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*¿Cómo le va a mi estudiante en clase?***: Increasing Parent Involvement For Latinx Elementary Students**

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LS400: Senior Capstone

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May 28, 2021

Abstract

Parental involvement in the education of Latinx elementary students is truly essential. If a student does not receive the guidance or commitment from their parents while they are young, they may struggle in their education. Early parental involvement, it is claimed, will increase children's motivation to learn while also encouraging cognitive and emotional competencies. It is necessary to incorporate resources that increase parental involvement so that Latinx parents are aware of the help their students need. Two teachers, the vice-principal, and two parents were interviewed in order to learn more about the resources that would be useful to both teachers and parents. Following the analysis of the results, a research-based action plan was created to increase parent participation among Latinx Elementary students.

Keywords: Parent Involvement, Latinx students, elementary

¿Cómo le va a mi estudiante en clase?: Increasing Parent Involvement For Latinx Elementary
Students

When I was younger, I used to see my classmates bring their parents to class to volunteer

to help the teacher around the classroom. I was curious as to why they would go, as the only

reason I could think of for one's parents to visit was because of behavioral difficulties. It was not

until one of my close friends brought her mother to the class that I decided to ask her why she

was there. Her response was simple: her mother needed to assist the teacher in class that day.

"How come my mother is not volunteering?" I wondered. That same day, I returned home,

completed my homework, and awaited my mother's return from work. When I questioned her

when she arrived, her response was simple: "Yo no sabia que podia ser voluntario y además

trabajo, no tengo tiempo para ir." She was unaware that parents could volunteer and stated she

was too busy to go. It made me sad at the time, but I recognized that her work was something she

could not do without. I became more self-reliant as I progressed through the second, third, and

fourth grades. I would finish my homework, read for 30 minutes every day, and was now active

in the education of my younger siblings. When we had projects, our parents would occasionally

assist us, but most of the time it was just my sibling and I supporting each other or asking for

help from teachers. The language barrier with my teachers and with my assignments was the

reason for both of my parents' lack of support and involvement. My parents are both Mexican

immigrants who do not speak English. They never got the chance to learn the language because

they both started working in agricultural areas where Spanish was the only language spoken. I

was my own resource throughout my education, and once my siblings started school, I quickly

became their resource as well. I have made my observations as to how academically successful

they are now that they are older. Since I was more concerned about his academics and would

urge him to do better based on these observations, it appears that the second oldest to me is

achieving academically. As for my youngest sibling, both of my parents continued to work, and I was doing everything I could to pass my middle school classes, so I was not as interested in his schooling. We are all different, and we require varying levels of motivation, support, and guidance in our studies. Because a sibling's education involvement appears to be insufficient, parent participation must grow in order for children to achieve academic achievement. Parents' involvement is necessary for students to succeed, according to my experience. Motivation will rise and be transferred on to their future education if they witness their parents involved in the content they are learning, volunteering, and simply being proactive in their education. This is why, particularly among Latinx students and families, increasing parental involvement is critical.

Literature Synthesis and Integration

As children grow, they learn cognitive, motor, literacy, numeracy, and other skills from their first teachers, their parents. Once they grow older, they will soon start to enter school and develop even more skills or learn a new skill. The child has two educators at this point: their parents and their teacher. The teacher instructs in the classroom, while the parent remains involved in the education of their children by supporting them at home and encouraging participation in school. However, while having parental involvement in school would be ideal, many students' educational experiences do not reflect this. It is particularly prevalent among minority households, such as Latinx students' families. Parental involvement within Latinx families is a critical issue that must be addressed.

What is the problem?

Parent involvement (PI) is an important component in a child's education (Hornby, G., & Lafaele, R, 2011). According to Calzada et al., (2015) Parent Involvement is defined as " the resources that parents invest in their child's learning experiences," (p. 871*).* PI is dissected into

two categories which are home-based and school-based. The home-based PI involves parents listening to their children read, supervising homework, and taking children to museums (Hornby, G., & Lafaele, R, 2011). In contrast, school-based PI is participating in school events, communicating with teachers, and volunteering in-class activities (Calzada et al., 2015). It may also include fundraising, participation in parent councils, serving as a classroom monitor/volunteer, and serving as a guest speaker on occasion. Numerous research studies have concluded that PI is extremely important when a child begins elementary school (Schecter, S. R., & Sherri, D. L., 2009). Elementary school is a critical time for students because it lays the groundwork for future academic success. Demonstrating the value of a child's education at a young age can inspire the child and have a positive impact on their education. As ideal as it would be to have an impact on every child at a young age, this is not possible due to parental implications. Specific to Latinx parents, they have various implications due to the language barrier as they may feel a "lack of confidence" in helping their child with homework since it is not their first language. The lack of confidence may also result due to not developing sufficient academic competence to effectively help their children (Hornby, G., & Lafaele, R., 2011). They can also feel discouraged to communicate with their student's teachers (Hornby, G., & Lafaele, R., 2011). The only time parents initiate communication is when their child is failing. As a result, resources for Latinx parents must improve to ensure that the achievement gap between immigrant Latinx minority students and others does not expand (Turney, K., & Kao, G., 2009). This way, the resources can better help support academically and it gives parents access to inside information from teachers and schools. Not only will it help with academics, but with behavior issues as well. Domina (2005) claims that "When children have problems at school, involved

parents learn about these problems earlier", making it easier to determine what will be best for their child in order to improve behavior or academic performance in the future (p.236).

Why is it an issue?

Research has demonstrated that parent involvement correlates positively to student success, regarding cognitive academic skills such as preliteracy, numeracy, and social-emotional behavioral skills (Kingston, et al., 2013; Calzada et al., 2015). It has also been associated with students' test performance. Keeping their academic success at an all-time high is essentially ideal, but throughout their growth and later grade levels, it decreases due to decreasing parent involvement too (Bido, J. M., 2020; Domina, T., 2005). Researchers believe that this drop is due to parents' desire to help their children become independent learners as they grow older (Kingston, et al., 2013). When they are young, their parents are their sole educators. They are the ones who educate their children to walk, talk, develop motor skills, and cognitively challenge them. They are their child's support and motivation system at that point. When a child reaches the age to begin kindergarten, a problem arises in the child's education. Immigrant Latinx families face various challenges such as participating in "schools, due to a lack of familiarity with a new language, customs, and norm", making them feel alienated and unmotivated to become involved (Garcia Coll et al., 2002; Calzada, et al., 2015, p. 874). According to Calzada et al. (2015), different cultural groups of families, specifically parents, "believe that it is their responsibility to partner with teachers in their child's education or alternately, that teachers are the sole authority on school-related matter" (Garcia Coll et al., 2002; Ramirez, 2003, p. 873). Furthermore, some parents may believe that their role is simply to get their child to school. When the responsibility is solely placed on the educator, a problem arises. Both the student's teachers and parents must become involved. It is the parent's responsibility to participate in their child's

education. If one of the components of a child's education is missing, their achievements will soon deteriorate, affecting their future education (Domina, T. 2005). The major purpose is to have parents, teachers, and administrators collaborate and share information in order to improve the student's education.

What should be done?

From prior research and observations, educators, school administrators, and parents need to build effective resources that will increase PI school-based to help support the students in their academic success. Schools need to collaborate and review their Parent Involvement Plan (PIP), "a document that established how parents involvement will take place within schools" and compile useful resources (Bido, J. M, 2020, p.2). Increasing parent involvement is one of the central goals the No Child LeftBehind Act (2002) established (Domina, T., 2005). Effective resources that can increase PI will "...may reduce the achievement gap between high- and low-performing students" which is an overall issue that pertains to Latinx students (Bido, J. M. (2020; Lee& Bowen, 2006, p.2). According to Schecter, S. R., & Sherri, D. L. (2009) an overlap between parents and teachers occurs, "sharing the responsibilities and interests of their children to the end of a "caring learning community" for all (Epstein et al.,1997, p. 60). They highlight the possibility that schools may have opportunities such as, " fundraising, parent councils, family literacy program, and roles as lunch/ classroom monitors, classroom volunteers", All of this serves as an excellent example of how parents might get more involved (Schecter, S. R., & Sherri, D. L., 2009, p.60). Each school developed a plan PIP for the school year in order for PI can remain at stability. Though it might be a plan, other types of resources can be developed by teachers. Teachers have the ability to improve their resources now due to the vast literature development they acquire. To name a few, literature can consist of templates for PI activities,

different meeting objectives, programs, and workshops (Hornby, G., & Lafaele, R., 2011).

However, if the teacher does not demonstrate the approach, attitudes, atmosphere, and actions,

then an issue will arise, According to Hornby & Lafaele (2011), those attributes are for

enhancing PI. Furthermore, the research is to acquire and develop resources to implement into

their PIP and apply them in order to improve PI emphasized with Latinx elementary students.

Method[1]

In order for students to achieve through their education, parent involvement is essential to

students' academic success. For this Capstone Project, the researcher investigated how several

educators at an elementary school view parent involvement and what may be done to increase it.

I also spoke with Latinx parents to see how they contribute to and participate in their children's

schooling. Based on an analysis of the data and the relevant research literature, the researcher

formulated an action that responds to increasing parent involvement among Latinx students in a

way that involves a particular audience.

Context

This study took place at a small elementary school in Mountain View, California.

Mountain View is a small town located on the Central Coast. It has a total population of 8,220

people, with Hispanics and Latinx families making up the majority of the population: There are

4,224 Hispanic/Latino people, 3,191 White people, and 149 people of two or more races in total.

(World Population View, n.d.).Mountain View is bordered by agricultural areas, where the

majority of the residents make their living. In this town, there is only one small school district

which consists of one elementary school, one middle school, and one high school. Grace

Elementary School serves kindergarten through fifth grade and is populated by 46 teachers and

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[1] Pseudonyms have been used for all proper names.

932 students (School Accountability Report Cards, 2020). As shown below in figure 1 The

student enrollment is broken down into eleven sub-student groups. Hispanic or Latinx students

account for 97.6% of the student body at Grace Elementary School, making them the majority.

Because Latinx or Hispanic people make up the vast majority of the population in town and at

the elementary school, I chose to concentrate my research here.

Figure 1.

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.2
Filipino	0.4
Hispanic or Latino	97.6
White	1.3
Two or More Races	0.2
Socioeconomically Disadvantaged	84.1
English Learners	58.3
Students with Disabilities	13.6
Foster Youth	0.4
Homeless	15.7

Note. School Accountability Report Card (SARC) 2020.

Participants and Participant Selection

Five stakeholders participated in this study. These include two Grace Elementary school

teachers, the school's vice-principal, and two Latinx mothers from Mountain View whose

children attend Grace elementary school.

Participants

Lisa Ledezma. Lisa is a Hispanic female third-grade teacher and has been in the

teaching profession for over 16 years in the Mountain View district and out of the district.

Felix Almanzar. A Hispanic male fourth-grade teacher. He has been teaching for over five years in the Mountain View district.

Destiny Davis. She holds the position of vice-principal at Grace Elementary school. Prior to the vice-principal position, she taught fourth grade for about four years.

Clara Martinez. A Latinx immigrant from Mexico who is today a stay-at-home mother. Her three children attended Grace elementary school. The eldest is in the fifth grade, the second oldest is in the second grade and the youngest is in kindergarten.

Lucero Aguilar. A Latinx immigrant from Mexico who earns a living by working in the agricultural fields. Mrs. Ledezma is her child's third-grade teacher.

Researcher

This issue is important to me because I am a Latinx student who had very little parental involvement in my education due to my parents' language barrier with my teachers and a lack of communicative resources. Since there was a language barrier between my teacher, staff member, and administrator with my parents, they were not aware of the resources the school offered so they can be more engaged with my education through my time at Grace Elementary. Because I believe that parental involvement is critical in a student's education, I wanted to learn more about how I can increase parental involvement with Latinx students in an elementary school. As a future educator, I am now aware and conscious of the language barriers between schools and parents/guardians. Parent involvement is essential in order for a student to succeed.

Semi-Structured Interview and Survey Questions

Questions for Teachers

1. As an educator, do you believe parent involvement is essential to students' success? Why or how do you believe parent involvement is essential to students' success?

2.   What do you know about parent involvement with Latinx students at Grace ElementarySchool?

3.   Do you see any challenges with increasing parent involvement?

4.   What is currently being done to increase or obtain the involvement with Latinx parents by whom?

5.   What are the strengths and weaknesses of these efforts?

6.   What types of formats do you communicate with the student's parent?

7.   In which format do you have a better response and how frequently do you and the student's parents communicate?

Questions for Parents

1.   What are your thoughts on the role of parents in their children's education?

   ¿Qué piensa sobre el papel de los padres en la educación de sus hijos?

2.   As a parent, do you believe parent involvement is essential to students' success?

   Como padre, ¿cree que la participación de los padres es esencial para el éxito de los estudiantes?

3.   In what ways do you get involved with your child's education?

   ¿De qué manera se involucra en la educación de su hijo?

4.   What are some of the ways the school encourages parents to participate?

   ¿Cuáles son algunas de las formas en que la escuela anima a los padres a participar?

5.   How many/much of those activities and services do you take part in?

   ¿En cuántas de esas actividades y servicios participa?

6.   What types of formats do you communicate with your student's teacher?

   ¿Qué tipo de formatos se comunica con el maestro de su alumno?

7. In which formats do you have a better response and how frequently do you and your

    student's teachers communicate?

    ¿En qué formatos tiene una mejor respuesta y con qué frecuencia usted y los maestros de

    su estudiante se comunican?

8. What suggestions would you make to the school to encourage you to participate in such

    programs or activities? Are there any new resources or activities you'd like to see

    incorporated to help parents become more involved?

    ¿Qué sugerencias le haría a la escuela para animarlo a participar en tales programas o

    actividades?¿Hay nuevos recursos o actividades que le gustaría que se incorporaran

    para ayudar a los padres a participar más?

Procedure

All participants were interviewed individually. When it was not possible to interview

participants in person, they were invited to complete a phone interview or a google form survey

of the same questions. Face-to-Face interviews took less than one hour, were audio-recorded

(with participant consent), and took place in a Video Call. A semi-structured interview format

was used for face-to-face interviews, to allow for follow-up questions to unclear, interesting, or

unexpected responses. All interviews/surveys were scheduled at the convenience of the

interviewee and took approximately 35 minutes to complete.

Data Analysis

Transcribed interviews were coded and analyzed for emergent themes.

Results

For this Capstone Project, two elementary teachers, the vice-principal, and two parents

were interviewed to see what they think could be done to improve parent involvement. This is

important because [explain why your focus issue is authentic, meaningful, and/or urgent]. Based on an analysis of the data and the relevant research literature three themes emerged (see Table 1). Evidence-based decision-making required evaluating each potential Action Option by the following criteria: Reach, Effectiveness, and Time. The amount of time parents and instructors will devote to each option will be used to calculate time. If the quantity of time is reasonable and there are no obstacles, it can be a useful resource. The effectiveness of the options will be determined by how well they resolve the issue. If the option has a good impact on the stakeholders, it may be useful. Finally, the reach of an option is determined by the number of people it will serve. It will be more effective if there are a large number of parents in the population. Based on the evaluation of each Action Option an action will be recommended and justified.

Table 1

Evaluation of Action Options

	Reach	Effectiveness	Time
Utilizing Digital Apps	Medium	High	High
Monthly Parent Nights	Low	High	Medium
Building Social Media Communities	Medium	High	High

Utilizing Digital Apps

Using various apps designed for educational resources to assist with either student engagement or parent involvement can be an effective resource. By appropriately navigating and

utilizing the app, you can easily implement specific ones that can help your students, parents, and teachers. With technology advancing, digital apps are becoming frequently used by individuals. Teachers are using this tool for communication and engagement with students and parents. One of the interviewees shared, "Class Dojo is a great app I have been using for almost three school years and I've had success with it", (F.Almanzar, personal communication, 2021). Other digital apps such as Reminder, can be a helpful way to notify parents about class announcements and increase communication (F.Almanzar, personal communication, 2021). Digital apps will help increase communication between parents by the useful translations to any language they desire. This way parents that do not speak English can get translated announcements and messages from their student's teachers. Not only do digital apps work for parents but also for students' engagement, particularly to Class Dojo (C.Martinez, personal communications, 2021).

Technology is evolving, and many individuals now own smartphones and are familiar with how to operate them, including how to launch and close apps. Digital apps are accessible with a click of the 'Install' button or a web search, whether they own a computer, phone, or any other digital device. Parents can participate and become involved in their child education from home or on the go. Using an app will increase parent participation by allowing them to participate in class events that are posted on the app's feed, as well as participate in student incentives and increase student engagement. Considering parents are very limited to their time, due to work and other responsibilities at home(Turney & Kao, 2009), utilizing digital apps will not take away a lot of time out of their day. Since our phone is within reach of our hands, parents can easily access the assigned app with a click on the screen. It takes a few minutes out of their day to view how theirs child's day went, any announcements the teacher made, or any type of communication the teacher initiated.

Monthly Parent Nights

Parent night meetings can occur on a monthly basis. In the meetings teachers, translators, and parents can attend. Translators will be a source of communication if parents do not speak English. It is suggested due to only Spanish-speaking parents not feeling comfortable when there is no form to communicate what they may be concerned about to the teachers. Educators will then have the opportunity to share with parents what the students will learn that month. It gives the parents the advantage to prepare in case the student finds the material difficult to complete their homework or projects. The teachers can guide the parents too if they have difficulty understanding a concept. Knowing what the student is learning can provide parents with an opportunity to initiate a conversation with their child. It can demonstrate engagement towards their eductions and develop motivation to keep on achieving in their academics. Although it would be PI home-based, it is still increasing PI overall. Following previous meetings, teachers can individually display the student's work and demonstrate the progress they are achieving in class. Since most parents in Mountain View work in agricultural fields or factories it leads to working late. Meetings with parents would have to be scheduled after work hours when parents are available to reach the vast majority of parents. Parents will be capable to attend the meetings since they are held late at night, as opposed to the school's 'Cafesito Meetings,' which are held at eight in the morning (L. Aguilar, personal communication, 2021). To keep the parents engaged, the meeting will be at most an hour and a half long. Just like students, they can have a short attention span and lose interest. Because the goal is to engage the parents to become proactive in their student's education the time cap is minimal in order for them to not withdraw from the meeting. Besides the reason, parents after work may have other commitments within their household, therefore keeping the monthly parent nights as minimalist would be logical.

Building Social Media Communities

Similar to utilizing digital apps, building social media communities is an action plan option that may be effective if used correctly. Nowadays, most parents use social media in some capacity. Interviewee Clara shared she uses the app Facebook to keep in touch with her siblings and other close relatives along with interviewee Lucero, as she uses Instagram and Facebook to reach out to family in Mexico. If student's parents are using social media to connect with friends and family, they can also use it to connect with their students, teachers, and other parents. Teachers will create a page designated for the student's parents to communicate, engage, interact with one another. The page will be allowed for posting from teachers and parents in hopes of the improvement of PI. Social media has implemented a translation button to all posts which can benefit both Spanish and English speaking parents in assisting them to communicate with each other. Educators can post pictures that consist of activities done that day keeping the parents involved in what is occurring within the classroom. Parents can utilize the page by communicating with others regarding events, field trip volunteering, students' homework or projects, and various other ways. Parents can be introduced to the page on Back to school night when everyone meets the teacher if they have not yet done so. Ultimately, communities will be built through social media constructing an effective resource for the school personal and favoring the parents.

Conclusion

All three action options, utilizing digital apps, hosting parent night meetings, and building social media communities were designed after analyzing the results of the interviews. They were created to improve parental involvement among Latinx students, particularly with Grace Elementry. All three were constructed to improve the system for parents to gain

encouragement to be involved in their student's education.

Recommendation. After evaluating the three action options, a conclusion was made of recommending both utilizing digital apps and building social media communities. In regards to utilizing digital apps, Class Dojo was the app recommended by one of the interviewee teachers. She and many educators within the school are familiar with the app Class Dojo. Class Dojo promotes its app as a communicative resource for all families, both in and outside of school. Teachers and parents can share pictures, videos, and messages to their students' and families' accounts. Messages have an instant translation to any language, reach any family on any device, have quick responses with notifications, and are well-liked by many schools across the United States. Using the app will increase parent participation by allowing them to participate in class events that are posted on the app's feed, as well as other features such as participating in student incentives and increasing student engagement. Our phone is within reach. Rather than using their time on Social media, parents can go ahead and review the app to see any alerts, material/content learned, and their child's performance for the day. Using digital applications and building social media communities go hand in hand, making the two choices the most successful in keeping parents up to date via technology. As previously said, many parents already use social media to socialize, so why not use it to become more interested in their children's academics. Creating a page for the class will be no different than creating a page for the school, which they already have.

Concessions. While utilizing digital apps and building social media communities were determined to be the most effective resources combined, hosting parent night meetings had its strength too. Hosting parent night meetings would bring parents to face to face making the connections between parents and teachers more strong, just as research states, "Teacher-initiated

communication, such as an explicit invitation to visit the classroom, may be especially likely to engage parents and increase school-based involvement activities" (Calzada, et al., 2015, p.875)**.** Teacher and parent relationships would be built while parents building relationships with one another in person, making each other motivated to participate and engage in their student's education for a positive educational experience.

Limitations. Although the two action options utilizing digital apps and building social media communities were the best resources for the research conducted, some limitations are brought upon the action plans. One limitation would be the digital technology gap some parents may have. A parent might not have either a smartphone or a computer making it hard for parents to get involved with their student education. The other limitation, relating back to the one prior, is the parents who are not comfortable with technology being the primary resources to important sectors, such as their child education.

Potential negative outcomes. Due to the limitation, negative outcomes can come into existence. If there is a parent who is within the technology gap or against it being the primary resource, the class can become divided, making the teacher feel overwhelmed by the overworked resources that would be introduced. The division can cause conflicts between teachers and parents as a result of not improving the issue.

Conclusion. However, based on the research, utilizing apps combined with originating socials media communities are the most effective resources one can implement in their school. Both should be included in the Parent Involvement Plan that Grace Elementary programs. Combing both will improve parent involvement among Latinx families whose students attend elementary school. The action plan options will result in creating communicative relationships between teachers and parents which is essential and follows through the No Child Left Behind Act(2002)

and Every Student Succeeds Act being one of the central goals. Implementing them at a young age will demonstrate parent engagement resulting in academic success at an early age. In the future, it will become subsequently rewarding in their educational experiences. Parent Involvement is an issue needed to be addressed, being a very important issue within Latinx elementary students, and now it waits for it to be furthered communicated by other educators trying to achieve the disparities in Latinx education.

Action Documentation and Critical Reflection

The issue that has been addressed in the study is improving parent participation in Latinx elementary students. Parental involvement should begin at a young age to help students achieve academic achievement. With school-based participation, students will have the support of their first teachers, their parents. Despite the fact that Latinx pupils receive home-based PI, they require more by watching the many ways in which their parents devote their time to finally grasp the subject that the student is learning. Five people were interviewed during the research: two primary school teachers, the vice-principal, and two Latinx parents whose children attend elementary school.

Following the interviews, three action options emerged but combined to future implementation at Grace Elementary school. The two options were utilizing digital apps and building social media communities. Utilizing digital apps and building social media platforms were recommended due to the high increase in technology and its integration into classrooms. Many parents own a sort of technology device, using it for social interaction. With the addition of social interaction, both teachers and parents will work together in building a social media page for their class where they will interact with one another and gain engagement in their student's education. The social media page will be referencing pictures and status updates between teachers

and parents. Similar to the social media platform, teachers will utilize an educations app called Class Dojo. The app Class Dojo will help increase communication between parents by the useful translations to any language they desire. This way parents that do not speak English can get translated announcements and messages from their student's teachers. Teachers and parents can share pictures, videos, and messages to their students' and families' accounts. With the combination of the two emerged options, parent involvement will increase among Latinx students in elementary school.

The two will soon be implemented further in the future since there is an impediment with the existing disease of COVID-19. As I interviewed the stakeholders, the vice principal detained the process of both action options to come about due to the changes the school is currently undertaking. The action plan that will transport is to approach the vice principal as soon as the school year comes to an end.

Action Research Project Documentation and Reflection

Senior Capstone students had the option of selecting an educational topic that resonated with them at the start of the semester in LS 400. As a Latinx student, I chose to investigate the issue of Parent Involvement in Latinx Elementary School Students. It was an issue that I felt was essential in my community and that needed to be addressed. The study was carried out in a local elementary school where the majority of the children are Latinx or Hispanic. Teachers at the primary school were contacted to see whether they were interested in participating in my research. A total of fourteen teachers and other school personnel were intrigued, but only three were concluded within my interviews. In order to make my research effective, I figured I needed the perspectives of parents themselves. As I began to interview the participants, the questions I had initially developed began to change and resulted in developing more questions along the way to get

the answers to all the questions. Thankfully the school personal at the elementary school where the study was developed, was kind, patient, honest, and passionate as I was about this topic. Working together is in future plans where I will deliver my findings and the action options that emerged. I am confident in working along with them to implement the resources recommended throughout the study. Through the research experience, I learned that there are many more topics that needed to be addressed and with the help of the elementary school teachers, who are my mentors, we are confident that a change will be made.

Synthesis and Integration

As the time is coming to an end as a California State University of Monterey Bay(CSUMB) student, I reflect on the classes I have taken within the Liberal Studies major, and with all honestly, there has not been one where I did not learn or experience something new. Everything I have learned has benefited while attending CSUMB or will eventually be a piece of knowledge to use throughout my future career. Throughout this class and while attending as an undergraduate, we have been guided by professors and helping us develop as educators through intensive research studies, presenting our findings, and critically thinking about how we can implement what we have learned into our teachings. Along with Service Learning, we were exposed to new settings, unfamiliar environments, challenging ourselves to become more innovative. With the knowledge I have gained, I hope to apply it to my future teaching career, become a resource for those unheard, and inspire others to become our best educators we can be.

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