and educators could put themselves in their shoes.

What happened when *Las Comadres* group get involved with Latino parents in schools? When *Las Comadres* get involved with Latino parents in schools, parents feel more comfortable. *Las Comadres* put themselves in the parent's shoes, that is why *Las Comadres* understand where they are coming from. It is important to recognize the parents as what they are, expects of their own children (Survey respondent 6, 5 May, 2018). This provides the acknowledgement that they

are not seen any less because of the barriers that they face. Some Latino parents might have a negative attitude because they do not meet the broad definition of parent involvement.

Is there a difference when *Las Comadres* involve Latino parents in schools? The difference that Latino parents are being understood. For example, teachers who focus on parental involvement through the broad definition of parental involvement, view Latino parents are uncaring and uninvolved. Therefore, they are being misunderstood. Because *Las Comadres* involve Latino parents in different ways such as having parents bring their *consejos*, values and stories where students and teachers could learn several values or morals.

How does *Las Comadres* bridge the gap in Latino parental involvement in their child's *educación*? The way that *Las Comadres* are bridging the gap in Latino parental involvement in their child's education is by educating themselves through *pláticas* by reshaping their views in Latino parent involvement. Furthermore, *Las Comadres* can involve parents without having them change their views of how they educate their children because they see *educación* differently. On the other hand, *Las Comadres* and educators could learn from Latino parents instead of trying to change them or judge them.

Are there resources available if Latino parents want to get *Las Comadres* involved in their children *educación*? Unfortunately, there is not resources available regarding Latino parents wanting to get *Las Comadres* involved in their children *educación*. *Las Comadres* is a group that is not really heard of but little by little the group will expand. This will only bring good to Latino parents and schools.

To summarize, the surveys conclude that most of *Las Comadres* informed that *Las Comadres* is a group where each individual can safely share their goals, opinions and struggles without being judged. *Las Comadres* also provide the support that each individual need whether

it is because they need support in their educación, career, identifying themselves or simply because they need emotional support. Overall, Las Comadres is like another family.

In *Las Comadres*, educación is seen beyond book learning. Some *comadres* regard *educación* as what an individual take from their family's culture, history and from where each individual comes from. This shift correlates to how their definition of parent involvement has shifted to something broader than just to how schools define parent involvement. There is no wrong or right way of Latino parents being involved in their children *educación*. Some Latino parents do not attend PTO meetings, help their children with their homework but they are still involved in their children's *educación*. Las Comadres view parent involvement as parents providing emotional support, accountability, demonstrating quality values as just parents attending conferences, signing papers, helping students with class activities.

There are barriers that *Las Comadres* acknowledge that Latino parents face that prohibits them to fulfil the educators status quo of parent involvement. Some barriers that *Las Comadres mentioned* is work, time and language barrier. Parents have to work in order to keep a roof over their family's head and therefore not have the time to dedicate to attend meetings or help the school in activities. Some parents cannot help their children with their homework because they do not speak English. *Las Comadres* have an understanding that Latinos are involved in other ways on their' children *educación*. Latino parents are involved in their *educación* by teaching their children responsibility, respect, and other values through support, through storytelling and *consejos*.

There are ways that *Las Comadres* could involve Latino parents in their children *educación* with respect of the parents view of *educación*. Teachers could assign assignments were parents and children could bond together over. For example, an assignment that creates

communication between the child and family such as interviewing their parents on their immigration experience or other experiences that built who they are. Furthermore, it is important for *Las Comadres* to create an environment for the children and parents to feel comfortable.

The fact that *Las Comadres* are acknowledging the ways parents are involved in their children *educación*, is a step forward in the Latino *educación*. Since *Las Comadres* are future educators they are going into the field understanding Latino parents and the barriers they face that prohibit them to meet the expectation of traditional parent involvement. *Las Comadres* understand that Latino parents are tremendously involved in child's *educación* outside of the school. Then children take what they learn from their parents at home and apply it in their classroom. That is what educators are not seeing but *Las Comadres* are changing this by recognizing Latino parents' efforts.

Overall, *las pláticas* helped *Las Comadres* realize how involve Latino parents are involved in their children *educación*. Parents want their children to obtain a higher *educación* so that their children do not have to experience the hardships that they experienced. That is why it is a priority for parents to educate their children knowing the struggle that they went through and how important hard work, morals and values are, so they could apply it to their own *educación*. Therefore, *Las Comadres* can change the misconception that Latino parents are not involved.

Problems or Limitations

While carrying out my research, I came across several issues. To begin with, I had indecisive about what my title or research questions would be which made me fall behind on deadlines. After finally choosing the adequate title coordinating with the primary and secondary questions I was able to continue with my research. Although I was behind on my literature

research. Unfortunately, there was no literature research that could be found in regard to *Las Comadres*.

In regard to *Las Comadres* surveys, I was having difficulty producing rich questions to incorporate on my research for *Las Comadres* to answer that would effectively answer my capstone research questions. Dr. López then helped me by reshaping the survey questions that I produced into questions that were more suitable for the survey. It was important to generate quality questions in order to fully answer my primary and secondary research questions.

Lastly, when the survey was sent to *Las Comadres* by Dr. López, the survey was delivered to the spam inbox. *Las Comadres* were unaware of the e-mail which delay on me receiving their responses. Dr. López then re emailed *Las Comadres* about taking the survey. It was on May 5th, 2018 that I received six results of the surveys. Then, I was able to proceed with my capstone research paper. Regardless of the setbacks, I was able to produce my research capstone paper on time.

Recommendation

Latino parents are given little praise concerning their efforts in being involved in their child's *educación*. Parent involvement is key for student self-esteem, child-parent relationship (Marsh Current and future educators need to recognize the different approaches that parents take in regard to their child's *educación*. So, it is important for parents to be active in their child's *educación*. Latino parents are active in their child's *educación* in ways that schools do not discern.

My recommendation is that educators need recognize the different forms that Latino parents are involved in their child's *educación*. Future and current educators need to cease the status quo of parent involvement. Educators should concede that there is not right, or wrong way

of Latino parents being involved in their child's *educación*. Instead of having traditional parent involvement they need to recognize all forms that parents are involved in their children *educación*.

Therefore, *Las Comadres* and other educators could acknowledge Latino parent involvement by creating activities or homework assignments that students could take home where they parents could participate in. These assignments should focus in having parent incorporate their values, consejos and other cultural aspects that students could bring into class to share. This will provide a diverse learning opportunity to students. As well as students and teachers could learn valuable *educación* that is not learned through a book but through parental experiences. Whether we believe it or not, parents offer very valuable *educación*, that has been passed generation to generation, that could be very beneficial.

Conclusions

This capstone analyzes the question, how does *Las Comadres* affect parental involvement? through literature review, a single interview of one *comadre* and six anonymous surveys issued to *Las Comadres*. Parent involvement is crucial for student success. Parent involvement is seeing differently among parents and educators. For educators, it is the status quo definition of being active parents at school events and helping their children with homework because the backbone of *educación* is books. While Latino parents are involved in their child's *educación* by teaching them their traditions, values and morals so that they could be well *educados*. It is evident that "Latino parents face a number of barriers that serve to discourage and reduce their participation especially in traditional school-oriented activities and events" (Marschall, 2006, p. 1058). Regardless of these barriers, Latino parents make the efforts of being involved in their children *educación* in ways that are essential for them.

Las Comadres, is a supportive group composed of future and current educators who attend CSUMB. Through *las platicas*, *las comadres* are reshaping the way they see Latino parent involvement. Latino parents are being recognized by *Las Comadres* on their efforts of being involved in their child's *educación*. As a result, *Las Comadres* are encouraged to change the way they interact with Latino parents by showing them respect, working together to address any issue with respect of the parent's beliefs and culture, encourage assignments that would promote the culture and values of the family, acknowledge that the parents are the experts when it comes to their child, and making the parents feel comfortable.

In conclusion, educators need to step away from the status quo of what parent involvement is and having such high expectations from them. Current and future educators need to have the same view as *Las Comadres* do in regard to Latino parent involvement. Instead of seeing Latino parents as uncaring when it comes to their children *educación*, educators need to respect and accept what Latino parents offer. As well as encourage new ways that Latino parents could be involved in their child's *educación* that fits their needs. For Latinos parents, educating their children through *consejos*, stories, values and culture is very important. In order to be successful future teachers, we need to accept and promote. By looking back, my mother was very involved in *mi educación* but just not the way that schools were demanding.

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Appendix A

Las Comadres and Parent Involvement Survey

1. Please describe the purpose of the *Las Comadres* as a *comunidad* of *maestras*
2. How is *Las Comadres*, as a *comunidad*, a source of support and/or mentorship?
3. Reflecting on your participation in the *pláticas*, please describe a specific *plática* and how it has expanded your vision of *educación*? If helpful, please describe two or three specific *pláticas*.
4. Have the *pláticas* (or via your participation in one of López' classes) shaped your views about “parent involvement”? If yes, what is your definition of parent involvement? If no, please skip to question 9 below.
5. How did the *pláticas* shape (e.g., change, modify, enhance) your views about what is, or is not, “good” parent involvement? That is, how have the *pláticas* expanded/enhanced your understanding of “parent involvement” beyond what you have learned in your Liberal Studies courses?
6. Has your participation in the *pláticas* changed the ways you interact with and/or reach out to Latino parents? If you are a pre-service teacher and are not yet working with parents, have the *pláticas* changed how you think about your future interactions with and/or outreach to Latino parents? If so, please provide an example (or a few) that shows the contrast of how you interacted with parents before and after the *pláticas* (or, plan to interact with parents).
7. In light of your vision of what is parent involvement, what are a few (2-5) ways you ask (or will ask in the future) parents to be “involved” in their children’s *educación*?

8. Why do you believe the ways parents should be involved, as noted in Question 7 above, are helpful to a child? You can, if it is helpful, distinguish between parent involvement inside and outside the classroom.

If you answered all of the questions above, you are finished with this survey. Thank you for providing us with your input-on Latino “parent involvement”. *Gracias!* We will be in touch with the results!

If you answered “no” to question 4 above, please complete the following three questions (9-11).

9. Because you responded that the *pláticas* have not (re)shaped your vision of what is parent involvement, please define parent involvement?
10. Why do you believe parent involvement is important to student success?
11. What are a few (2-5) examples of parent involvement that you expect from parents?

Thank you for providing us with your input on Latino parent involvement. We will be in touch with the results. *Gracias!*