

2017

Immigrant Parental Involvement In Student Academics

charles tebben

South Dakota State University, charles.tebben@jacks.sdstate.edu

Follow this and additional works at: <http://openprairie.sdstate.edu/ere>

 Part of the [Art Education Commons](#), [Bilingual, Multilingual, and Multicultural Education Commons](#), [Curriculum and Instruction Commons](#), [Curriculum and Social Inquiry Commons](#), [Disability and Equity in Education Commons](#), [Early Childhood Education Commons](#), [Educational Administration and Supervision Commons](#), [Educational Assessment, Evaluation, and Research Commons](#), [Educational Leadership Commons](#), [Educational Methods Commons](#), [Educational Psychology Commons](#), [Elementary Education Commons](#), [Gifted Education Commons](#), [Health and Physical Education Commons](#), [Home Economics Commons](#), [Indigenous Education Commons](#), [International and Comparative Education Commons](#), [Language and Literacy Education Commons](#), [Online and Distance Education Commons](#), [Scholarship of Teaching and Learning Commons](#), [Science and Mathematics Education Commons](#), [Secondary Education Commons](#), [Social and Philosophical Foundations of Education Commons](#), [Special Education and Teaching Commons](#), [Teacher Education and Professional Development Commons](#), [University Extension Commons](#), and the [Vocational Education Commons](#)

Recommended Citation

tebben, charles (2017) "Immigrant Parental Involvement In Student Academics," *Empowering Research for Educators*: Vol. 1 : Iss. 1 , Article 3.

Available at: <http://openprairie.sdstate.edu/ere/vol1/iss1/3>

This Article is brought to you for free and open access by the Teaching, Learning and Leadership at Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. It has been accepted for inclusion in Empowering Research for Educators by an authorized editor of Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. For more information, please contact michael.biondo@sdstate.edu.

Immigrant Parental Involvement in Student Academics

CHARLES TEBBEN

South Dakota State University

Abstract

This study is meant to focus discussions about the importance of the involvement of immigrant parents in respect to student academics. In this study, I intend to make evident a relationship between parental involvement and student academics, after which I will draw in a conclusion of the resources utilized by my community at the elementary and middle schools. I'm conducting my research study starting at elementary school and running through middle school. I'm eliminating the high school period because of their unique parental involvement complexities which share little constraints and outcomes with the lower levels. To build my study, I research several different aspects of parental involvement dealing with elementary and middle school: student impact readiness, immigrant parent perceptions, challenging verses letting them go. I chose nine peer reviewed resource studies because of their supportive research studies that relates to my project goals; of those, I narrowed it down to four that reflects positively in support of evidences. At the end of this paper, I included an abstract of each study to further justify their selection, see appendix A. To draw a conclusion of the resources utilized in my community, I conducted one interview with an administrator that has experience working with immigrant families in our educational system; see appendix B for interview questionnaire.



Immigrant children's academics are greatly affected by their parent involvement in school. This is especially true during their formative years, ages 5 - 14, which can be defined as preschool, elementary school, and middle school years, or as preschool (4-5 yrs), school age (6-8 yrs), preadolescence (9-11 yrs), and early adolescence years (12-14 yrs). These are the years where students experience huge growths, biologically and socially. They are psychologically and emotionally challenged through social and intellect contact. Their successes rely heavily upon extrinsic rewards, especially from their parents. It is through these successes that students soon learn to distinguish between extrinsic and intrinsic awards and how to obtain them. They learn that intrinsic motivation leads to internally rewarding consequences, while extrinsic motivation leads to anticipation of a reward. This is especially true in immigrant families where motivation is part of their culture. In this paper I will attempt to draw a positive relationship between attentive immigrant parents and student academics.

All parents know to get a reaction from a 3 year old, you simply shower the child with praise and the child will do it again. All young children know to get that extrinsic reward they simply repeat the action and they instantly feel loved, a bonding occurs. Although the action and reaction occurs in every culture, it's the praises that are different. Praise can be another word for support, which can only occur during attentiveness. This is where culture impacts societies' norms; how one culture provides support is very likely different from another, and it would be presumptuous of us to think all parents provide the same type of support.

Immigrant Culture

All immigrant families have a culture that has values that are different than others, specifically towards parental support to their children academically. That is one concept that all studies have found; parental support is needed for student academic success. Jung and Zhang (2016) state with parental support "immigrant children tend to have a positive relationship

with academic achievement and performance in school" (p. 333). The question then arises, what is parental support? Jung and Zhang (2016) answer this by writing,

The old traditional conceptualization may involve engaging with their child in activities, providing instruction of academic skills, providing outside-of-school learning activities, being involved in the schooling process, utilizing available resources to provide educational experiences, and providing relevant learning experiences by providing academic instruction. This aspect is parental control and monitoring. This may involve exerting control over the child's learning environment, control and monitoring of children, and tracking and having knowledge of daily activities, and it is conceptualized as part of parental involvement. (p. 334)

Many immigrant parents don't believe they can do this because of their English proficiency and their lack of knowledge of how the education system works. Some are even worried about getting involved because they may be found by immigrant officials and then deported. Sadly, this is especially true in today's political atmosphere.

Some immigrant parents see the education establishment as an alien society where they are not invited. They are often disappointed with their efforts. Jung and Zhang, (2016) write, "they are disappointed when their expectations and hopes for their children are not met as a result of their parenting practices" (p. 334).

There are many walls that prevent immigrant parents from performing traditional parental support such as transportation, work, and child-care. The parent's English proficiency can be a problem because they don't understand the homework assignment and feel they can't contribute. Jung and Zhang (2016) write,

The children's perceptions of their parents' involvement and their own

motivation or academic engagement also matter in terms of their achievement. Further, these findings imply that how children feel about their parents' academic involvement matters more to children than the act of parental involvement itself. (p. 335)

Immigrant Educational Value

Immigrant families place a high value on education, but they hold different ideas about whose responsibilities are whose. For example, they may see the teacher's role as promoting academic knowledge and the family's role as instilling morality and character. It is very easy for immigrant families and schools to be at odds with each other if they perceive the others responsibilities differently. Immigrant family cultural support can easily be unrecognizable to the teacher. The way an immigrant family engages with their children is different than what a teacher is use to. For example Soutullo, Smith-Bonahue, Sanders-Smith, and Navia (2016) states "immigrant families are most likely to use involvement strategies that occurred at home such as asking children about homework" (p.228). The types of support that immigrant parents do are often not recognize by the teacher who is more used to traditional ways such as volunteering and attending parental conferences. Unfortunately, these are the types that immigrant's families struggle with because of barriers. The barriers that immigrant families face my include families' lack of proficiency with the English language, lack of knowledge about the school, lack of transportation, working, and childcare. When faced with these barriers, immigrant families felt unwelcome or perceived schools as uninviting; Soutullo et al., (2016) states "they are less likely to make efforts toward communicating with the school, less likely to seek out community-based resources, and more likely to report adverse interactions with the school system" (p.228).

Teacher Understanding

Teachers need to understand the culture of the immigrants and counter the common negatives that are often spread about them. Soutullo et al., (2016) states,

The teachers' beliefs could hinder partnership formation if teachers conceptualize families' differences as disaffects its instead of strengths, this perspective prevents teachers from recognizing and applying students' and families' unique funds of knowledge and perpetuates a worldview based on equality and uniformity instead of equity and diversity. (p. 229)

Another issue is the jargon the teacher uses. Soutullo et al. (2016) states,

How do you say phonics, yeah, I don't even know how to say "phonics." What is "phonetic"? Como se dice? Phonetica? I don't know how you say it! So can you imagine parents, another participant lamented the inaccessibility of the language translation used to explain mandated progress monitoring assessments. She stated: "But the [progress monitoring assessment] letter in Spanish, it's a nightmare...really, we're dealing with parents, at least in my school, that are either illiterate or even if they know how to read, I mean, they don't know how to read that!

The excessive use of educational jargon and a lack of coherent translation opportunities prompted these teachers to believe that their families were not being appropriately served by the school's second-language services. Many participants perceived that the school created an environment that was unwelcoming to families, and a facet of this unwelcoming environment may be the school's lack of cultural responsiveness. (p. 231)

Some of the material sent home is so full of educational jargon, and because of the lack of coherent translation, immigrant families are not being appropriately served by the school's second-language services. This causes immigrant families to perceive the school as an unwelcoming environment, which is due to the school's lack of cultural responsiveness.

Student Aspirations

All students have academic aspirations especially immigrant students; they came here for a better life. Their families have had to endure great hardships and many sacrifices. The immigrant parents know that to be successful in America, their children must be successful in school. Jung and Zhang (2016) states,

Children's aspirations were significantly associated with children's academic achievement, cognitive development, and English language ability, indicating that a higher level of children's educational aspirations may predict a higher level of children's academic achievement, cognitive development and English language ability. (p.345)

To be successful academically, immigrant students need to be motivated. The motivation that comes from the home is most important. When students feel their academics are being supported, they perform better, especially when starting out in school. One of the first challenges students face is reading, and this is where support is really needed. Arzubigi, Rueda, and Monzo (2002) states, "motivation plays an important role in literacy development and it leads to differences in achievement, engaged reader is one who is motivated, knowledgeable, strategic and socially interactive" (p. 233). A motivated student becomes a reader, which helps them to recognize individual personal goals and values about the academic successes. Arzubigi, et al. (2002) writes, "culture and language was related to reader self concept nurturance was related to

value of reading and workload inversely related to value for reading" (p. 238).

When an immigrant student experiences academic support, they are also bonding with their parents, which is highly valued in family relationships. Arzubigi et al. (2002) writes, "the more a family spends time together the more children value reading and that as families promote values and identity children self concept as reader also increases" (p.238) and this promotes family cultural opportunities supporting students with encouragement to read.

Types Of Support

There are many different types of support; the culture of immigrant family has a lot to do with the kind of support the parents will provide. Some these types of support will seem alien to the teachers, which is why it's important for teachers to get to know their students. Parental control and monitoring are some traditional methods, as well as assigning priorities to homework, work, chores, TV, and playing with friends. In some cases, immigrant parents that live in poverty have not experienced these controls and don't know how to apply them. These immigrant parents need assistance in learning how to provide these types of support so that they do not become a wall preventing parental support. Soutullo et al. (2016) states, "the overwhelming majority of recent immigrants live in neighborhoods with high levels of poverty, a condition long associated with less than optimal academic and developmental outcomes" (p.227). Poverty can be a wall in itself, preventing immigrant students from ever being academically successful, which doesn't have to happen.

Building Immigrant Parental Support

For immigrant parental support to be built, teachers needs to understand the culture of the immigrants. Doing this will expel a lot of misunderstandings about the immigrants. Only then can teachers hope to convince them they are welcomed in the school. Soutullo et

al. (2016) states, "Family-school partnerships are defined as collaborative, nonhierarchical relationships in which educators and families interact to improve student outcomes" (p.228). This relationship should be bidirectional, in which both families and school learn from each other's experiences. As immigrant parents become more involved, they learn how to engage in discussions with school officials, participate in group discussions, and learn how to support their children academically.

Parental Support

For immigrant students, the involvement of their parents is vital to their academic success, especially early on at their beginning of school. Jung and Zhang (2016) state, "parental involvement in children's school-related activities is directly related to their academic achievement, cognitive development, and English ability" (p.345). Studies have shown that when the student feels parental support they perform better in school, their academics go up, they participate in the classroom and in school activities, and stay away from drugs and crime. Jung and Zhang (2016) state, "when immigrant children have parents who are supportive of and involved in their education, they may be less likely to engage in substance use or delinquent behaviors that can detract from academic engagement" (p.345). This study also found that these students were more likely to stay engaged when their parents were participating in school tasks and activities. When students are participating in school functions, they are learning to socialize with their peers in a fruitful atmosphere that promotes all facets of academics. Jung and Zhang (2016) mention a study that "demonstrated that children realize better academic outcomes when they perceive that their parents are monitoring them or feel that their activities are being closely monitored" (p.346).

Elementary School Support

When immigrant students enter school for the first time in elementary school, they are walking into an alien environment. There are

no similarities between anything they would have experienced before, but it so very vital to them to feel welcome. Turney and Kao (2009) state, "children's experiences in kindergarten and Grade 1 lay a fundamental foundation, and, although schools and teachers are important, parents are key in determining their children's experiences and their involvement has a lasting influence" (p.257). For immigrant children, it is very important that they start off correctly. A successful start makes a big difference for these young students. Turney and Kao (2009) write,

There are at least three mechanisms through which children can benefit, first, parental involvement socializes children; parents who are involved send a message to their children that education is important, and these children are more likely to value education themselves, second, parental involvement provides parents with a means of social control; involved parents get to know other parents, teachers, and administrators who may then discuss their children's performance with them, last, involved parents are privy to information about their children; if teachers tell parents their children are struggling, parents are in a better position to intervene. (p. 258)

Immigrant parents show their support by attending parent-teacher conferences, joining parent-teacher organizations, attending school events, and volunteering at school. Johnson and colleagues (2016) write, "parental engagement is critical to children's educational achievement, before and during elementary school, it is crucial for parent to be involved in their children's education in order to foster development and achievement" (p.445).

The problem a lot of immigrant families is poverty, and this is a very real barrier because of working, transportation, and child care. It is hard to overcome any of these barriers. Another barrier is language; it is hard to read and

understand material written in English. For example, at school functions, if there aren't language translators there, immigrant parents will not understand what is being spoken and the material handed out. Turney and Kao (2009) write about an artifact of their study, "children will benefit tremendously if schools take steps to make minority immigrant parents feel welcome such as with translators and buses for logistical barriers" (p. 269).

Many immigrant parents do not feel that school administrators listens to them; they cite issues such as,

Immigrant parents believed the schools do not listen or care to listen to their needs as parents. The immigrant parents desired to be a part of their children's education, but forces within their children's school prevented them from doing so. The parents wished that teachers would be available to speak about grades, be able to find interpreters during open house and at other times throughout the school day, and communicate with the parents when their child is in need of assistance, the immigrant parents in this study felt abandoned and helpless while trying to gain information regarding their children's education. (Ramirez, 2003, p.93)

Many immigrant women express a belief that their concept of what school consists of was different than what they experienced. No one told them this is what school is like here; they assumed that education was similar, but they were totally taken back when told this is what is expected from parents. Ramirez (2003) states, "immigrant women felt that the school was an extension of their home, and that the teachers served as surrogate mothers. If the children were left outside, the parents viewed this as parallel to child abuse and a disregard for the children's welfare" (p.95). Another misunderstanding was expectations. Immigrants and schools had different expectations, but

since neither communicated to each other, no one knew. Ramirez (2003) states, "for many teachers and administrators, parental involvement is centered on those parents that are able to attend those who do not are seen as uncaring" (p.95).

Immigrant parents also benefits from involvement, and studies have shown that when they are involved, their English improves. That is because they are interacting not only with each other, but also with the school. In doing so, they are speaking and reading in English, learning about the different concepts of the school system. This parental involvement also has a positive effect upon the student. Lahaie (2008) writes about this,

Long-standing social science research has shown that parents' involvement in their children's education improves their children's achievement, even after the students' ability and family socioeconomic status are taken into account, parents with limited English proficiency can greatly benefit from greater parental involvement. (p.685)

Often the immigrant parents' formal education is lacking, and without focus, this could be a barrier for support, but with proper guidance from the school, this barrier can be removed. Lahaie (2008) states,

Parents from minority groups and those with little formal education face many barriers to full involvement in their children's schooling, many parents are also self-conscious about their levels of schooling, feel uncomfortable in institutional settings, and fear that they are not educated enough to be helpful in the classroom. (p.685)

Teachers should suggest activities that they can handle, such as reading in their own language and then the student reads in English, or going to the library in search of books in

both native and English languages. Parents should also monitor children's free time; they may not know how to do that, but culture community centers would be able to help. In the initial meetings with immigrant parents, they should be told the importance of their support and be given some examples of support. Then, throughout the year, there should be discussions on the type of support they are providing and the affects they are having. When the parents can see results of their support, they will continue and the student's academics will continue to improve. Johnson et al. (2016) writes,

Proactive parental support during the elementary school years including helping with homework and engaging with teachers has been shown to be related to reading achievement, math achievement, children's feelings of self efficacy in school, children's self-regulation, and a decreased in high school dropout, parental support includes conveying expectations about children's achievement which impacted self regulated learning skills, including self-motivation and self-control. (p.446)

Immigrant parents should clearly understand the importance of school readiness, and this is especially true when starting school. Lahaie (2008) writes,

My study demonstrates that in the fall of kindergarten, when entering school for the first time, children with immigrant parents who both speak a non-English language at home do significantly worse in English and math than children of immigrant parents who both speak only English at home but this can be reverse. (p.702)

It is suggested to have books and music in the home. Also, it is recommended that students attend a center-based care or Head Start program prior to kindergarten where English is spoken.

Middle School Support

Middle School is a dramatic period of time for students; they are not only going through emotional and body developmental changes, they are learning the benefits of socializing. Group learning is a great way to learn; it's called collaborative learning. When it comes to immigrant students, they benefit greatly from this attention; it's called extrinsic awards. The attention from their parents is just as important, if not more so, because it's unconditional. Auerbach (2006) states, "immigrant parental support is often 'invisible' (moral support) to educators, and hence dismissed as unimportant. If we are to better understand this support, rather than dismissing it or stating it as a given, we need to probe its meaning and dynamics" (p.276). The concept of moral support is rooted in their culture, derived out of necessity because of barriers that they can't overcome. If teachers are very often unaware of this type of support, they need to be educated on the importance of it. Auerbach (2006) states, "educators often overlook the importance of parents' moral support" (p.276). The reason for this type of support mostly comes from their family culture, which is most important where individual respect and support originates from. When immigrant parents feel a barrier at the school, this is the support they perform. Auerbach (2006) states, "Latino parents tend to avoid coming to school for various reasons, ranging from lack of Spanish-speaking school staff and logistical barriers to feelings of discomfort, shame, in dealing with educators" (p.276). The dilemma they face is if they do not appear at school, their efforts motivating and encouraging their child go unrecognized, but if they are able to show up, they feel alienated. They face systemic barriers with few resources, lack of English fluency and lack of knowledge of the educational system. Plus, they are often anchored down in low economic and social conditions with few recourses. Work schedules can be daunting and unforgiving if absent. Few, if any, school administrators understand the barriers immigrants have; schools typically marginalize poor, minority parents by failing

to accommodate their needs, validate their culture (Auerbach, 2006, p.277).

Ceballo, Maurizi, Suarez, & Aretakis (2014, p. 117) also wrote about this dilemma of barriers that prevent the poor immigrant parents with middle school students from supporting in traditional ways. Latino parents especially experience this bias with demanding job schedules, inaccessible transportation, lack of English language fluency, and unfamiliarity with the American educational system. Ceballo et al. (2014) states that there is, "evidence for the positive effects of parental involvement on the academic achievement of children in middle school" (p.117). The results of their study confirmed the importance of academic socialization, learning about and participating in communicating educational expectations, values, or utility for fostering educational aspirations. This research links all the school subjects to current events and discussions for learning strategies and future goals.

It should be noted that moral support involves parents encompassing an environment that the student can study in; a place that is clear of distractions, free of chores, free to study. These are supports that parents may not be aware of, but should be discuss in a teacher and parent meeting (Ceballo et al., 2014, p.117). Another concept that many children have is the guilt for parental sacrifice, to "give back" to parents who have sacrifice so much for them to be educated. Teachers need to be aware of these and be able to discuss them with the students and parents (p.118).

Middle School Interview

I interviewed a middle school administrator who had experience working with ELL students and their parents. I was very surprised to learn how culturally responsive they were. They take it very serious, and the teachers are very protective of their ELL students and parents and monitor their relationships daily. Each family has a liaison who works with them to ensure the immigrant parents are knowledgeable of what is going on in the classroom, and ensures they are attending the school meetings,

activities, and conferences. They use language translators whenever it is needed, especially at all group school meetings and conferences. The school utilizes up to nineteen different translators due to all the different languages. The costs of the liaisons and language translators is paid by the school district. The school administration, teachers, and liaisons spend a lot of time enlightening the immigrant families of how the school system works. There is a culture difference on education responsibilities; in some cultures, it's the parent's responsibility to teach respect and the school to educate. They utilize a lot of language translators because most teachers are not proficient in other languages, but the teachers bend over backwards for their students and parents. They work with the liaisons to ensure the parents are kept up-to-date.

I couldn't nail down if teachers are available on weekends; I suspect they aren't. None of the staff, other than the liaisons, were cultural aware before taking their current position. An ELL endorsement is not required, although most have it and the ones who don't are obtaining it. Most immigrant parents' English proficiency is very low, while their children's is much higher.

The middle school administrator believes low English proficiency is holding these immigrant parents back from getting better jobs. The middle school administrator believes immigrant parents don't realize they are poor because they have more than what they left behind. The middle school administrator doesn't believe the immigrant students understand the gift and sacrifice their parents are making so they can have an education. The middle school administrator was not aware of anything the teacher does in the classroom to welcome diversity, but my experience the middle school teachers does.

My recommendation: all teachers should have an ELL endorsement and take renew credits every couple of years. There also seems to be a miss between what the teachers are doing in the classroom and what the administrators knows; I recommend better communication

here. I also recommend smaller class sizes, because 28 students is too large for a constructive environment. When I ask about what the school staff does to get to know the different cultures, the middle school administrator said they ask questions, which doesn't seem to be very efficient. I recommend they attend culture activities in the communities, like at the culture center, and make family home visits, bring in diverse speakers to speak in their native language and have an English translator there for the native students. I also would recommend utilizing their native language more in their homework assignments. As an example, do the homework in both English and native language where their parents could help them creating that bond between the student and parent. The following are some suggestions that I believe would encourage immigrant parents to get involved in their school:

- A language translator is available for all school meetings
- All meetings are conducted when immigrant parents can attend
- Notifications are sent out in English and native languages
- Native language speakers are invited with a translator for English
- All documents for parents and school information is available in English and native language
- Parents are explained how the school system works
- Parents are instructed how to communicate with the school
- Parents are instructed what to expect at conferences and what questions they can ask.
- Parents are instructed how to support their children
- Meetings are held with the parents at a regular intervals

More Research

This was a limited study, and more research is needed for long term impact of immigrant parental involvement: high school, college, adult life, career, family, and then reciprocal supportive to their own children. More research is also needed on country of origin and the specific effects of the culture of education achievement. It is conceivable that a teacher may inadvertently omit a culture because of what may seem to have a similar appearance to another. Also more research is needed into what kind of home support is recommended, taking into consideration age and culture. School readiness needs more research also because of the impact culture and economics has; as an example question, "do immigrant parents trust pre-schools to be culturally reflective?"

The immigrant paradox is a phenomenon that needs further study. The phenomenon is that the longer immigrants are here, the less the parents are supportive, with 3rd and 4th generation as an example. I don't know why this is, so further studies are needed to determine cause.

Conclusion

It is paramount that the school administration develops immigrant parental involvement strategies that meet the needs of its student diversity. There should be a plan that encompasses different strategies for all the different cultures. Cultural and economics should be ingredients of these strategies, enriching the programs and bringing the immigrant parents into the school system. It is important that the school administration and teachers become culturally aware so they can recognize culture differences and respond appropriately with strategies to welcome them into the classroom. Ramirez (2003) makes this suggestion, "Learn about the families' belief systems and asking parents what they are interested in for their children's education before developing long-range goals for the school or making changes in curriculum" (p.93).

I believe these recommendations would benefit immigrant children and help to decrease

the academic achievement gap between children of immigrants and children of the native born. For this, Lahaie (2008) identified three pathways that immigrant parents influence their children's academic achievement, "Home environment (learning, literacy, parent-child interactions), out of school (childcare, after school), and parental involvement with schooling (choice of school, school involvement)" (p.686).

I would seriously consider those along with the directives of parental involvement, such as gift/sacrifice for future discussions of school and home involvement. I believe parental involvement does not occur in a vacuum, but as a process that adolescents interpret and understand within their own specific situations that are relative to their culture and understanding of the educational system.

References

- Arzubiaga, A., Rueda, R., Monzo, L. (2002). Family matters related to the reading engagement of latino children. *Journal Of Latinos And Education*, 1(4), 231-243.
- Auerbach, S. (2006). If the student is good, let him fly: moral support for college among latino immigrant parents. *Journal Of Latinos And Education*, 5(4), 275-292.
- Ceballo, R., Maurizi, L. K., Suarez, G. A., Aretakis, M. T. (2014). Gift and sacrifice: parental involvement in latino adolescents's education. *American Psychological Association*, 20(1), 116-127. doi: 10/1037/a0033472
- Johnson, S. B., Avrevalo, J., Cates, C. B., Weisleder, A., Dreyer, B. P., Mendelsohn, A. L. (2016). Perception about parental engagement among hispanic immigrant mothers of first graders from low-income back grounds. *Early Childhood Education*, 44(1), 445-4452. doi:10.1007/s10643-015-0728-z
- Jung, E., Zhang, Y. (2016). Parental involvement, children's aspirations, and achievement in new immigrant families. *Journal Of Education Research*, 109(4), 333-350. doi.org/10.1080/00220671.2014.959112
- Lahaie, C. (2008). School readiness of children of immigrants: does parental involvement play a role. *Social Science Quarterly*, 89(3), 685-704.
- Ramirez, A. Y. F. (2003). Dismay and disappointment: parental involvement of latino immigrant parents. *The Urban Review*, 35(2), 93-110.
- Soutullo, O. R., Smith-Bonahue, T. M., Sanders-Smith, S. C., Navia, L. E. (2016). Discouraging partnership? teachers's perspectives on immigration-related barriers to family-school collaboration. *American Psychological Association*, 31(2), 226-240. doi.org/10.1037/spq0000148
- Turney, K., Grace, K. (2009). Barriers to school involvement: are immigrant parents disadvantaged. *Journal Of Education Research*, 102(4), 257-271.

Appendix A

Resource Abstracts

School Readiness of Children of Immigrants: Does Parental Involvement Play A Role by C. Lahaie (2008):

The author introduces the reader to links between parental involvement and children readiness specifically as it relates to immigrants. These links are two dimensional and reflective of the resources that are available to immigrant parents. Immigrants' culture is a factor in the utilization process of resources, if a resource is not understood it isn't used. This study demonstrates that when immigrant culture is understood and they feel welcomed in the educational system they provide the necessary support to their students' academics. The results from this study clearly shows that when immigrant parents provide their children with academic support that the gap between non-immigrant and immigrant academic scores is erased.

Perceptions About Parental Engagement Among Hispanic Immigrant Mothers of First Graders from Low-Income Backgrounds by Samantha Johnson, Jenny Arevalo, Carolyn Cates, Adriana Weisleder, Benard Dreyer, Alan Mendelsohn (2016):

This study is about the importance of parental support early in their children academics years especially as it relates to single immigrant mothers. The authors introduce the reader to the importances, which are particularly relative to the barriers that single immigrant mothers face. Lack of support resources comes in many different perspectives depending on the barriers and misunderstanding of our educational system. Single immigrant mothers are hardworking and living on low incomes, and so they face many barriers to provide support to their children academically. In many perspectives their support is more pronounce than their non-immigrant single mothers, they have sacrifice a lot just getting here.

The Student Is Good, Let Him Fly: Moral

Support For College Among Latino Immigrant Parents by Susan Auerbach (2006):

The author Susan Auerbach introduces the 'moral' concept, a measure that immigrant parents use to support their children academically. This study documents the cultures from where the moral concept comes from: the family dynamics and social cultural models. This supportive measure is often invisible to the school administration and teachers because it's not what is normally considered 'supportive' actions. The moral support occurs outside of school, as it is a product of culture, a solution to the barriers that immigrant families face within an alien education system. The solution is to become culturally aware thus preventing a miss opportunity strategy for their immigrant students.

Gift And Sacrifice Parental Involvement In Latino Adolescents Education by Rosario Ceballo, Laura Maurizi, Gloria Suarez, Maria Aretakis (2014):

This study is about the sacrifices that immigrant poor families have to make to promote academics. The authors discuss three types of parental involvement: gift/sacrifice, future discussions/academic socialization, and school involvement. These involvements have unique ingredients that are relative to the poor immigrant families, only living in an alien and sometimes hostile environment, sacrificing all their dignity for a better life for their children. In this article the authors shared many stories of the struggles that are as alien to non-immigrants as the environment is the immigrants. The change that is needed starts with the schools administration and teachers to truly learn to walk in the shoes of the immigrants.

Appendix B

Interview Questions

- Do immigrant parents get involved at your school?
- If yes, how so?
- Do immigrant parents know how to get involved?
- If yes, were they instructed?
- Should students be taught what it's like to be their parent?
- Do you believe that immigrants' families are familiar with our education system?
- If yes, were they instructed?
- Do they know how your school operates?
- If yes, were they instructed?
- In the school meetings are their translators?
- If yes, are they volunteers or are they paid and who pays them?
- What happens if a parents can't make school meetings because of whatever, working, out of town, transportation, child care?
- Are meetings recorded so the parents can see them at a later time?
- Are their notes taken for the parents can read them?
- At conferences, how does your school accommodate immigrant families?
- Are there translators?
- Are they explained what to expect in the conferences and what they be asking?
- If the parent can't make it or they rescheduled, example weekends?
- Have you ever heard, "It doesn't take an educated person to know that the schools don't expect much from our children" (Johnson, et al., 2016, p.446)?
- What kind of a relationship do you try to forge with immigrant parents?
- What have you done to get to know the immigrants culture?
- What do the teachers do to get to know the immigrants culture?
- How does the teachers bring the immigrants culture into the classroom?
- Do all school personnel have an ELL endorsement (at SDSU it's 18 credits)?
- If yes, where did they get their ELL endorsement?
- If not, why?
- Translation, what do you do to prevent miss translation issues?
- Are there language translators in the class room?
- Are there language translators in the school?
- When you are having a meeting with an immigrant family is there a language translator there?
- What are the length of residence in the United States are your immigrant families?
- What are their English language proficiency?
- Are there available support groups and bilingual staff?
- Do you have prior experience with immigrant parental involvement in our educational system prior to you taking your current position?

- Does your staff have experience with immigrant parental involvement in our educational system prior to their current position?
- When immigrants' parents are contacted is it in their native language, written, verbally?
- If it's in English, how are you assured that they understand the communication?
- Is it translated?
- Even if it's translated, how do you know they understand the message?
- Do you provide the immigrant parents with a list of things to have at home that will help their children to learn such as children's books, music tapes, CDs, or records?
- Do you recommend center-based care or Head Start prior to kindergarten to them?
- Would you concur "due to lack of English proficiency they often find themselves on low socioeconomic status which means parents possess fewer resources for engaging with their children" (Johnson, et al., 2016, p.445)?
- If yes, what do you promote to overcome this issue?
- Would you concur "It has been documented that immigrant children raised in poor households are at increase in poor school performance" (Johnson, et al., 2016, p.446)?
- If yes, what do you promote to overcome this issue?
- Would you concur "being of a lower socioeconomic status also means that parents possess fewer material resources and possible, emotional resources for engaging with their children" (Johnson, et al., 2016, p.445)?
- If yes, what do you promote to overcome this issue?
- Would you concur "poor immigrant parents are faced with a double setback because of their limited English proficiency" (Johnson, et al., 2016, p.446)?
- If yes, what do you promote to overcome this issue?
- How do you perceive their roles of immigrant parents in their children's education?
- Do you believe there is a legacy of deficit thinking ingrained the erroneous assumption that immigrant parents especially Latina's that they do not care about education?
- Should immigrant students be taught about the sacrifices that their parents are making to get them an education (the gift phenomenon)?
- Have you heard of the moral support phenomenon?