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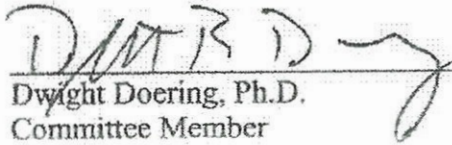
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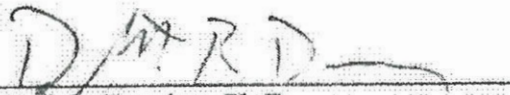
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PERCEPTIONS ABOUT PARENT INVOLVEMENT:

A MULTIPLE CASE STUDY ON THE SUCCESS OF LATINO MALES IN SCHOOL

by

Rosa M. Marino

A Dissertation

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## ABSTRACT

Latino students represent the largest and fastest-growing demographic of culturally diverse school-age children and have one of the highest dropout rates in the nation. Specifically, aside from males of American Indian descent, Latino males are the second-highest ethnic group to drop out of school. The literature stressed that parental involvement does have a positive and significant influence on the achievement of high school graduation, regardless of ethnic background or gender. They also tend to be less involved in the education of their children for a variety of reasons. The focus of this qualitative study was to explore and report the perceptions of Spanish speaking Latino parents about their son's schooling, and the factors that helped or hindered his success. The perspectives of school counselors and parents, as compared and contrasted, were also considered.

A total of 15 participants took part in this study, which consisted of 10 Latino parents and five school counselors. Through surveys and interviews, parents shared factors which they believed impeded or encouraged their involvement, including experiences from their country of origin. Many did not have formal education beyond the fifth grade but based on what they learned from their parents about participation in the school, a majority of the applied the skills learned from their parents to help their child succeed in school. The school counselors told of their experiences and observations about parent involvement at the schools they worked.

The results of the study showed the majority of parent involvement occurred at home. The researcher concluded that Latino parents in the study were active contributors to their child's success, as demonstrated by their commitment through creative ways of involvement.

Implications for further research with Latino parents were presented.

## DEDICATION

“Some people come into our lives and quickly go. Some people stay for a while, and move our souls to dance. They awaken us to new understanding, leave footprints on our hearts, and we are never, ever the same.”

Author Unknown

I

dedicate this dissertation in tribute to the memory of two outstanding men who graced my life. First, to my beloved father, Mr. Guillermo Cano Mendoza, who was the driving force to complete this doctorate. He inspired me by the way he lived life, wholeheartedly, with joy, and without fear. Thank you, Papá, for your encouragement, support, and belief in me. I love you, dearly. Also, in remembrance of Mr. Paul E. Bridgman, my soul mate, who saw in me the potential to accomplish great things in life. Thank you, Paul, for your guidance and for taking me by the hand to enroll in classes at community college. That moment marked the beginning of a long journey in education that culminates with the completion of this doctorate. I love you.

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## CHAPTER 1

### **Background of the Study**

There are many benefits to earning a high school diploma, including the opportunity to apply to college and qualify for better employment opportunities. They also tend to make higher salaries and are less likely to rely on public assistance, have fewer health problems, or engage in criminal activity (Rumberger, 2013). Overall, a high school diploma offers more robust employment options and greater personal satisfaction. Unfortunately, leaving high school is easy (Christle, Jolivette, & Nelson, 2007), and it occurs so frequently that approximately 2.1 million American students drop out each year (National Center for Educational Statistics, 2020). But it is Hispanic students, whether born in the US or outside, who have one of the highest dropout rates among ethnic groups (see Figure 1.1). In the early 1970s, Hispanic students comprised the highest number of dropouts (Bohon, Johnson, & Gorman, 2006). Unfortunately, they continue to leave school in high numbers, second only to the American Indian population (National Center for Educational Statistics, 2020). According to the Digest of Educational Statistics (2019), Latino males are among the largest subgroup of students who drop out of school without earning a diploma.

Sadly, those who do not finish school lack the skills and preparation necessary to function in a complex and technology-driven society (Child Trends Databank, 2018). A diploma leads to earning a higher income and occupational status. Still, young adults with low-level education are at a more severe risk of living in poverty and depend on government assistance. According to Goins (2014), an estimated 65% of students who quit high school live below the poverty line and experience higher unemployment. The US Bureau of Labor Statistics (2019), indicated that 5.4% of dropouts across the nation are unemployed. Regardless of gender or race, each dropout costs taxpayers roughly \$266,000 over a lifetime in lower tax contributions, medical care, costs related to criminal activity, and dependence on welfare (Bustamante, 2019;



Lynch, 2015). Therefore, the economic impact of dropping out of school is costly, and the financial ramifications of leaving school do not affect just the individual but also society at large (Lynch).

US Dropout Rates 2018 – By Race and Ethnicity

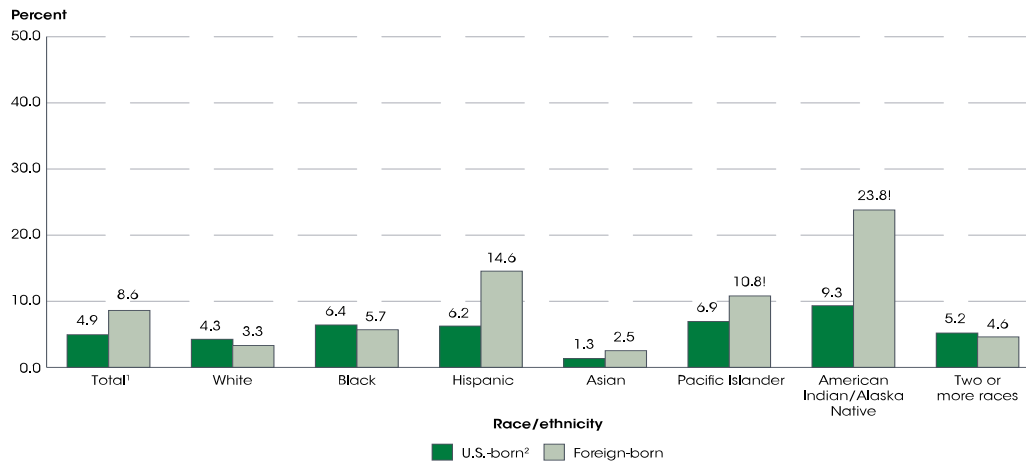


Figure 1. 1. Status Dropout Rates of U.S.-Born and Foreign-Born 16-24 Year Olds, by Race/Ethnicity: 2018

As a result, in 2015, incited by the extreme social and monetary costs to taxpayers, it became necessary for researchers, policymakers, and educators to find ways to keep more students in school and graduate (Davis, 2015). Consequently, the Obama administration signed the Every Student Succeeds Act (ESSA) to initiate positive changes in education and eliminate barriers that kept students from graduating. The new law gave school districts extra funding (Davis, 2015) and removed many of the restrictions of No Child Left Behind (NCLB) and allowed them to make decisions about budgeting and the standards students need to meet. With the removal of the constraints put in place by NCLB, such as the underfunding of programs, acute focus on test scores, elimination of local and state control over how to educate children, and qualifications for teachers so strict it caused a shortage of qualified candidates (Regoli, 2015).

The graduation rates across the nation culminated at 85% at the end of the 2017-2018 school year (National Center for Education Statistics 2020). The data showed that more students graduated, particularly from ethnic minorities, which comprised Blacks, Hispanics, Asians, and American Indians, as well as students with disabilities, low-income, and English who also made considerable gains. The National Center for Educational Statistics (2020) reported that Hispanic students reached an 81% graduation rate, which was higher than Black (79%) and American Indian (74%) students. However, when the data was presented by gender, it showed that Latino males continued to leave school early at a rate of 9.6% and second only to American Indian males at 10.4% (see Figure 2.1).

Latino Dropout Rates by Gender

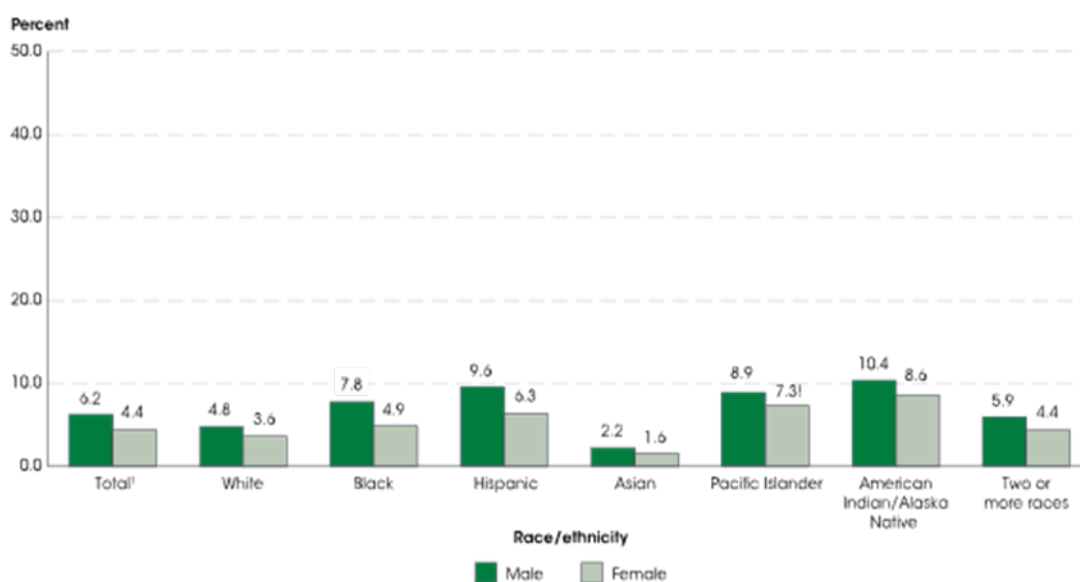


Figure 2. 1. Latino Dropout Rates by Gender, 2018

In California, the outcomes were similar, showing the Adjusted Cohort Graduation Rate improve from 74% to 82.7%, beginning from 2010 to 2016 (Sublett & Rumberger, 2018). However, data for the US Department of Education, compiled by Musu-Gillette et al. (2016), illustrated the vast differences in graduation and dropout rates between Latino males and other ethnic groups of the same gender. The data showed that Hispanic male students continued to

graduate in lower numbers and drop out at higher rates. Therefore, finding a practical solution to the dropout crisis among Latino males was vital to society. A high school diploma not only contributes to the financial security of young lives, but also supports the economy through increased tax revenues, lower cost of healthcare, and less need for public assistance (Rodriguez, 2008).

Consequently, this study adds to the existing body of literature concerning the importance of parent involvement in educating their children to help reduce the dropout problem. Although graduation rates for Hispanics have improved, the dropout issue for Hispanic males continues. Therefore, the researcher is motivated to address the identified sector of students and explore parental perceptions and factors that support the success of Hispanic male students to graduate from school. The study focused only on Hispanic males of Mexican descent who attended school in a large urban school district in Southern California.

### **Latino Population**

Data from the United States Census Bureau (2019) conveyed the national Latino population at 328,239,523 residents with the most significant number originating from Mexico (Pew Research Center, 2017), followed by migrants from El Salvador, at 3% (Pew Research, 2017). Much of the Hispanic population concentrates in five states: California, Florida, Illinois, New York, and Texas. The United States Census Bureau (2019) cited that over 39.3% of California residents were Hispanics, and similar to the national trend, immigrants from Mexico were the majority at 38% (The American Immigration Council (2020). The second-largest group was from El Salvador at 4.1% (Migration Policy Institute, 2019).

### **Problem Statement**

The Hispanic population is currently the fastest-growing population in the United States and public schools. Although enrolment by other ethnic groups declined throughout the nation, the proportion of Latino student enrollment increased from 16% to 27% (National Center for

Education Statistics, 2020). In California, the Hispanic enrollment rates increased from 53.6% to 54.6% (California Department of Education, 2019). Also, national graduation rates for Hispanic students improved over the years, but still lag behind those of White and Asian students (McFarland, Cui, Holmes & Wang, 2019). At the end of the 2017-2018 school year in California, the Hispanic graduation rate was 81% compared to an 87% graduation rate for Anglos (McFarland et al. 2019).

The study's focus is on Latino male students since they are at greater risk of leaving school without a diploma than males of other ethnicities and gender. Data from the National Center for Education Statistics (2018), showed approximately 9.6% of Hispanic boys left school early compared to 6.3% of Latina girls. The literature also indicated that parental involvement made a significant difference in student academic success, regardless of their ethnic origin or socioeconomic standing (Garcia & Thornton, 2014; El Nokali, Bachman, & Votruba-Drzal, 2010). Children were more likely to perform higher academically when their parents were engaged in their education. They tended to earn higher grades, attend school regularly, have stronger social skills, and less disruptive behavior. (Garcia & Thornton, 2014). Parent engagement and encouragement impacts a child's decision to graduate or dropout of high school. Children also contemplate attending college more seriously when their parents are involved in their education (Chen, 2018).

The study explored factors that hindered or contributed to Latino males' academic success, as noted by parent-participants. The research specifically focused on the engagement of Spanish speaking parents of male students whose nationality was Mexican. Also, the perspectives of school counselors and parents, as compared and contrasted, were also considered. The author anticipates the information will help educators, administrators, and policymakers develop more reliable programs to guide Hispanic parents to help their sons succeed in school.

## **Purpose of the Study**

A qualitative multiple case study approach was used to explore the impact of parental involvement in the success of Latino males from Mexico. Although there are growing numbers of immigrants from Central America, who also experience a wide range of issues at school, the study focused on Mexican heritage parents because of limited access to parent-participants from El Salvador, Guatemala, or Honduras. Also, Mexico is the top country of origin for most immigrants from Latin America (United States Census Bureau, 2019).

The research explored the perceptions of Hispanic parents' involvement in their child's education and the factors that hindered or helped their son in school. Through information gleaned from surveys and interviews, parents described in their own words that the factors they perceived influenced their level of involvement in their son's education. It also addressed what they viewed as involvement, elements they understood to impede or encourage parental responsibility, and past experiences from their country of origin. The resulting data can be of use to counselors, administrators, and teachers to help create strategies for middle school students. Specifically, to help them transition to high school, increase their path toward graduation, and reduce the high number of Hispanic young men who drop out of school.

## **Research Questions**

### **Parents**

The following questions guided this study:

1. How do parents of Latino male students in middle school define parent involvement, and what does it mean to them?
2. What factors affect Latino parents' involvement in the education of their sons?

3. What are the differences in parent involvement practices in their country of origin, and could those differences contribute to how they involve themselves in the education of their son?
4. What can middle schools do to help Latino parents and their sons bridge the transfer to high school and increase their success toward graduation?

### **School Counselors**

1. Based on your experience and observations, do you believe Latino parents at your school are actively involved in their son's education?
2. Based on your experience and observations, do you believe Latino parents at your school are consistent with rules and expectations at home?
3. Based on your experience and observations, do you believe Latino parents at your school follow through with recommendations made by teachers and counselors?
4. In your experience, what are some things Latino parents can do to help their son be more successful in school?
5. What factors do you believe may affect Latino parents' involvement in the education of their sons?
6. What can middle schools do to help Latino parents and their sons bridge the transfer process to high school and increase their success toward graduation?

### **Significance of the Study**

The information collected in this study can help determine the influence that parent involvement has on the choices Latino male students make to succeed in school and remain in school to graduate. The researcher sought to gather data from parent-participants and school counselors through testimony and surveys. The documentation supported the importance of parent involvement in the education of their children for success in school. School personnel

may use the outcome data to prioritize the distribution of resources across the district and focus on intervention efforts. Lastly, it contributed useful information for administrators to plan strategies to help Hispanic males succeed in school.

### **Theoretical Framework**

Abraham Maslow's Hierarchy of Needs (1987) served as the theoretical basis for this study. As a humanistic psychologist, Maslow theorized that all people have an innate desire to realize their potential and reach their highest level of self-actualization. His theory stipulates a hierarchy of needs within all human beings, and as each requirement met, it drives and forces the next step to emerge. Maslow ranked their order of importance as follows:

1. Basic Needs - air, food, drink, shelter, warmth, sleep.
2. Safety - protection from elements, security, stability, freedom from fear.
3. Love and Belongingness - friendship, intimacy, trust, acceptance, love, receiving, and affection.
  
1. Self Esteem - achievement, mastery, independence, status, self-respect, and respect from others.
2. Self-Actualization - a realization of full potential, self-fulfillment, personal growth, and peak experiences.

Maslow's theory is most often represented with a pyramid (see Figure 3.1) and organized into two categories. The lower part of the pyramid holds the essential needs for biological survival, and the less urgent needs in the upper section. The top upper part for the least immediate needs.

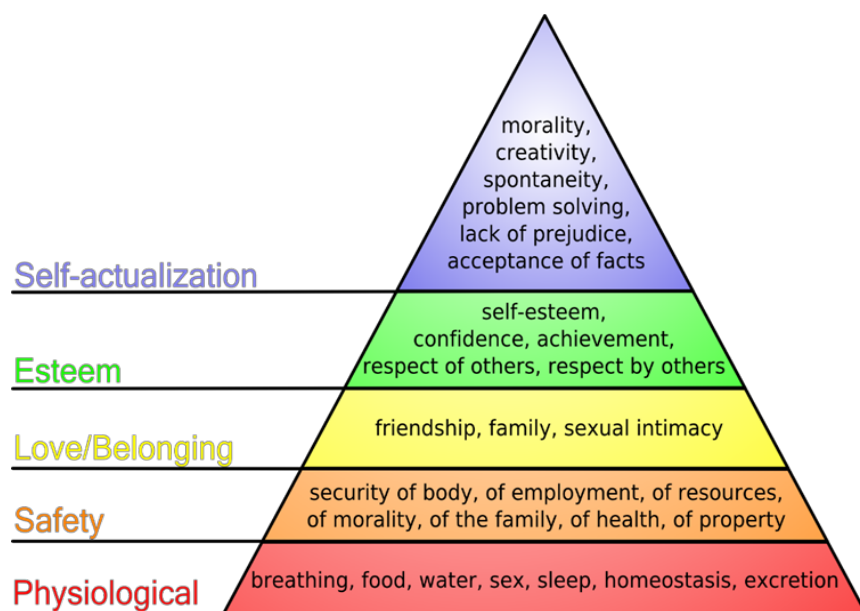


Figure 3. 1. Maslow's Pyramid of Needs

Maslow identified levels 1-4 as the 'Deficiency Needs,' which consist of the primary requirements, such as, safety, love, and esteem. Each need must be achieved in the order presented before progressing on to the next level, and when fulfilled, will go away. The focus then proceeds to the next set of deficiencies, become salient until engaged, and all growth is complete before reaching the highest level of self-actualization. Maslow's theory is relevant to challenges experienced by Latino parents and children at-risk of not completing school. For example, when the basic needs of children (levels 1-2) are not met, it is challenging to teach them when they are hungry, homeless, or scared.

Similarly, when the heads of the household, also experience hunger, lack of shelter, or feelings of fright, their focus is on survival and providing the necessities for their family and not on volunteering at their child's school. As many Hispanic families tend to live in poverty, their essential needs may not be met. The stress created by lack of shelter and food dominates their life; therefore, daily survival is the focus, not participating or succeeding in school. Fontes (2002) noted that Latino families tend to live in poor neighborhoods with higher exposure to



violence associated with gangs or drugs. Inside the home, the need to feel safe and secure may not be possible because of a family structure that includes domestic violence, verbal abuse, and corporal punishment (Fontes, 2002).

Therefore, not having their basic needs met leads to insecurity and hinders the next stage of development; Psychological needs (levels 3-4). This level includes love, belonging, and self-esteem, which are decisive factors in parental participation in the education of their children. Without strong feelings of self-worth, both adults and children doubt their capabilities and make poor choices related to work, school, behavior, and friendships. The ultimate achievement, Self-actualization (level 5), takes a lifetime to achieve and cannot be reached until levels 1-4 are acquired.

### **Delimitations**

1. The parent-participants were of Mexican nationality and lower socioeconomic means; hence, the findings may not be relevant to other Latino nationalities, different cultures, or parents of higher socioeconomic levels.
2. A small number of parents and school counselors participated in the study; therefore, the findings may not be valid to District A, California, or the nation.
3. The results may help educators who work in the State of California and have daily contact with Hispanic parents and students.

### **Limitations**

The study has the following limitations:

1. The content described in this qualitative study was limited to the accuracy of the participants' information data.
2. Only two parents had access to a car, and their availability depended on the bus schedule nearest to the school, thereby limiting their accessibility for personal meetings.

3. This researcher worked within the administration parameters in Delta Middle School, which allowed the researcher to meet with parents only during a set schedule.

### **Assumptions**

This researcher made the following assumptions:

1. The graduation and dropout rates described by school districts in California and the nation for Hispanic males were accurate.
2. The data collected from District A to identify families for the study were accurate.
3. The parent-participants and school counselors gave truthful and precise answers.
4. All Latino parents want their sons to graduate from high school.

### **Definition of Terms**

The following terms appear in this research study.

*At-Risk:* A phrase used to describe students who may have a higher probability of failing academically or dropping out of school (<https://www.edglossary.org/at-risk/>, 2020).

*California High School Exit Exam (CAHSEE):* A former graduation requirement for students in California public schools; suspended in 2016 (<https://www.cde.ca.gov/tg/hs/>, 2019).

*Career Academy:* A program for students at-risk in grades 9-12 to prevent school dropout. Created to help inner-city students stay in school focused on attendance, behavior, and career development (<https://youth.gov/content/career-academy>, 2020).

*Check and Connect:* A program that targets student and family risk factors to prevent school dropout (<https://evidencebasedprograms.org/programs/check-and-connect/>, 2020).

*Delta Middle School:* The name used to identify the school where this study took place.

*District A:* The name used to identify the district where this study took place.

*Dropout:* An individual who no longer attended any school and did not receive a secondary school diploma or equivalent (<https://definitions.uslegal.com/s/school-dropout-education/>, 2020).

*Juntos Program:* A community organization that provides Latino 8-12th grade students and their parents the knowledge, skills, and resources to keep them in school to graduate and encourage families to work together to gain access to college ([www.juntosnc.com](http://www.juntosnc.com), 2020).

*Latino/Hispanic:* Individuals who originate from Latin American countries where Spanish is the native language. May include any of the following: Mexico, Puerto Rico, Cuba, and Central American. Both terms are used interchangeably in this study (Tienda & Mitchell, 2006).

*Local Control Funding Formula (LCFF):* A finance system enacted in California during the 2013-14 school years changed the method of funding for local districts. It allotted extra money to raise test scores and graduation rates (California Department of Education, 2019).

*Parent Institute for Quality Education (PIQE):* A community program that creates partnerships between parents, students, and educators to help keep Hispanic students in school to graduate and gain access to college and career (<https://www.guidestar.org/profile/33-0259359>, 2019).

*Parent Involvement:* Parent participation in an activity at least once during the school year. Activities may include attending a general school meeting, a scheduled parent-teacher conference, a school events, volunteering, or serving on a school committee.

(<https://www.childtrends.org/indicators/parental-involvement-in-schools>, 2020).

*School Transitional Environment Program (STEP):* A program that targets students in grades K-8 transition to high school and assists families with risk factors to prevent school dropout (<https://youth.gov/content/step-school-transitional-environment-program>, 2019).

### **The Researcher's Perspective**

The researcher is an experienced counselor of 20 years who works with Latino at-risk students in an urban school district. She was born in a large city in Mexico and immigrated to the United States at age seven. The researcher and her eldest brother attended private Catholic schools in Mexico from Pre-K to second and grew up knowing the importance of education. They graduated from high school in the United States and went on to earn advanced college degrees. In contrast, her two other siblings, who were born in the US, never liked school and dropped out by the 10th grade. Although both are fluent English speakers, avid readers, and creative, they chose different life paths that impacted them socially and financially. It was an unfortunate and unnecessary outcome directly connected to their decision to drop out of school. Since then, although graduation rates have improved, the dropout issue continues, particularly for males. The researcher sought to address the problem and explore parental perceptions and factors that may contribute to their sons' academic success. The author understood her cultural experience, profession, and background brought strengths and weaknesses to this research. She acknowledged that biases could potentially impact its effectiveness and take all necessary precautions to maintain the study's integrity.

### **Organization of the Study**

The research study consists of five chapters:

Chapter 1: This part of the study included the following: the background of the study, statement of the problem, the research purpose, research questions, theoretical framework, delimitations, limitations, the definition of terms, and assumptions of the researcher.

Chapter 2: The section covered the literature review focused on the critical concepts in the research questions and how previous research supports the theoretical framework.

Chapter 3: Included in this section describes the methodology used by the researcher. It includes four main sections which cover the selection of participants, the instrumentation, data collection, and data analyses.

Chapter 4: In this part, the results of the study presented along with the data analysis, statistical procedures documented, and the statistical findings.

Chapter 5: The chapter restated the overall purpose of the study, research questions, and the theoretical model used. Also, the methodology used, the researcher's role, population and sample, interview measures and procedures, the method of data analysis, and the results of the pilot study. Lastly, suggestions for research, theory, and practice are proposed and followed by recommendations for further investigation.

## CHAPTER 2: LITERATURE REVIEW

### **Contributing Factors to the Dropout Crisis**

#### **National and State**

Not long ago, the United States was ranked number one globally in its quality of high school and college education (Mettler, 2005). Throughout the mid-century, the Servicemen Readjustment Act of 1944, also known as the GI Bill, powered academic growth. It guaranteed scholarships and student loans to veterans returning from World War II to attend high school, college, or vocational schools (Mettler). Presently, the United States is ranked number one in college-level institutions but ranks nineteenth in K-12 education (Loo, 2018). The factors which led to the decline include the federal government's lack of priority, the arrival of large populations of English language learners, and human capital (Institute for Health Metrics and Evaluation, 2018).

As a result of the social, moral, and economic burden to taxpayers, finding solutions to keep more students in school and graduate became a priority for the government, policymakers, and educators. In 2009, Sum, Khatiwada, McLaughlin, and Palm, published a report titled *Left Behind in America: The Nation's Dropout Crisis*. It urged the U.S. Congress and Obama Administration to pass legislation that would support national and state programs to help students drop out to stay in school, graduate, and receive job-preparation skills. Consequently, the US Congress and the Obama administration enacted changes, and barriers that previously hindered students from obtaining a high school diploma, removed.

In 2009, funding for additional academic support was made available to school districts throughout the nation, the Common Core test standards were adopted, and college and career preparation programs were initiated (Sanchez, 2017). After decades of low graduation rates, at the end of the 2017-2018 school year, the adjusted cohort rates rose for the sixth straight year to 85% (National Center for Educational Statistics, 2020). The data included gains made by every

student population, including African American, Latino, American Indian, English learners, low-income students, and children with disabilities. Hispanic students made significant gains at 81%, but still below the national average of 85% (National Center for Education Statistics, 2020).

In California, one of the states with the largest Hispanic populations in the United States (Ackerman & Furman, 2013), also experienced the same upward trend in graduation rates. The state began to keep pace with the nation starting in the 2009-2010 school year, and by 2016, the Annual Cohort Graduation Rate (ACGR) increased from 74.7% to 82.7% (DePaoli, Balfanz, Atwell, & Bridgeland 2018). The following factors helped improve the graduation rates in California:

1. Changes originated at the federal level.
2. Additional funding made available and flexible spending allowed.
3. California discontinued the High School Exit Exam (CAHSEE).

During 2013, California Governor Gerry Brown introduced the Local Control Funding Formula (LCFF) as part of his plan to reform education and improve graduation rates. The new formula altered the process for funding public schools in California, including the manner decisions that affected education were made, and assuring that the needs of underserved students were met (Humphrey & Koppich, 2014). The new formula provided schools extra funding to address students' needs, particularly those of low-income, English learners, and foster children. The Local Control Funding Formula also emphasized a greater focus on preparation for college and career (Koppich & Humphrey, 2018).

Five years after the implementation of the LCFF, Rucker Johnson and Sean Tanner (2018), experts in school policy, published a detailed account based on the effect the funding formula had on students and graduation rates. Their review addressed the influence the additional thousand dollars in LCFF funding had on student outcomes, particularly minorities at higher risk of dropping out. Their data determined the following:

1. The increase in district per-pupil revenue for grades 10–12 generated a 5.3% increase in high school graduation rates.
2. Students from low-income families and minority backgrounds showed a 6.1% rise in graduation rates.
3. A 5.3 % improvement in graduation rates among African Americans; 4.2% for non-Latino Whites; and 4.5% for Hispanic students.

The next factor which helped raise graduation rates occurred in 2015 with the elimination of the California High School Exit Exam (CAHSEE). It was initially implemented in 2006 to ensure that students who graduated from public high schools could demonstrate grade-level competency in reading, writing, and mathematics (California Department of Education, 2019).

In 1999, four years after it was in place, the California Department of Education contracted an independent evaluation firm, known as the Human Resources Research Organization (HumRRO), to monitor the program. It conducted annual evaluations of the exit exam and its impact and value (Harrington & Freedberg, 2017).

In 2014, the HumRRO reported the passing rates among Hispanic, African American, and economically disadvantaged students were lower than for White and Asian students. They concluded that based on previous analyses, the CAHSEE requirement prevented, or delayed, 1% to 4% of seniors from graduating. As a result, since its implementation in 2006, approximately 37,695 to 150,780 students did not graduate (Harrington & Freedberg, 2017).

In 2009, Reardon, Arshan, Atteberry, and Kurlaender, published a detailed report which described how the exam did not impact Anglo students' graduation rate but critically impacted the graduation rates of Latino, Black, and Asian students. Hispanic students were 15% lower among those who had to take the CAHSEE exam than those who did not. Consequently, when grouped by gender, graduation rates were 19% lower among males and 12% lower among females. The evaluators also determined that the CAHSEE exam was a significant barrier for



students classified as English Language Learners (ELL). Subsequently, starting in 2015, over 30,000 students received their diplomas retroactively.

### **Consequences of Dropping Out**

Leaving school early without graduating is a process that does not occur overnight. The National Research Council and National Academy of Education (2011) indicated that dropping out of school is the final step taken in a dynamic and cumulative process of academic disengagement. Not having a high school diploma was linked to low employment and reduced quality of life. In addition to life-long consequences that result from not possessing the skills and preparation necessary to function in today's complex society, which is slowing moving toward automation and the use of artificial intelligence in the workplace (Rainie & Anderson, 2017). A high school diploma offers higher income and occupational status, young adults with low-level education, and poor skills are more likely to live in poverty and receive government assistance. In 2017, the national unemployment rate for high school dropouts was 7.7% (Bureau of Labor Statistics, 2017). Jaleesa Bustamante (2019) indicated that based on data from 2017, an estimated lifetime cost to taxpayers, per dropout, was over \$300,000 based on lost wages, taxable income, health, welfare, and incarceration costs. In contrast, with an increase in the graduation rate, over \$231 billion in Gross Domestic Product (GDP) and \$80 million in new tax revenues could be credited (Addis & Withington, 2016).

Life options for young people who drop out of school are limited, and without a steady income, many get involved in criminal activity to survive. It cost taxpayers approximately \$30,619 per year in federal prison (Kenny, 2016). Incarceration occurs mostly among young men, particularly African Americans, and those without high school diplomas (Montgomery-O'Keefe, 2018). Kearney, Harris, Jacome, and Parker (2014) indicated that individuals who drop out of school were more likely to be incarcerated, mainly males, who accounted for 72% of the inmate population. Despite all the negative consequences, the mortality rate was the most

serious for men and women without an education. When compared to high school graduates, dropouts were more likely to suffer from illness, disability, and die prematurely (Krueger, Tran, Hummer, & Chang, 2015).

At the end of the 2017-2018 school year, the graduation rates across the nation reached an all-time high of 85% (National Center for Education Statistics, 2020) and McFarland, et al. (2019) wrote that the dropout rates were lowered to numbers not possible during the last three decades. However, the proportion of students of color, disabled, and low-income continued to drop out of high school. Of all identified groups, Latino students remained 10% behind other ethnicities and below the national average graduation rates (de Brey, et al., 2019). John Gramlich, from the Pew Research Center (2017), found that in 2016, Hispanics left school early at higher numbers than any other student populations, with dropout data showing 10%, compared to Blacks at 7%, Anglos at 5%, and Asians at 3%. The data also showed differences between genders with Latinas at a 72% graduation rate and compared to 63% for males (U.S. Census, 2017).

### **Risk Factors for Latino Males in School**

A gap exists in the literature that explains why students, including Hispanic males, drop out of school. Researchers believe there is no single theory to clarify why they do (Newcomb et al., 2002) since it requires knowledge of the actual factors that led to making the decision. The literature identified circumstances and variables that place students at higher risk.

Russell Rumberger and Sun Lim (2008) conducted a review of 203 published works of identified individual and institutional dropout factors. They noted that attendance, behavior, academic achievement, retention, mobility, demographics, and engagement are the most predictive factors of potential school dropout. Jerald (2006) and Hunt (2008) identified family-dynamics, demographic background, adult responsibilities, and school experiences as high at-risk variables. Finally, Suh, Suh, and Houston (2007) commented on 20 statistically significant

dropout risk factors they gleaned from the National Longitudinal Survey of Youth (1997). The authors concluded that academic failure, low socioeconomic status, and behavioral problems did affect the decision to drop out of school. Overall, the literature did not unanimously distinguish one or a set of factors that could identify students at-risk of not graduating. However, the variables defined in the research were prevalent throughout the literature and classified as substantial predictors of possible school dropouts.

### **Gender**

The literature showed a significant educational attainment gap based on gender and ethnic background, particularly for Latino males who tend to graduate from high school at lower rates than Latinas and Anglo peers (Ma, Pender & Welch, 2019; Amatea & West-Olatunji, 2007). In general, the Child Trends Databank (2018) identified variables based on gender as reliable indicators leading to school dropout. They noted that male and female students leave school at almost equal rates, with boys at 2% points higher than girls. In 2016, 7% of young men aged 16 to 24 left school without a diploma than females at 5%. Although both groups leave school at similar rates, female dropouts are more expensive to society since they earn less, are at higher risk of unemployment, and tend to rely more on public assistance programs (Greenberger, et al.; White & Wong, 2007).

### **Ethnicity**

Studies conducted by Hickman, Bartholomew, Mathwig, and Heinrich (2008) and Orfield, Wald, and Swanson (2004), found that race was a factor for dropout rates among Whites, Asians, Blacks, and Hispanics. The authors stressed that minority students were at higher risk of dropping out than their Anglo peers. According to the US Bureau of Labor (2019), 90% of White, Black, and Asian individuals in the labor force have a high school diploma compared to only 76% of Hispanics. Although race alone does not make a student more prone to

drop out of school, Ramirez and Carpenter (2005) found that race and ethnicity were a strong predictor of possible drop out when combined with other indicators.

### **Poor Grades**

The literature defined poor academic success in various ways. It included factors such as low marks in a specific grade level, poor scores in standardized tests, grade retention, or taking the most comfortable level of coursework in high school (DePaoli, Fox, Ingram, Maushard, Bridgeland, & Balfanz, 2015; Heppen & Theriault, 2008). Suh et al. (2009) also concurred that poor grades were among the most reliable predictors a student could drop out of school. The authors established that it was possible to identify children in first grade who could drop out of high school by noting their grades in the second-semester, low test scores in reading and math, poor attendance, and behavior (Sparks, 2013). In 6th grade, failing grades in reading or math are early red flags that the student needs help (Neild, Balfanz, & Herzog, 2007). By 9th grade, dropout was viewed as highly probable if the student earned failing grades in two or more core courses, had a grade point average (GPA) lower than 2.0, and lacked the credits to move on to the next grade (Balfanz, Bridgeland, Bruce, & Fox, 2015; Heppen & Theriault, 2008).

The achievement gap between Latino and Anglo students begins during elementary school and extends throughout middle and high school (Hemphill & Vanneman, 2011). Hispanic students fall behind non-Hispanic-Whites in reading, consistent with all Latino subgroups (The NCES, 2015). Further, in middle and high school, Hispanic students fall behind other ethnic groups, aside from African Americans, in mathematics. They also score lower on standardized tests than their Anglo and Asian peers (Saw & Chang, 2018). Although the literature drew significant attention to the Black-Anglo achievement gap, Hispanics' academic needs were not discussed as much (Ansell, 2011; Blume, 2015). Particularly for Latino males, who were more likely to achieve below their female counterparts on national standardized tests and leave school

early at higher rates. Jerald (2006) determined that students who struggled academically were more likely to drop out.

The underachievement of Latino males was a significant concern for educators and the public in general, particularly given the shifting demographics of the American school population. The literature indicated gender and cultural achievement gaps existed in reading and writing among middle and high schools, particularly between students of lower and upper socioeconomic status (Aikens & Barbarin, 2008; Ansel 2011; Children's Defense Fund, 2020).

Further, variances existed between the educational achievement of Hispanic and Anglo students. In 2019, Anglo students enrolled in the 11th grade obtained mean scaled scores of 2631 and 2603 in ELA and math. In the same grade level, Latino students achieved lower mean scaled scores of 2570 and 2527 in both subjects (California Assessment of Student Performance and Progress, 2019). The statistics are concerning since a high school diploma is an increasingly important requirement to join the U.S. workforce. In 2016, the Bureau of Labor Statistics reported that 37% of employment occupations required a high school diploma and postsecondary education. The trend continues today.

### **Attendance**

Absenteeism is a nationwide problem, with five to seven and a half million students chronically absent every year (Neild & Balfanz, 2007). The authors identified attendance, or truancy, as one of the strongest predictors of possible dropout in 8th grade. They specified poor attendance as the top factor from the three recognized dropout indicators, including poor behavior and poor grades. It was frequent in all school grade levels, including elementary, intermediate, and high school. Neild and Balfanz conducted a study (2007) and found that poor attendance in middle school was a strong predictor of future drop out, particularly in 6th grade. Only 13% of 6th grade students with an attendance rate of 60% or lower, graduated four years later. Students with truancy problems were 68% less likely to graduate from high school.

Poor attendance was particularly notable in Latino students who were second language learners. English learners were 1.5 times more likely to miss 10 days of school than students who were fluent English speakers according to Garcia and Weiss (2018) and Diaz-DuBose (2015), who noted that 11% of second language learners were continuously absent from school when compared to 4% of native English speakers.

### **Behavior**

Hoff, Olson, and Peterson (2015) found a discrepancy between research groups in determining what constitutes problem behavior, and generally, it concluded the schools make that decision. Poor behavior is gauged in varying ways and could include multiple suspensions, truancies, drug use, fighting, disrespect toward school personnel, or trouble with the law outside of the school (Balfanz, Bridgeland, Moore, & Fox, 2010; Christle, Jolivette, & Nelson, 2005; Suh et al., 2007). However, regardless of the definition, poor behavior was correlated with potential dropout and as the problem comportment increased, the risk of not graduating increased (Balfanz et al., 2010; Christle et al., 2007; Neild, Balfanz, & Herzog, 2007; Sparks, 2013; Suh et al., 2007).

The earlier a student exhibits behavior problem, the more likely they may drop out, according to Hickman, Bartholomew, Mathwig, and Heinrich, (2008) and Suh et al., (2007). They found that poor behavior often led to repeat suspensions or expulsions from school and was considered a strong predictor of future dropout. Although it is rare for a 6<sup>th</sup> grade student to drop out of school, the behavioral patterns and lack of engagement were specific high-risk indicators for potentially dropping out of school. Only 20% of 6th graders who were suspended during middle school graduated with their cohort (Balfanz, Bridgeland, Moore, & Fox, 2010).

### **Poverty**

Koball and Jiang (2018) found that among children under the age of 18, 41% lived in low-income families, and 19% in poverty. Approximately 21% of Mexican immigrant families

lived in poverty than 9% for those whose members were born in the US (Zong & Batalova, 2018). The median income of Mexican immigrant households in 2017 was \$44,700 compared to \$56,700 for immigrants of other nations (Zong & Batalova). Living in poverty was regarded among the strongest predictors of school dropout, regardless of gender or ethnicity.

Students of low socioeconomic means had a 7.2% dropout rate compared to 3.6% of students from middle-income families, and 3.9% of those in the highest income brackets (McFarland, et al., 2019).

The literature emphasized that a child's social class was a significant predictor of success in school. A strong connection existed between living in poverty and dropping out of school (Garcia & Weiss 2017; Prelow & Loukas 2003). Their view was supported by Houck and Kurtz (2010), who also identified living in poverty as a significant predictor of a cohort's graduation rate. The Organization for Economic Cooperation and Development (2012) concurred that poverty was a contributing factor to Latino males scoring lower on reading exams. Houck and Kurtz (2010) noted that districts with a high number of students on free or reduced lunch tended to have lower cohort graduation rates.

### **English Language Learners**

The term English Language Learners (ELL) is a general phrase that refers to students with limited English language proficiency. In 2015, there were nearly 5 million English language learners enrolled in US public schools, and many were born in the U.S. Among students aged five to 17 who spoke English less than very well, 72% were born in the U.S., compared with 28% who were foreign-born (Bialik, Scheller, & Walker, 2018). In 2015, the state of California had the highest ELL's, with more than 1.3 million second language learners (Bialik et al., 2018). Although ELL students spoke many diverse languages in the U.S., Spanish was the idiom most frequently used by 71% of second language learners in schools, particularly in California (Ruiz

Soto, Hooker, & Batalova, 2015). The Migration Policy Institute noted that Mexicans were more likely to have limited English language (Zong & Batalova, 2018).

Sanchez (2017) stated that only 63% of second language learners graduated from high school and dropped out in higher numbers than students who only spoke English. Sanchez noted that ELL students struggled because they had limited access to proper instruction adequately adapted to meet their academic and linguistic needs. Moreover, when bilingual teachers who understood the development of a second language, did not teach the classes, English language acquisition was hampered (Callahan, 2005; Sanchez, 2017).

Further, many Latino students typically did not receive additional English language support at home, resulting in more delays in developing the second language (Gifford & Valdes, 2006). Vargas, Poppe and Collins (2017) identified Latino students as the largest sector of English learners who attended schools in the United States. They had the highest risk of dropout because they could not speak, read, and comprehend English at the level necessary to succeed academically (Good, Masewicz & Vogel, 2010).

### **Motivation**

According to Dimmitt (2003), the lack of motivation impacted high school graduation and dampened long-term educational and life goals, such as attending college or entering a dream career. A study titled, "Young People's Attitudes Toward Reading," published by the Nestle Family Monitor in (2003), found that Latino boys did not believe school or reading was essential to their lives. In contrast, Hispanic girls thought their coursework was meaningful, exciting, and applicable to their future (Freeman, 2004). Rouse and Austin (2002) mentioned that motivation was demonstrated differently across gender and ethnic groups, possibly because of experiences in the school setting. Other researchers addressed the cultural mismatch between students of color, low-socioeconomic status, and gender when addressing academic performance and motivation (Howard, 2003; Cholewa & West-Olatunji, 2008). Lopez (2003) noted that



Latino students' experiences of race and gender accumulate and ultimately affect how they view education and their prospects for social mobility as grown men and women. Latino boys lose motivation to achieve academically and disengage from the school process as their enthusiasm to succeed begins to wane. One revealing factor identified by Lopez (2003), Francis (2000), and Sax (2007) was the belief held by many schoolboys that school was not macho, cool, or socially acceptable.

### **School Engagement**

The general dislike of school was identified in the literature as one of the top indicators of weak commitment to education and linked to school dropout among Latino males (National Research Council, 2011; Neild, Balfanz & Herzog, 2007). Heppen and Theriault (2009) concluded that low school engagement was a reliable indicator of dropping out when combined with poor attendance patterns, behavior, failing grades, and low-test scores. The widespread prevalence of school disengagement was evident in the results of a Gallup Poll (2016) taken by more than 900,000 students in grades 5-12. The results showed that only half of the respondents felt engaged in school, and a fifth were actively disengaged, with the results continuing to decrease up to the 11th grade.

## **Family Factors**

### **Parent Structure**

The family does influence the decision a student makes to remain in school or drop out. Suh et al. (2007) found that children living with both biological parents had a higher chance of graduating from school than those who did not. Carpenter and Ramirez (2007) also found that students who lived in two-parent homes decreased their likelihood of dropping out of school. Whereas, Tillman (2007) noted that students living with a single parent, mixed, or in other family arrangements were more likely to drop out of school than children residing with their two biological parents.

## **Parent Education**

According to Orozco (2008) and Davis-Kean (2005), the level of parent education is a substantial factor in determining the causes of low achievement in a student. Specifically, the educational level of the mother, particularly Latino mothers, tend to have less formal education than other ethnic groups. It is a factor to consider when assessing a child's academic performance (Gandara & Contreras, 2009). Further, the author also noted that parents with a higher level of education tended to provide higher opportunities to learn outside of the classroom. They communicated with their children using a higher-level vocabulary, offered more access to computers, helped with homework assignments, and shared their knowledge about college access.

Marrun (2018) found that Hispanic parents without a formal education wanted their children to succeed academically. But they did not know how to offer support because they lacked the skills and social networks needed to help them. Kena, et al., (2015) noted that parents with a higher education level tended to earn good salaries, which allowed them to enroll their children in better schools. The authors identified a connection between Latino youth's educational and occupational expectations to the level of parent education. Generally, students with mothers who did not earn at least a high school diploma were twice as likely to struggle.

## **Parent Involvement**

Parent involvement was also among the most critical identified factors leading to school success and measured by the degree of active participation in their child's education (Williams & Sanchez, 2011). Child Trends (2013) defined parent-participation as taking part in a school-related activity at least once during the academic year. It may include attending a school meeting, parent-teacher conference, class event, or volunteering in the school.

According to McFarland et al. (2019), Latino boys whose parents were involved in their education had a cohesive familial structure, and stable financial resources, which reduced school

dropout. Egalite (2016) found the level of parent education and school involvement among the most influential factors contributing to a child's success. LeCroy and Krysik (2008) stressed that in Hispanic families, where supportive parental relationships existed, students earned higher grades, had a stronger attachment to school, and ultimately completed school. In contrast, parents who were not actively involved, often, had only an elementary school education and did not finish high school (Terry, 2008). Consequently, they lacked the knowledge necessary to check homework, drive their children to school activities, volunteer at the school, or plan for a college education (Egalite). Students with highly educated parents tend to succeed in school and graduate (National Center for Education Statistics (2020).

### **Latino Student Success**

A range of views existed in the literature which addressed specific factors that indicated academic success in Latino students (Bryk, Sebring, Allensworth, Easton, & Luppescu, 2010). Some researchers maintained that grades, attendance, standardized test scores, graduation rates, and continuation to college were measurable indicators (Plucker, Burroughs, & Song, 2010). However, student success was hard to measure because of the difficulty in determining their satisfaction with personal experiences and comfort in school (Dinh, 2011).

Strauss and Volkwein (2002) noted that motivation, enjoyment of the school environment, and willingness to attend every day were reliable indicators of educational achievement. Coll and Stewart (2008) stressed that social assimilation, or the degree of satisfaction in the school environment, and the willingness to belong to one or more like-minded groups could also measure success. Still, the path to academic success for Latino students must include vigorous academic preparation during elementary and secondary school. In addition to developing proficiency in all English language domains such as speaking, listening, reading, writing, and comprehension (Kuh, Kinzie, Buckley, Bridges & Hayek, 2006). An excellent example of factors that contributed to Latino males' success throughout their lives was a study

conducted by Pérez and Saenz (2015). They followed a group of 21 young adult Hispanic males who attend two predominantly Anglo universities and identified three repetitive themes attributed to student success:

1. Engaged learning and academic determination.
2. Had experiences that enhanced their positive perspective.
3. Social connectedness and diverse citizenship.

The authors found that the Latino-participants were successful in academics because they felt supported by their family and peers. Their healthy self-worth sustained them through rough times, drove them to succeed, and kept them from falling behind academically. The students also established relationships with faculty, community, and other Hispanic peers to maintain their sense of connectedness. The young men saw success in serving their families, peers, and communities. It was the desire to help their parents financially that fueled their drive to succeed.

Ultimately, Perez and Saenz (2015) concluded it was the student's connections with the faculty, peers, and community that helped them stay in college and graduate. They identified the following five elements of support necessary to promote success in Hispanic males:

1. Emotional Support – Encourage caring and respect through mentoring, peer support, and individual counseling.
2. Adequate Support – Offer tangible interventions, such as workshops focused on financial literacy, study skills, and time management.
3. Informed Support - Provide valuable information related to academic transactions, academic advising, and career choices.
4. Appraisal Support - Provide ongoing feedback based on student progress.
5. Structural Support - Inform of structures in place to improve school culture and climate.

Also, the authors presented the following recommendations to further their success:

1. Involvement by the families and the community in the education of Latino males.
2. Provide a curriculum to inform and prepare for college and career.
3. Link academic and social supports to offer accessible advisement, counseling, mentoring, and workshops to teach study skills.
4. Provide financial literacy to inform parents and students on how to pay for higher education.

### **Parent Participation in Student Success**

The literature suggested that Latino parents constructed their roles and responsibilities differently than Anglo, middle-class families, and school personnel. It was in the form of home-based rather than school-centric (Chrispeels & Rivero, 2001; Hill, 2009; Lopez, 2001). Delgado-Gaitan (2004), De Gaetano (2007), and Zarate (2007) emphasized that Latino family values of "educación, respeto, familismo" ("education, respect, and family") ran counter to the prevailing American values of individualism, independence, and competition stressed in public schools.

Hence, to help familiarize Latino parents with the US educational system, intervention programs exist (Chrispeels & Rivero, 2001) and home/school partnerships (Gamoran, Lopez, Turley, Turner, & Fish, 2010). They offer support to Hispanic parents who want to participate in the success of their child. Two intervention programs, explicitly created for Latino parents, include the Juntos Program and the Parent Institute for Quality Education (PIQE).

#### **Juntos Program**

The Juntos Program offers Latino students in grades 8-12 and their parents the knowledge, skills, and resources to prevent school dropouts and gain access to college. Juntos reduces the risk by uniting cohorts of 8th grade Latino youths and keeps them together the 4-5 years they attend high school. The program prepares students to graduate and teaches them how to succeed in college. The program consists of four components for parents and students:

1. Juntos Family Engagement features a five-week workshop series and offers family nights and family events.
2. Juntos 4-H Clubs focus on tutoring, public speaking, life skills, and community service.
3. Monthly coaching and mentoring to teach students and parents how to achieve educational goals.
4. Juntos Summer Academy includes a one week stay at North Carolina State University and other local summer programs.

Family involvement is a crucial factor in graduation from high school and college. The Juntos program focuses on eliminating barriers attributed to language, cultural, and economic hardships, which make participation in the education of their child more difficult. Juntos works closely with parents to guide and provide the tools necessary for their children to succeed in school. The multifaceted partnerships between community, schools, college administrators, staff, and other volunteers make the Juntos Program successful.

### **Parent Institute for Quality Education (PIQE)**

The Parent Institute for Quality Education, also known as PIQE, is a nine-week program that teaches Latino parents how to navigate the US school system. The focus is on empowering low-income multicultural/multilingual parents to participate in their children's education to keep them in school, graduate, and have the option to attend college. The results of a longitudinal study conducted in 2013 to evaluate the program's effectiveness indicated it was successful in helping Latino parents. The data centered on parents who participated in PIQE from 2005 to 2007. The results showed the following:

1. Ninety percent of students with parents in the program graduated from high school, and 78% went on to enroll in college.

2. Students whose parents were graduates of the program performed better in high school and more graduated.
3. Students posted higher scores in math and English achievement.
4. Students were more likely to attempt higher-level math courses such as intermediate algebra, earn higher grades, and get higher standardized test scores.

### **Dropout Prevention Programs**

An estimated 40% of students who lost the motivation to stay in school and eventually dropped out could have been identified early in their academic careers with targeted intervention programs (Manzo, 2008). Successful prevention programs attempt to identify early warning indicators to motivate students and keep them on track to graduate. Dropout prevention programs that intervene early and address multiple risk factors also had more substantial effects (Freeman & Simonsen, 2015).

Rumberger et al. (2017) emphasized that programs that monitor students in a caring and personalized manner were more effective than less intense interventions. Schools may also establish partnerships with community agencies to provide services, mentors, and career exploration (Rumberger). Also, many programs were created at the national level to address why students drop out and prevent others from doing the same. For example, the National Education Association (NEA) developed a dropout prevention program to address the dropout crisis, particularly among ethnic minority students, known as the NEA's 12 Dropout Action Steps. The plan included recommendations for establishing high school graduation centers for students aged 19-21 and taught separately from younger students. Also, build partnerships with alternative schools to increase graduation options by offering more opportunities to earn a high school diploma. Lastly, establish relationships with community colleges in career and technical fields for extended life options (National Education Association, 2006).

Programs, like the ones listed above, were explicitly designed to help increase high school graduation rates. However, educational leaders still need to find dropout prevention programs that will be effective in their districts. A good source is *The Matrix of Prevention Programs for the National Prevention Center* by Hammond, Clinton, Smink, and Drew (2007). It consists of 50 evidence-based methods, three of which are discussed in this study. Their work is still considered the standard in selecting effective programs to deter dropout. All programs cited met the following criteria:

1. Helped to reduce or eliminate problem behaviors and prevent school dropouts.
2. Programs were rated useful by 12 federal and private agencies and researchers who based their evaluation results on experimental or quasi-experimental designs.
3. Applied stringent criteria based on theoretical research as the basis for the program components and quality of implementation.
4. Each program ranked on content, evaluation, and outcome criteria.

The programs selected for this study include the Career Academy, Check, and Connect, and the School Transitional Environment Program (STEP). Each organization addressed school dropouts and individually served at-risk, ethnic, low-income youth.

### **Career Academy**

The Career Academy is a program for students who attend urban high schools in low-income communities and are at risk of dropping out (Hammond et al., 2007). It helps inner-city students stay in school by providing meaningful occupational experience to reduce delinquent behavior and enhance protective factors among at-risk youths. Their curriculum incorporates career development, job training, and mentoring. A vital component of the program is linking students with teachers and community partners for academic success and job training. The Career Academy program is distinguishable by the following core features:



1. Small learning communities consist of 50 -100 students per grade level.
2. One core group of teachers.
3. Combination of academic and vocational curricula using a career theme.
4. Partnerships with local employers, recruit of mentors, and availability of work.
5. Abundant field trips and guest speakers.

Hammond, et al., (2007) wrote that the Career Academy program helped at-risk students with academic, attendance, and behavior problems. Studies conducted over six years, established the course was successful, and students were less likely to drop out of school after completing it.

### **Check and Connect**

The Check and Connect program help students in grades K-12 who attend schools in urban and suburban settings. It focuses on student engagement by building relationships with them, looking for signs of disengagement, implementing interventions just for the child's needs, teaching problem-solving skills, and involving students in extracurricular activities (Hammond et al., 2007). Referrals to the program are submitted based on specific warning signs, including poor attendance, low academic performance, emotional, and behavior problems. The program also serves students with learning disabilities, emotional disturbance, low achievement, or poor attendance. Longitudinal studies using experimental and quasi-experimental designs showed a significant decrease in truancy, absenteeism, dropout rates, and grades.

### **School Transitional Environment Program (STEP)**

The School Transitional Environmental Program (STEP) is for minority low-income students transitioning from early and middle grades to high school (Hammond et al., 2007). The program targets high-risk social behavior, low achievement, poor attendance, low educational expectations, little commitment to school, and misbehave. The STEP program theorizes that stressful life events, such as making transitions between schools, places children at risk for maladaptive behavior. For many students, changing schools leads to a host of academic, behavioral, and social problems that may lead to dropping out. The STEP program redesigns the high school environment to make it less intimidating.

### **Summary**

This section reviewed the literature that addressed the importance of parent involvement in the education of their children. The participation of Latino parents in school was explored, and factors that hindered them from active participation. The level of parenting skills, parent involvement, and parent engagement influence students' success in schools. Two programs for parents that teach how to guide children to success in school included Juntos and the Parent Institute for Quality Education. Lastly, three programs with proven success to keep students in school to graduate were, the Career Academy, Check and Connect, and the School Transitional Environmental Program.

## CHAPTER 3: METHODOLOGY

This qualitative multiple case study's primary goals were to explore the positive and negative factors that impact the academic success of Latino males in a school within one school district. Three instruments were designed by the researcher to measure the variables of the study. Also, the methodology used to test the research questions is discussed in this chapter. This section consists of five parts: (1) Selection of the participants; (2) Research methodology; (3) Instrumentation; (4) Data collection, and (5) Data analysis (Lunenburg & Irby, 2008). The following questions guided the study:

1. How do the parents of Latino male students in middle school define parent involvement, and what does it mean to them?
2. What factors affect Latino parents' involvement in the education of their sons?
3. What are the differences in parent involvement practices in their country of origin, and could those differences contribute to how they involve themselves in the education of their son?
4. What can middle schools do to help parents and students bridge the transfer process to high school and increase their success toward graduation?

### **Setting Demographics**

The research took place at Delta Intermediate school in District A. The district is a large school organization located in Southern California that serves a predominately Latino population. It operates in a city where 16.9% of the population lives below the poverty line, and the number is about 25% higher than the overall poverty rate in California of 13.3% (U.S. Census Bureau, 2019). The District serves 53,131 students in grades K-12, of which, 20,575 (38.7%) are English language learners. Approximately 95% of the student population is of Latino origin (U.S. Census Bureau, 2019). A high number of students receive free or reduced

lunch. To participate in free lunch, a family of four must have an annual income under \$31,005 (Danielson, 2015).

### **Recruitment of Participants**

After obtaining permission from the school principal to conduct the research on-site and receiving approval from the Concordia University Irvine Institutional Review Board (IRB), this researcher began to recruit participants. The recruitment method followed recommendations made by Ritchie, Lewis, and Elam (2003) on the design and selection of participant samples for qualitative research. Hence, two groups were recruited, (1) a group of Latino parents; and (2) a group of school counselors who worked in the District. The criteria for selecting parents were (1) Latino nationality, and (2) have a son who attended Delta Intermediate in the past and graduated, dropped out, or was a current student in high school.

A pool of 15 potential parent-participants was identified based on information collected from school records, the researcher's knowledge of the family, or recommendations from school personnel. The researcher then called each one by telephone and used a prepared script in English and Spanish (Appendix C, D). An appointment made to meet in person with parents who expressed interest. At the initial meeting, the researcher presented the information in the language of their choice. All documents (Appendix D, F, H, N, P) were translated from English to Spanish and made available to the parent-participants. She also gave information about the study, process, and confidentiality to all potential participants. Parents who agreed to participate in the study signed the consent forms, given copies, and made appointments for the interviews. From the original pool, a total of 10 agreed to join. The researcher also emailed 10 school counselors in District A to ask for volunteers. Five counselors replied, two from middle school and three from high school. The researcher met with each one to sign consent forms, give copies of the documents, and set up an interview appointment. Overall, a total of 15 participants participated in the study.

## **Sampling Procedure**

The parent and counselor participants who took part in the study were purposefully selected. The method, also known as selective sampling, focuses on a particular characteristic of a population interested in the researcher who can best answer the research questions (Suri, 2011). The main criteria for selection were (1) Latino nationality, and (2) have a son that attended Delta Intermediate in the past and graduated, dropped out, or is a current student in high school.

The level of English fluency was not a factor in identifying parent-participants since the option to speak in English or Spanish, was possible.

The original intent was to include a mix of parents from Latin America and El Salvador. However, the student population from El Salvador in District A consisted of only 5.9% (Statistical Atlas, 2018), with a majority from Mexico at 92.4% (Statistical Atlas, 2018). Because of the small number of families from El Salvador that met the criteria for purposeful sampling, the researcher identified only a tiny proportion of participants from El Salvador and three invited to participate, but all declined because of personal reasons. Ultimately, five participants from the original pool declined, and 10 agreed to participate. The purposeful sample also included five school counselors, two females and three males. Overall, a total of 15 participants took part in the study.

## **Instrumentation**

After an extensive review of the literature addressing the Latino dropout problem and the importance of parent involvement in schools, this researcher designed the instruments used in the study. The first two applied to the parent-participants and were translated to the Spanish language for their use when requested. The tools used in the study encompassed the following:

1. Parent Demographics Survey (Appendix M)
2. Encuesta Demográfica Para Padres (Appendix N)

3. Parent Interview Questions and Prompts (Appendix O)
4. Preguntas Para la Entrevista Con Los Padres (Appendix P)
5. Counselor Survey (Appendix Q)

The researcher was the primary instrument to gather the data and conducted the Spanish language interviews with parent-participants who request it. Each interview session began with the researcher asking the 10 questions from the Parent Demographic Survey to acquire in-depth knowledge about each respondent and their background. The survey took an average of 10 minutes to complete, and it was followed by inquiries from the Parent Interview Questions and Prompts. That instrument consisted of nine open-ended questions formulated to gain insight into their parenting skills and impact their sons' success in school. The semi-structured interviews allowed the respondents freedom and flexibility to reply more candidly (Creswell, 2007) and the researcher to inquire more in-depth while gathering detailed information to understand their experiences and perceptions better. The semi-structured interview lasted an average of 40 minutes.

A similar format applied to interviews with the five school counselors. The Counselor Survey consisted of a total of 10 questions. Each session began with this researcher asking three questions about their experience in the profession, grade level worked, and Spanish language abilities. They were followed by seven questions connected to their knowledge and observations of the impact of parenting skills on Latino boys' success in their school. The sessions lasted an average of 45 minutes.

## **Participants**

### **Parents**

The participants consisted of 10 parents, nine females, and one male. Seven of the parents had sons who graduated, were on the path to graduate from high school, or dropped out of school. The participants ranged in age between 40 and 49 years and self-identified of Mexican

nationality. The median year of residence in the United States was 23 years. Therefore, the final pool of 10 participants of Mexican nationality represented the most significant number of immigrants from Latin America living in the US (Zong & Batalova, 2018).

### **School Counselors**

The second sample of respondents consisted of five full-time school counselors, three males, and two females. Three of them worked in high schools located within District A and two in middle schools. The five counselors stated they "loved" their profession, especially working with students and families. All expressed familiarity with the challenges that Latino parents encounter and empathy for their situation. Respectively, all conveyed through their tone of voice, body language, knowledge, and understanding of the Hispanic population they serve.

### **Data Collection Procedures**

After obtaining signed clearance from the principal to conduct the study at Delta Middle School (Appendix A) and approval from the International Review Board (Appendix B), this researcher carried out data collection from November 2019 to January 2020. The process included surveys and semi-structured interviews with 10 parent-participants to gather demographic information and gain insight into perceptions about parenting skills and impact their sons' success in school. A similar format was used with the five school counselors to learn about their professional background and observations of the Latino parent population's parenting skills.

The interviews were conducted in their chosen language, Spanish or English, and recorded with their prior approval (Appendix G, H). Each completed interview transcribed and translated into English, when applicable. The process for school counselors was similar. The sessions were conducted only in the English language and recorded with their prior approval (see Appendix G). Afterward, each recording was transcribed.

## **Validity**

Triangulation strengthens the validity of a study and supports a single conclusion (Maxwell 2005; Polkinghorne, 2007). It is used in qualitative research to enhance the credibility and validity of the results and facilitate an in-depth understanding of the study. The following steps were taken to strengthen the validity of this research:

1. An informal pilot study took place early on to refine the instruments used to gather data. The feedback-initiated modifications to the tools which improved structure and clarity.
2. The researcher sought feedback from her professor, counselor colleagues, and school social workers for guidance during the design of instruments used in the study.
3. The researcher is of Mexican nationality and thereby familiar with the language and culture of the participants. It helped establish familiarity and trust, thus raising the likelihood of more accurate answers and reducing threats to the study's validity.
4. Throughout the interviews, the researcher asked the parent group comparable questions to check for accuracy. She also noted the members' body language and tone of voice for congruency.
5. The researcher met a second time with all the participants to discuss their comments and confirm accuracy. They corrected any misunderstood data and added missing information. Member-checking took place to review the accuracy of the findings and clarify their interpretations (Creswell, 2007)

## **Reliability**

Maxwell (2005) established that qualitative research is subjective, interpretive, and contextual data. As such, the findings are more prone to be scrutinized and questioned. The conclusions must be credible, consistent, and applicable if they are useful to readers and other researchers.



Therefore, establishing and maintaining inter-coder constancy in this study was an essential ongoing process in the study.

The following method applied:

1. The researcher coded the initial interviews and sought the help of additional bilingual-coder to do the same independently. Subsequently, both coders met to discuss the findings and concluded a high degree of inter-code reliability.
2. After discussing each inconsistency, a mutual agreement made to change codes. Consequently, the removal of some codes was necessary, and others were combined. The researcher and the bilingual-coder continued to code independently using the revised codebook. They continued to work in unison to the point of coding seven out of 10 codes alike and thereby strengthening reliability.
3. At the following meeting, each inconsistency was deliberated, and an agreement made to change codes to maintain reliability.
4. The drop in inter-coder consistency may be credited to the interview (Maxwell, 2005). It took place early when the researcher had less skill guiding the participants back from deviations while answering questions.

### **Data Analysis**

The researcher applied the following process to collect, categorize, and analyze the data to identify common themes. Analyzing the data began with reviewing transcripts of interviews with parents and school counselors, observations, and reflections noted during and after individual meetings with the participants (Thomas, 2006). This researcher created a codebook as a reference-guide by entering recurring themes gleaned from transcripts of the interviews and field notes. Deductive data analysis was applied to develop the framework to structure, label, and define the information (Maxwell, 2005). The information included in the codebook was analyzed using open-coding methods by identifying categories and patterns in the interview

transcripts (Maxwell). Deductive data analysis was applied to create the framework to structure, label, and define the information (Maxwell).

The researcher-initiated coding by organizing the data she collected to identify recurring themes and existing relationships. The raw data were evaluated, and the broken down into small parts to identify patterns for emerging themes (Creswell, 2007). As ideas surfaced, they were added to the codebook. In-vivo codes arose from data inspired by parent quotes or the researcher's interpretations of the data.

The data was shared with another bilingual coder for further to further scrutinization and independently coded transcripts of interviews. Following, the researcher and the coder met to analyze the data and compare codes. Through the examination of the data, the bilingual coder made suggestions to include more codes. For example, adding a "connection to the school" indicates when a parent was involved, but not assisting the teacher in the classroom.

Additional themes were noted and added to the codebook, and when multiple themes emerged, included under one code. For instance, three codes often occurred to describe how parents communicated with their son, "explaining, encouraging, and suggesting," to describe how they helped their son with homework. Those codes narrowed into one code, "homework help." The process was applied and narrowed until all the data was analyzed, and the four main themes established.

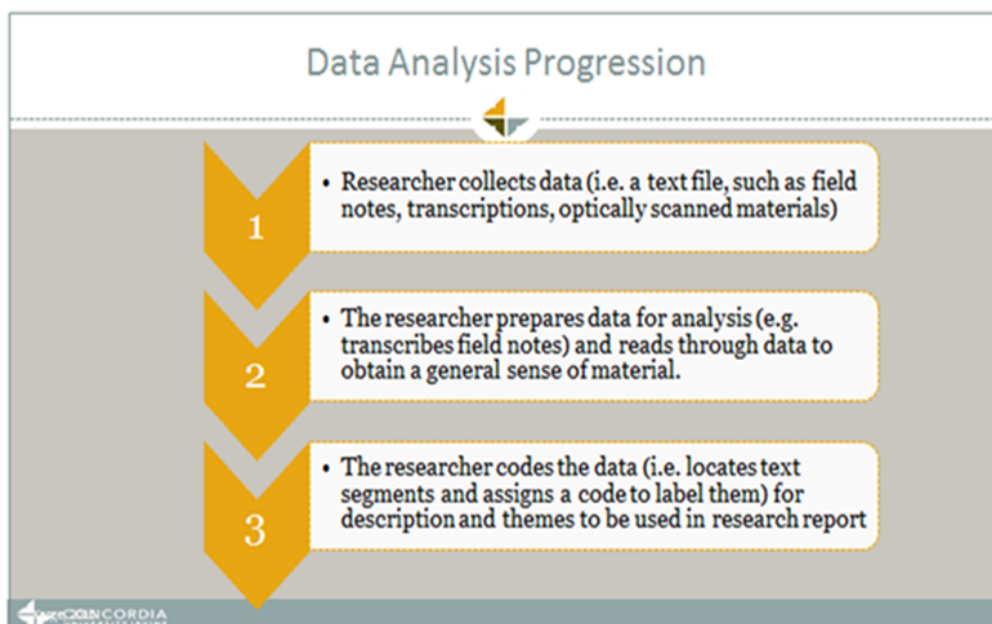


Figure 4.1 B. Karge (personal communication, 2015). Data Analysis Progression Chart. Adapted from "Data Analysis Progression,"

### **Ethics of the Study**

Researchers have a moral responsibility to be supportive, respectful, mindful and protect participants from risk (Creswell, 2007). Therefore, as outlined in the American Anthropological Association's Report (2012), the ethical guidelines of professional responsibility were followed in this study. An application was submitted to the Concordia University Institutional Review Board (IRB) to approve the collection of data from parent interviews, questionnaires, and counselor interviews. The data were not analyzed until the IRB approved the study. The researcher took all necessary steps to avoid any ethical issues that could violate the participants' rights, including:

1. Digital numbers assigned to all documents for complete anonymity.
2. No names used; participants only referred to as "parent, parent-participant, or counselor."
3. Information made available in the language of their choice (Spanish or English).
4. Participants signed a consent form to take part in the study.

5. All paper, digital, electronic, and recorded kept in a locked and secure cabinet located in the researcher's home.
6. Keep data confidential and destroy after the end of the study.

### **Role of the Researcher**

The researcher's goal was to study the perceptions, experiences, and beliefs of Latino parents about their involvement in the academic success of their sons. The purpose was to learn new information to help educators develop interventions to help more Latino male students graduate from high school and thereby lower the dropout rates. The researcher submitted all required documents to the Internal Review Board (IRB) at Concordia University Irvine to conduct her study before collecting data. She collaborated with parents, school counselors, and administrators throughout the research process.

### **Pilot Study**

A pilot study took place with five Spanish speaking parents who offered to participate and were not participants in the final research (Appendix I). The pilot's purpose was to give the researcher feedback about the clarity of directions, questions, and time needed to complete the demographic survey and interview questions. A copy of the demographic survey typed in English was used, and the researcher verbally translated each item into Spanish. Following, the group participated in the interview, and the session given in Spanish. After that, the group's most definite recommendation was to divide the document into two separate parts, a survey and a set of open-ended questions and translations to Spanish. They made suggestions for rephrasing the open questions for more accurate information from the respondents. They also suggested reducing the number of items since they found it too lengthy (Appendix J) for responses to the pilot.

Similarly, A pilot study also conducted with three school counselors who volunteered to participate (Appendix K). Two counselors worked in high schools and one in middle school and were not participants in the final research. The group was asked questions from the counselor survey. Afterward, they made recommendations for reducing the number of questions about discipline at home and removing headers dividing each section in the document to avoid confusion (Appendix L). Overall, valuable feedback from both groups was received, and it helped improve the tools used in the study.

### **Summary**

This qualitative research study intended to understand the impact parents' parenting skills have on Latino males' success. Purposeful sampling used to select 10 parents and five counselors to participate in the study. The researcher designed the instruments used to gather the data throughout three months during the 2019-2020 school year. Deductive data analysis was applied to create the framework to structure, label, and define the data. Data coding helped to identify the themes used in the study.

## CHAPTER 4: RESEARCH FINDINGS

The literature stressed the importance of parental involvement in children's academic success, irrespective of ethnic background (Epstein & Sanders, 2000; Fan & Chen, 2001; Henderson & Mapp, 2002). However, Latino parents' mostly home-centric participation is distinctive from the school-centric (Chrispeels & Rivero, 2001; Hill, 2009; Lopez, 2001) involvement of Anglo-American parents. Their commitment is guided primarily by values such as "educación, respeto, and familismo" (education, respect, and family) which run counter to the predominant American values of individualism, independence, and competition embedded in the American education system (Delgado-Gaitan, 2004; De Gaetano, 2007; Zarate, 2007). Hence, outcomes of this research study contradicted the general view that some educators and adults outside of the education sector hold that hat Latino parents are not involved in the academic success of their children (Floyd, 2005; Arias & Morillo-Campbell, 2008; De Gaetano; Pew Research Center, 2009; Ramirez, 2003).

The researcher concluded that the majority of the parents did participate in the education of their sons. Although they engaged in unorthodox ways, their involvement contributed to the success of their children in school. Based on their own childhood experiences, the group of participants learned from their parents about school involvement. The knowledge was the foundation that guided each one to navigate the education process for their sons in the United States and steer them to succeed. However, due to restrictions such as long work hours, lack of transportation, a limited education, necessary English language skills, and family responsibilities, it was impossible to be physically involved in the school.

## **Descriptive Analysis: Demographics of Participants**

### **Parents**

A total of 10 parent participants took part in the study, nine females and one male. All were of Mexican nationality and ranged in age between 40-49 years. Nine of the participants resided in the US an average of 25 years and one less than 20 years. Six of the parents attended school in Mexico up to the 5th grade, one graduated from high school, two in the US, and one did not have a formal education. All of the parents reported Spanish as their primary language.

Eight were married and two singles. Only four of the participants worked outside the home, a regular schedule of 40 hours per week, and six were homemakers who stayed home to tend to their families. All spouses worked an average of 40 to 56 hours per week.

The answers obtained from the one male participant in the interview indicated similarities in life experiences and views to female respondents. However, one area where he differed was in his use of technology. The parent shared that technology helped him keep in touch with teachers, check grades, and determine what is happening in the school.

### **School Counselors**

Five school counselors, three males, and two females, also participated in the study. All worked full time in District A, three in high schools, and two in middle schools. Three of the counselors were bilingual, and two used interpreters to communicate with parents because as they understood Spanish but did not speak it. The counselor's range of experience in the profession ranged from less than two years for one counselor and 15 years or more for the remaining four.

## **Translation of Spanish Language Quotations**

Portions of the findings in this chapter are conveyed in Spanish and translated to the English language. The participants' quotations are shown first within quote marks and the

translation inside brackets. The purpose is to retain the original voice of the parents' responses and help reduce the loss of meaning of their words and enhance the validity of this study (van Nes, Abma, Johnson & Deeg, 2010). The authors emphasized that findings must be written in ways readers understand the meaning as expressed in the native language. Only when necessary, the quotations are paraphrased in English and stated accordingly in the relevant section.

### **Qualitative Results**

The data was collected from the information gathered from the parents and counselor participants during interviews. Their responses were coded, categorized, and analyzed to create emerging themes within the documented answers. The researcher conducted six rounds of identifying combinations of codes, organized, and analyzed the results. The common issues surfaced when six or more strong excerpts of text emerged. The following Tables present the dominant themes with the parent-participants (see Table 1.1) and provided answers to the four research questions that led to this study. The school counselors answered six questions related to their perceptions of parent involvement in their schools. Table 2.1 shows the four prominent themes which emerged.

Table 1. 1.

#### *Themes from Data Analysis – Parent-participants Delta Middle School*

THEMES	RESPONSES
PARENTING SKILLS = Provides shelter, food, supplies, love, motivates, encourages, asks about day, life plans, dreams, gives consequences, passes on family experiences	57



SCHOOL PARTICIPATION = Assure son attends school daily, checks grades, he knows parent school expectations, contacts teachers and staff, homework help, attends meetings, workshops, helps outside classroom	51
BARRIERS TO INVOLVEMENT = Work, English language skills, no transportation, little or no schooling, home and family responsibilities	42

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Table 2. 1

*Themes from Data Analysis – School Counselor Participants District A*

THEMES	RESPONSES
SCHOOL PARTICIPATION = No involvement, do not follow through, do not follow teacher, counselor recommendations,	21
BARRIERS TO PARTICIPATION = Long work hours, multiple jobs, low English language skills, housing, do not know graduation requirements	18
POOR PARENT SKILLS = Rely on their children, students are empowered, no expectations, lack consequences, not consistent with discipline	15
AREAS THAT NEED IMPROVEMENT = Teach responsibility, set expectations, give consequences, motivate, be consistent	12

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## Research Questions - Parents

### Research Question 1

How do parents of Latino male students in middle school define parent involvement, and what does it mean to them?

The parent-participants shared their thoughts of what they perceived as barriers to their participation in school. Based on their replies, the lack of time was foremost because of work, family responsibilities, and lack of transportation. Additional factors included their self-perception of having low levels of knowledge and the deficiency in English language skills.

As delineated in the literature, parents found it challenging to communicate with school personnel when they lack strong language skills. In this subject, three participants shared the following,

Parent 1:

No puedo ser voluntaria en la escuela porque tengo pequeños y no pueden venir conmigo al aula. Pero si me piden ayuda con algo específico, con mucho gusto lo hare [I cannot volunteer in the school because I have little ones and they cannot come with me in the classroom. But if they ask me for something specific, I will do it].

Parent 2:

Another parent said, “Yo trabajo todo el día y no puedo ayudar en la escuela” [“I work all day and can’t help in school”].

Parent 3:

I have a full-time job, so I was not very involved in school. My way of involvement was contacting the teacher and asking if they needed something, or if it could be something to do at home. Things like that.

The lack of time was the primary factor that hindered parent participation in the school. Previous research also emphasized the demanding schedules of Hispanic parents and the lack of

free time as the reasons for their lack of involvement. For the participants, volunteering their time in the school was not a top priority. It resulted in lost earnings from work and not being able to meet the financial demands of their households (Carlisle, Stanley, & Kemple, 2005). However, as previously stated, Latino parents are active participants in their sons' education by what they contribute from home, such as providing emotional support, encouragement, supervision, and giving life necessities. This mode of participation is in line with Mena (2011) findings, which found that parent home-practices help bolster academic success.

### **Research Question 2**

What factors affect Latino parents' involvement in the education of their sons?

The parent-participants revealed factors they perceived as barriers to their participation in the classroom and school. Their responses indicated that not having enough time was the foremost reason. All had to work or take care of family, and the majority lacked private transportation. Also, they perceived having low levels of knowledge and a deficiency in their English language skills. As presented in the literature, parents found it challenging to communicate with school personnel when they do not possess strong language skills (Zarate, 2008). On this topic, three of the participants shared details about their situations,

Parent 1:

No puedo ser voluntaria en la escuela porque tengo pequeños y no pueden venir conmigo al aula. Pero si me piden ayuda con algo específico, con mucho gusto lo hare [I cannot volunteer in the school because I have little ones and they cannot come with me in the classroom. But if they ask me for something specific, I will do it].

Parent 2:

Another parent said, "Yo trabajo todo el día y no puedo ayudar en la escuela" ["I work all day and can't help in school"].

Parent 3:

I have a full-time job, so I was not very involved in school. My way of involvement was contacting the teacher and asking if they needed something, or if it could be something to do at home. Things like that.

Overall, the lack of time was the primary factor that hindered parent participation in the school. Previous research also emphasized the demanding schedules of Latino parents and the lack of time as one of the reasons for their lack of involvement. For most participants, volunteering their time in the school was not a top priority because it resulted in lost earnings from work and not meeting the financial demands of their households (Carlisle, Stanley, & Kemple, 2005). However, as previously stated, parents are active participants in their sons' education by contributing from home, such as providing emotional support, encouragement, supervision, and giving life necessities.

### **Research Question 3**

What are the differences in parent involvement practices in their country of origin, and could those differences contribute to how they involve themselves in the education of their son?

Each one of the parent-participants shared about their school experiences as children. During the interviews, the participants recalled that period in their lives and learned unique parenting skills from their mother and father. Even when they did not have formal education or the support of their blood relatives, parents learned hard lessons supporting education for their children. One parent disclosed that she never attended school and grew up illiterate. But she used her networking skills to ensure her children's academic success by finding the resources to help them with their homework. Her experience was contrary to traditional teacher perceptions (Floyd, 2005); Hispanic parents care a lot about their children's education and want to be involved (Quiocho & Daouds, 2006). The parent shared her unique experience,

Yo no fui a la escuela. Yo no tuve una educación. De donde yo soy tomaba una hora

para llegar a la escuela. Ninguno de mis hermanos fue a la escuela. Nadien me enseno a leer y escribir. Gracias a Dios me ensene yo misma. El me ayudo aprender con mis mis hijos y aunque yo no puedo ayudarlos con la tarea, les encuentro tutores en la biblioteca que los ayudan. Yo no manejo, pero mi esposo los maneja después de salir del trabajo. [I did not go to school. I did not have schooling. Where I come from, it would take an hour to get to the school. None of my brothers or sisters went to school. There was no one to teach me to read or write; thanks to God, I taught myself. He helped me learn at the same time as my children, and although I cannot help them with their homework, I find tutors at the library to help them. I don't drive, but my husband drives them there after he leaves work].

Another parent who attended school until the 5th grade, lovingly recalled the short time and how her parents were involved in her education,

En México las costumbres y expectativas son diferentes a las de aquí. Me gustaba la escuela y asistí hasta quinto grado porque era el mayor y tuve que irme a trabajar y ayudar a mi familia. Pero mientras yo estaba en la escuela, mi madre iba a las reuniones de padres, ella no faltaba. Mis padres se aseguraron de que yo fuera a la escuela y de llegar a tiempo. Aprendí de mis padres y mucho de lo que les digo a mis hijos sobre su educación, mis padres me enseñaron. [In Mexico the customs and expectations are different than here. I liked school and I went until the fifth grade because I was the eldest and had to leave to help my family. But while I was in school, my mother always went to the parent meetings and would not miss them. Both of my parents made sure I went to school and arrived on time. I learned from my parents and a lot of I say to my children about education, my parents taught me].

Parent 1:

Crecí en un pequeño rancho y fui a la escuela sólo tres años. Tengo suerte de leer un poco y escribir y conocer algo de matemáticas. Debido a que mi padre no quería que fuera a la escuela, con la ayuda de mi madre, fui a la escuela detrás de su espalda. Por esa razón, no estuvieron involucrados en mi escuela. Ahora me doy cuenta de que no sabía lo que era la participación y tal vez si lo hubiera sabido, mi hijo no habría dejado la escuela. [I grew up in a small ranch and went to school only three years. I am lucky to somewhat read and write and know some math. Because my father did not want me to go to school, with the help of my mother, I went to school behind his back. For that reason, they were not involved in my school. I realize now that I did not know what involvement was and maybe if I had known my son would not have left school].

Parent 2:

La escuela en México es diferente. Los maestros son más estrictos y hay consecuencias por el mal comportamiento. Mis padres nunca me preguntaron sobre la escuela, nunca me ayudaron con la tarea, ni me ofrecieron ayuda. No estuvieron involucrados en mi educación. Yo sola aprendí y con las lecciones que me dio la vida, aprendí lo que se necesita para apoyar a mi hijo y ayudarlo a tener éxito en la escuela. [School in Mexico is different. The teachers are stricter and there are consequences for Bad behavior. My parents never asked me about school, never helped with homework, or offer my any help. They were not involved in my education. I learned on my own and with life's lessons what it takes to support my son and help him be successful in school].

The parent-participants shared a mix of positive and negative experiences they had in school when they were students. Nevertheless, even when circumstances were not favorable, the majority used the knowledge as the foundation for their parenting skills to counsel their sons about the school's importance and encourage their success. It also suggested that their life-events

did not hamper involvement in supporting the academic aspirations of their children. The outcome was in contrast with prior studies that mostly reported the adverse impact of parents' previous negative school experiences on their participation (Chavkin & Gonzalez, 1995; Lopez, 2001; Scribner, Young, & Pedroza, 1999).

#### **Research Question Four**

What can middle schools do to help Latino parents and their sons bridge the transfer to high school and increase their success toward graduation?

In this section, the researcher translated all quotations from Spanish to English. The participants offered valuable suggestions to navigate the transition to high school and increase graduation rates. Their suggestions include:

1. ["Offer a program during eight-grade to inform the students about the requirements for high school graduation and the expectations. Spend the semester preparing them for the rigors, how to succeed, and graduate."]. Several programs have been implemented nationally to support academic achievement and improve Latino students' graduation rate, such as the Project GRAD in Los Angeles (Ortiz, Valerio, & Lopez 2012), and the Abriendo Puertas in Tennessee (Excelencia in Education, n.d.). However, they mostly target high school rather than middle school students. Parents called for earlier support to be given.
2. ["Offer a lot more tutoring to give them what we cannot at home. That will help the boys succeed in high school — also, more tutoring. Not just academics. It is also emotional, so they can realize the benefits they have as citizens and realize they do not have to do jobs nobody else wants"]. Parents recognized the need for their children to receive emotional support to boost their career aspirations. Hispanics are at a particular risk of socioemotional distress compared to students of other ethnic groups, which can manifest in depressive, anxiety-related, and physical symptoms (Harris, Gordon-Larsen, Chantala,

& Udry, 2006; McLaughlin, Hilt, & Nolen-Hoeksema, 2007). Supportive adults such as teachers (Sanchez, Colon, & Esparza, 2005) and school counselors (Hurley & Coles, 2015) play an essential role in shaping Latino students' educational aspirations. Schools should appropriately harness their help.

3. ["Offer a lot more tutoring to give them what we cannot at home. That will help the boys succeed in high school — also, more tutoring. Not just academics, but also emotional so they can realize the benefits they have as citizens and realize they do not have to do jobs nobody else want"]. Parents thus recognized the need for their children to receive emotional support to boost their career aspirations. Hispanics are at particular risk of socioemotional distress compared to students of other ethnic groups, which can manifest in the form of depressive, anxiety-related and physical symptoms (Harris, Gordon-Larsen, Chantala, & Udry, 2006; McLaughlin, Hilt, & Nolen-Hoeksema, 2007). Supportive adults such as teachers (Sanchez, Colon, & Esparza, 2005) and school counselors (Hurley & Coles, 2015) play an important role in shaping the educational aspirations of Latino students and their help should thus be appropriately harnessed by schools.
4. ["Let students know that the pace in middle school's is slower than in high school. The expectations will change because the pace is much faster"]. Parents thus called for the need to prepare their children for the transition to high school. The research identified middle school, not high school, as the critical point in Latino students' dropout experience, and emphasized the need for Latino students in intermediate school to be better prepared for high school (Daisey & Jose-Kampfner, 2002; Lee & Burkam, 2003).
5. ["Administrators need to talk with the teachers and let them know the importance of communication with parents. If teachers make an effort to support parents, they will be more successful in middle school and high school"]. Their desire for increased



communication aligns with research that calls for more commitment from schools in making efforts to connect with parents (Lee et al., 2012).

6. ["Inform the parents about the requirements for graduation from high school to plan. Not all parents receive that information to know what their child needs at the next level"].

Lee et al. (2012) emphasized the need for schools to provide school-related information and programs to support Latino parents' involvement.

7. ["Because many parents work during the week, offer some program on the weekends. Teach parents and their sons about the requirements and expectations in high school. Both will benefit from learning the process"]. Although there are not many transition programs specifically supporting Latino students or their parents, the Abriendo Puertas Program (Excelencia in Education, n.d.) stands out in the transfer from middle to high school. It supports students through a successful transition into high school with multiple articulation activities. Abriendo Puertas also encompassed activities that (a) offered students and parents information about the new school, (b) supported the students during the transition, and (c) brought middle and high school personnel together better to understand each school's curriculum and academic requirements.

8. ["Middle schools need to offer more drug prevention programs to keep students from dropping out and offer them on Saturdays or at night for parents who work to attend"]. DuPont et al. (2013) conducted a study that determined that students who used drugs, when compared non-users, were at higher risk of risk for academic failure and dropout. Dupont supported the inclusion of more school programs to address drug use and inform parents of ways to keep their children from dropping out. In parent education programs of short duration, the research provided evidence that Hispanic families tend to respond if the school offers vital information and how to help culturally sensitively (Chrispeels & Gonzalez, 2001).

## **Positive Outcome**

For two of the parents who were actively involved in their son's education, the efforts resulted in the ultimate success: their child's graduation from high school and acceptance to a top university. One parent shared the joy she felt five years ago when her son was invited to attend the district's best high school. It was an honor since only students with a high-grade point average study there due to the rigor of the school's academic demands. Four years later, her son graduated and accepted to study in the Economics Program at the University of California, Irvine. Another success story shared by the parent of a male student who struggled during his freshman year in high school. The parent took it upon herself to inquire about after-school programs to improve his grades and stay on track to graduate. She enrolled him in a public program with a focus on academic support and college advisement. Ultimately, her son graduated from high school and attended California State University in Fullerton to earn a degree in business administration.

## **Questionnaire – School Counselors**

### **Question 1**

Based on your experience and observations, do you believe Latino parents at your school are actively involved in their son's education?

Regardless of the school or grade level, middle and high school counselors unanimously agreed that most parents are not involved in the school, apart from those with high achieving students, which often help the school. Counselors conveyed their efforts in detail of steps carried to lure the parents to the school, often, without success. The three high school counselors noticed less parent participation than in middle school. They attributed it to students being older and with more control over their education. However, all the counselors acknowledged that factors do exist which hinder parent involvement. They cited long work hours, holding multiple jobs, and lack of time.

For Hispanic parents, school involvement often implies losing a day's pay, sometimes even their jobs, thus hampering their ability to satisfy the household's financial demands (Carlisle, Stanley, & Kemple, 2005). Counselors also identified the parents' limited English skills as a limiting factor. This conclusion is consistent with research that has cited language as one of the most significant barriers to parental involvement (Arias & Morillo-Campbell, 2008; Zarate, 2007). Two middle school counselors shared the following,

Counselor 1:

There is a small portion that is involved, but the majority is not. I do believe Latino parents struggle in this area because of time constraints related to work and responsibilities. They worry more about the rules and expectations of keeping their job, and sometimes, it interferes with their kid's academic needs.

Counselor 2:

I think boys are often brought up in a traditional household and taught to listen to the father, or another male role-model, where you hear the word "no" often. Boys begin to use it a lot, especially with the mother. As a result, the boy ends up dictating what the parents' involvement in school is.

## **Question 2**

Based on your experience and observations, do you believe Latino parents at your school are consistent with rules and expectations at home?

A recurring theme among high school counselors was the lack of parenting skills, as exemplified by their sons' empowerment to take on adult responsibilities. The students' obligation ranged from taking care of siblings, the household, interpreting conversations, and translating documents. The counselors repeated that Hispanic parents give students too much power by allowing them to make adult decisions. Ultimately, the students make decisions about their education and not the parents. The shift in power limits the authority parents have over

their child and inability to set any home rules or expectations. Two experienced high school counselors said,

Counselor 1:

Not really. Parenting skills need to be addressed. Many immigrant parents rely on their children to do things for them. The kids then feel empowered and start making their own decisions about their education, leaving parents out.

Counselor 2:

Occasionally. I think that once the student has power, they know what to say. Parents will believe what their child tells them over school personnel. Ultimately, the student dictates what happens at home. Parents try to be consistent with rules but are not always successful.

The school counselor-participants were aware of factors which may hinder parents from being consistent with rules and expectations. They recognized many lacked the time to be more involved in their son's education because of long work hours and not being present in the home long enough to supervise their children. Four of the five counselors pointed out that housing in the county where this study took place, was expensive. Therefore, in addition to working long hours, they must also share a home with others to afford the rent and provide shelter for their family. The last factor coincides with an article published in *The Los Angeles Times* (2014) by Emily Reyes and Ryan Menezes. They described both Los Angeles and Orange counties as the center of overcrowded lodging. One high school counselor addressed the topic and said,

I do not think parents can be consistent because if they are not at home to enforce those rules, it is hard to remain consistent. Especially if the parent is not home and other adults, do not enforce the rules. We live in a county where housing is expensive, and multiple families live in one home. It is the only way they can afford to live here.

**Question 3**

Based on your experience and observations, do you believe Latino parents at your school follow through with recommendations made by teachers and counselors?

In response to this question, all counselors replied, "no." Counselors conveyed in detail their efforts to lure parents to the school, often, without success. They did agree that small groups of parents exist who do stay in touch with staff and participate in activities. However, most parents do not follow the recommendations made by teachers and counselors. The following are examples shared by two high school counselors,

Counselor 1:

No. Some parents are always in touch with me and asking help to keep their students from failing classes. Those parents follow through. But the rest? No. As a counselor, I am constantly arranging teacher-parent meetings and parents cancel, don't answer calls, or even reply to letters send telling them their child is at risk of failing.

Counselor 2:

The majority, no. When we have parent meetings, it seems to be always the same parents who attend; it seems to be the parents of high achieving students. The parents of students, who are behind on credits or have behavior problems, rarely come.

**Question 4**

In your experience, what are some things Latino parents can do to help their son be more successful in school?

All of the counselors voiced their frustration in not helping students succeed more due to their lack of motivation. They shared details about their efforts to arrange meetings with parents to gather background information and offer support. However, the majority of the time, parents did not believe a problem existed. Counselors also provided free referrals to community services for mental health therapy, tutoring, mentoring, and other interventions. Again, their help was

often politely rejected or ignored. When parents did agree to accept the services offered, it was usually for 2-3 sessions and then dropped out. Two counselors shared the following thoughts on this topic,

Counselor 1:

I think parents need to teach boys responsibility. For example, since they are male, in our culture, everything is done for them. Then parents give them everything they want. So, in school, they do not do anything because they are not used to working for anything.

Counselor 2:

Children, regardless if they are in middle or high school, need guidance from the adults in their lives. Parents should let them know their expectations and set consequences if they are not met — tough love.

### **Question 5**

What factors do you believe may affect Latino parents' involvement in the education of their sons? The counselors reverberated comments previously stated.

Counselor 1:

Work. Our Latino parents work long hours and often 2-3 jobs. They come home tired and do not have the strength to supervise homework. Work keeps them away from school involvement.

Counselor 2:

My belief is the language. Many of our immigrant parents do not speak or understand English well. Many are embarrassed they cannot communicate with teachers. Forget about helping with homework.

**Question 6**

In your experience, what are some things Latino parents can do to help their son be more successful in school?

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Counselor 2:

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**Question 7**

What can middle schools do to help Latino parents and their sons bridge the transfer process to high school and increase their success toward graduation?

As a group, the school counselors made three strong recommendations for positive change in District A. Their suggestions, when combined with suggestions made by the parents, this researcher believes positive changes are possible. The first recommendation addressed

promotion from 8th grade to high school and was compelling since the current policy allows promotion to students who fail up to 24 classes in grades 6-8. The research indicated this trend in achievement perpetuates in high school; low-achieving middle school students are likely to have low academic outcomes (Barone, Aguirre-Deandreis, & Trickett, 1991; Catterall 1998). When students promote to attend high school without the educational foundation required to succeed in core subjects, they are at risk of not graduating. Also, students who fail classes in middle school enter high school accustomed to not doing work. A high school counselor who supported the idea of change stated,

The School Board needs to change the promotion policy. In our district, students in grades 6-8 are allowed to fail four classes per semester. If they do that every semester, starting in 6th grade, they will fail 24 classes with a credit value of 124 points.

That is one of the reasons. Our middle school students do not take high school seriously and fail. We need to change that mindset.

Another suggestion, made by a high school counselor, brought the elementary and middle schools together at the local feeder high school. She recommended that the high school host two activities per year during the school day and invite students from the primary and intermediate classes. The purpose was to get the young students acclimated to high school and experience it early. Hence, when they promote, they will already be familiar with the campus and their expectations.

School counselors provide valuable assistance to children and their families. They are experts in helping students with academic achievement, family problems, and dealing with a crisis. As professionals, they possess skills that make them experts at evaluating situations, behavior, and emotional needs. Therefore, the feedback received from counselors is valuable and provide important insight into how middle schools can support the transition to high school and validate parents' suggestions, as reported at the end of the previous chapter.



## CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

The study explored the perceptions of 10 Latino parents about their involvement in the education of their sons. The challenges they encountered were examined from a personal viewpoint, and the outcome resulted in alternate ways to view what Hispanic parent involvement in schools is. The perspectives of school counselors and parents, as compared and contrasted, were also considered.

The researcher met with parents at Delta Middle School, a part of District A, located in a city serving a large Hispanic population of high needs. A parent survey and open-ended questions asked in semi-structured interviews resulted in answers to the following four questions:

1. How do the parents of Latino male students in middle school define parent involvement, and what does it mean to them?
2. What factors affect Latino parents' involvement in the education of their sons?
3. What are the differences in parent involvement practices in their country of origin, and could those differences contribute to how they involve themselves in the education of their son?

What can middle schools do to help parents and students bridge the transfer process to high school and increase their success toward graduation?

The researcher also met with five school counselors at convenient locations and presented the following six questions

1. Based on your experience and observations, do you believe Latino parents at your school are actively involved in their son's education?
2. Based on your experience and observations, do you believe Latino parents at your school are consistent with rules and expectations at home?

3. Based on your experience and observations, do you believe Latino parents at your school follow through with recommendations made by teachers and counselors?
4. In your experience, what are some things Latino parents can do to help their son be more successful in school?
5. What factors do you believe may affect Latino parents' involvement in the education of their sons?
6. What can middle schools do to help Latino parents and their sons bridge the transfer process to high school and increase their success toward graduation?

This qualitative study sought to establish which factors hinder Latino parents from fully participating in their sons' education in the schools they attend. Also, to find out what they do to help their son succeed in school. The intent was to make recommendations to increase graduation rates for Hispanic males and reduce the dropout rates. This chapter presents the results of the four research questions and addresses the three significant findings that emerged: School involvement means different things for each parent.

1. The amount of free time and work responsibilities limit the level of participation.
2. The impact of childhood school experiences growing up in Mexico influenced how they view participation in US schools.

## **Research Findings**

### **Research Question 1**

How do the parents of Latino male students in middle school define parent involvement, and what does it mean to them?

Based on the qualitative data gleaned from the participant interviews, the researcher concluded that the parents in the study defined involvement in their sons' education as something

that takes place at home, not just in the school. Their participation was manifested in multiple ways, but firmly based on a robust parent-child communication system.

They asked their sons about the school day, listened to them, gave advice, shared their own childhood experiences, spoke Spanish in the home, and shared their values, expectations, and aspirations. Overall, in concert with previous studies, parents reported more home-based participation than school-based (Chrispeels & Rivero, 2001; Hill, 2009; Lopez, 2001; Marrun, 2018).

### **Research Question 2**

What factors affect Latino parents' involvement in the education of their sons?

The main factors which impacted the parents' participation in school were limited time and work hours. The parents stressed that their responsibilities at work limited the amount of free time to connect with school staff or check homework assignments. The outcome is consistent with research by Smith, Stern, & Shatrova (2008), who found that Latino parents had limited time to be present at the school because of demanding work schedules. One participant shared her work schedule and how it directly impacted involvement in her son's school,

Por las largas horas que trabajo, es muy duro para mi poder ir a los eventos especiales. Dependiendo en lo que la escuela necesita de mí, yo lo haría, pero por tiempo muy limitado. Yo trabajo de las 10:00 de la mañana a 8:00 de la noche. Tengo un largo día y es de lunes a viernes. [Because of the long hours I work, it is hard for me to attend special events. Depending on what the school needs from me, I would volunteer but on a limited basis. I cannot because of my job. I work from 10:00 in the morning to 8:00 at night. I have a long day and, it is from Monday to Friday.]

These factors also kept parents from attending school functions more often and not volunteering to help. However, when participants shared, they attended school meetings,

workshops, or critical events such as Back to School Night and Open House. They regarded their attendance in those functions as a form of school involvement. Parents who did not work said they had the time to connect with teachers and volunteer time. The following is an example given by one participant,

Estoy bendecida poder quedarme en casa con mis hijos. Yo quiero que todos mis hijos triunfen en la escuela y ellos saben cuáles son mis expectativas y de la perdida de privilegios. No puede ser solamente ellos que trabajan para triunfar, yo también pongo de mi parte. Cuando los maestros me piden ayuda, yo estoy involucrate. [I am blessed to be at home for my kids. I want all of my children to succeed in school and, they know my expectations and loss of privileges. It cannot be just them working to succeed. I also do my part for them. When teachers ask for help, I get involved.]

### **Research Question 3**

What are the differences in parent involvement practices in their country of origin, and could those differences contribute to how they involve themselves in the education of their son?

Their experience growing up in Mexico and attending school when they were children revealed a mix of positive and negative experiences. Although many of the situations were not favorable, parent-participants used their life experiences to be better parents to their children. As a result of the lessons learned from their mother and father during their upbringing, most parents counseled their son about the value of school. Parents who had a good relationship with their sons also communicated their expectations, values, aspirations, and goals.

### **Research Question 4**

What can middle schools do to help parents and students bridge the transfer process to high school and increase their success toward graduation?

Some parent-participants expressed their satisfaction with the process in place at middle schools to help students transition to high school. Others offered suggestions that ranged from providing more drug prevention to teaching parents and students about the high school graduation requirements to increase graduation rates.

### **Key Findings**

1. The primary factor that limited parental participation in school was the lack of time because of work responsibilities.
2. Volunteering at school was not a priority because of the possible loss of monetary earnings from work.
3. School involvement was home-based.
4. Discipline was authoritarian, which included the taking away of cellular phones and limiting contact with friends. Rules and consequences existed; but not consistent.
5. The parent-participants had a mix of positive and negative experiences as children attending school in their home country. The majority used the knowledge to teach their sons about the value of education and encourage success. The outcome was in contrast with prior studies that mostly reported the adverse impact of parents' previous negative school experiences on their participation.

### **Implications for Practice**

Further research is needed to address the insight and beliefs some teaching staff may have about Latino parent involvement. About 80% of U.S. teachers are Anglo, monolingual, and middle-class status (Landsman & Lewis, 2006; Singleton & Litton, 2005) with varying views that may differ, both racially and socio-economically, from the students they teach. Teachers and other educators may hold such opinions (Cooper, 2007; Valencia, 2010) because of cultural differences. However, this study's findings offer a glimpse of the varied strengths, skills, and resourcefulness, not deficiencies, possessed by the parents who participated.

Therefore, sharing this study with community members (parents, teachers, and school staff) can validate the contributions Latino parents make to support their sons in school and educate them on the multiple ways parents help their children at home. This study's findings can also give middle and high school educators a fresh viewpoint of Latino parents' involvement and how it contributes to the students' success in their classrooms.

### **Recommendations for Further Research**

The following recommendations are made to expand the findings of this research study:

1. Further research could focus on students and parents from El Salvador, one of the fastest-growing Latino populations in the U.S. (Migration Policy Institute, 2019). Immigrants from that geographical region account for a significant increase in the Central American population (Migration Policy Institute, 2019). This study focused on families from Mexico, who make up 74% of the student populace in District A (Statistical Atlas, 2018) and comprise 63% of the US's Latino population (Pew Research Center, 2017).
2. Conduct additional research in middle and high schools that have similar demographics and social-economic levels.
3. Implement a study with a larger sample size of parents and counselors.
4. Consider replicating this study in other geographical regions within the United States that have large Latino populations to compare the findings of the present study.
5. Conduct more research to examine the impact of administrative approaches on parent involvement and its influence on parent participation in schools.
6. Further study is needed to explore the differences in parent involvement in the country of origin of Latino parents and find out if those experiences contribute to the degree of participation in their child's education.

## Conclusion

This study explored the perceptions of Latino parents' involvement in their child's education and the factors that hindered or helped their son succeed in school. With information gleaned from surveys and interviews, most parents shared factors they believed influenced their decisions to help their sons succeed in school and their perceptions of what parental involvement means to them. Also, parents who were not active participants shared about obstacles they perceived impeded or discouraged their participation, including experiences from their country of origin. The dissertation included a discussion of education reforms implemented at national and state levels to reduce the growing numbers of high school dropouts, particularly among Latino males. An extensive review of the literature confirmed the central role parents play in their children's education and emphasized the importance of their involvement to assure graduation from high school.

The outcomes of this research study contradict the general view that some teachers and school personnel may hold that Latino parents are not involved in the academic success of their children (Floyd, 2005; Arias & Morillo-Campbell, 2008; De Gaetano, 2007; Ramirez, 2003). About 61% of adults outside the education sector believe Latino parents do not play an active role in helping their children succeed (Pew Research Center, 2009). According to Chrispeels & Rivero (2000), Hill (2000) and Lopez (2001), Latino parents construct their roles differently than Anglo, middle-class families, and school personnel whose values focus on individualism, independence, and competition. They are counter to the Latino family values of *educación*, *respeto*, *familismo* [education, respect, and family]—resulting in home-based rather than school-centric forms of involvement in the school (Lopez, 2001; Delgado-Gaitan 2004; Zarate, 2007). Hence, their unconventional ways of engagement may appear to outsiders that they are not involved.

This study explored the perceptions of Latino parents' involvement in their child's education and the factors that hindered or helped their son succeed in school. With information gleaned from surveys and interviews, most parents shared factors they believed influenced their decisions to help their sons succeed in school and their perceptions of what parental involvement means to them. Also, parents who were not active participants shared about obstacles they perceived impeded or discouraged their participation, including experiences from their country of origin. The dissertation included a discussion of education reforms implemented at national and state levels to reduce the growing numbers of high school dropouts, particularly among Latino males. An extensive review of the literature confirmed the central role parents play in their children's education and emphasized the importance of their involvement to assure graduation from high school.

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## Perspectives

### Parents

The researcher found that most parents in this study played an active role in their sons' education. Although their engagement was primarily home-based, it was crucial to helping their children do well in school. But due to constraints that included lack of transportation, limited education, necessary English language skills, long work hours, and multiple family responsibilities, it was not possible to be physically involved in the school and as often as the staff would like. Nonetheless, the majority (7) of the parents in this study were active participants in their sons' academic success. Based on their own childhood experiences, the group of participants learned from their parents about school involvement is. That knowledge was the foundation that guided each one to navigate the education process for their sons in the United States and steer them to succeed in school. The result was in contrast to findings found in prior studies, which reported the adverse and detrimental impact their schooling had on participating in their child's education (Chavkin & Gonzalez, 1995; Lopez, 2001).

The remaining three parents were not as involved in their son's education. They dropped out of school, and their boys were at risk of following their example, based on factors outlined earlier: poor grades, attendance, and behavior. Two significant factors contributing to these parents' disengagement included not having a formal education and the skills to access the networks necessary to help their children succeed in school. The outcome was consistent with prior studies which found that parents who were not actively involved, often dropped out of school or completed only an elementary education and could not help with homework, setting goals, or plan for a college education (Egalite, 2016; Lopez 2009; Terry 2008; Planty, Kena, & Hannes, 2009).

## **School Counselors**

As support professionals, school counselors provide valuable assistance to children and their families. They work closely with Latino parents by keeping them informed about the progress, or delays in their son's education. Parent contact takes place in person, by telephone, or correspondence. However, the data gleaned from interviews with the five counselor-participants contradicted the ten parent-participants' views about school involvement.

The counselors reported that only a small number of Latino parents actively participated in their son's school education. They expressed frustration that parents did not keep appointments, return telephone calls, or attend pre-arranged meetings. Counselors voiced concerns about the detrimental impact parent detachment had on their sons' academic future and diminished opportunities for high school graduation, college, and career. They expressed their frustration that parents did not have consistent discipline, rules, and consequences. However, based on this study's data, it suggests parents are involved in their son's education through home-based approaches, supervision, and consistent rules and consequences. The majority of their children are graduating, entering college, and starting careers.

In closing, there are positive outcomes for Latino parents involved in the education of their children and includes developing stronger relationships with their sons and the satisfaction of helping them achieve an education (Eamon, 2002; Rodriguez, 2002). However, factors exist which hinder them from being physical participants in the school their children attend. Yet, for most parent-participants in this study, their untraditional form of involvement did result in their sons' academic success.

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## APPENDICES

## Appendix A: Site Authorization

<b>Title of the Study</b>	Perceptions About Parenting Skills: A Multiple Case Study on Their Impact on the Success of Latino Males in school
<b>Researcher</b>	Rosa Marino
<b>Researcher's Affiliation with Site</b>	School Counselor - work site
<b>Researcher's Phone Numbers</b>	714-567-3502
<b>Researcher's CUI Email Address</b>	rosa.marino@eagles.cui.edu
<b>Researcher's University Supervisor</b>	Dr. Deborah Collins
<b>University Supervisor's Phone &amp; Email</b>	deborah.collins@cui.edu
<b>The location where Study will Occur</b>	Sierra Preparatory Academy 2021 N. Grand Avenue Santa Ana, CA 92705

**Purpose of the Study:**

This study will examine the perceptions of Latino parents' involvement in the education of their male sons and of factors that hinder or help their child stay in school on track to graduation.

The study will also explore the factors that influence parents' decisions about involvement, their perception of what is school involvement, and variables that impede or encourage participation, including experiences from their country of origin.

**Procedures to be followed:**

This research will be carried out following sound ethical principles. The participants' involvement in this study is strictly voluntary and provides confidentiality of research data, as described in the protocol. We expect about fifteen (15) people will participate in this research study.

**Time and Duration of the Study:**

The initiation of the study will take place after the IRB has given approval. Therefore, the anticipated start time is November 1, 2019, and ends on June 30, 2020.

**Benefits of the Study:**

While there are no direct benefits for participants to take part in our study, their involvement will allow educators to expand their base knowledge about factors that may contribute to Latino males dropping out of school. Further, the results of the study may provide specific information to help the academic community make more educated decisions regarding intervention strategies for at-risk Latino males and their parents.



**Benefits of the Study:**

While there are no direct benefits for participants to take part in our study, their involvement will allow educators to expand their base knowledge about factors that may contribute to Latino males dropping out of school. Further, the results of the study may provide specific information to help the academic community make more educated decisions regarding intervention strategies for at-risk Latino males and their parents.

**Persons who will have access to the records, data, tapes, or other documentation:**

- Rosa Marino, Researcher
- Dr. Deborah Collins, University Supervisor

**Date when the records, data, tapes, or other documentation will be destroyed:**

November 19, 2024.

Rosa M. Marino  
Researcher's Signature

10/14/2019  
Date

-----Authorization-----

I understand that participation in this study is confidential. Only the researcher, collaborators, and supervising professor will have access to participants' identities and information that can be associated with their identities. Please check the appropriate box below and sign the form:

I give permission for my organization to participate in this project. I understand that I will receive a signed copy of this consent form. I have read this form and understand it.

I do not give permission for my organization to participate in this project.

[Signature]  
Authorized Signature

October 14, 2019  
Date

## Appendix B: IRB Authorization to Conduct Research Study

**INSTITUTIONAL REVIEW BOARD (IRB) DECISION FORM****Review Date** November 11, 2019**Reviewer ID#** 205970**Category**  Expedited Review 45 CFR 46.110  Full Board Review 45 CFR 46

IRB Application #	<b>5429</b>
Title of Project	<b>Perceptions about Parenting Skills</b>
Principal Investigator Name (PI)	<b>Rosa Marino</b>
PI Email (use CUI email, if applicable)	<b>Rosa.marino@eagles.cui.edu</b>

**DECISION** **Approved****Effective duration of the IRB Approval:** 11 / 11 / 2019 to 11 / 11 / 2020**For Expedited and Full Board Approved, Please Note:**

- a. *The IRB's approval is only for the project protocol named above. Any changes are subject to review and approval by the IRB.*
- b. *Any adverse events must be reported to the IRB.*
- c. *An annual report or report upon completion is required for each project. If the project is to continue beyond the twelve-month period, a request for continuation of approval should be made in writing. Any deviations from the approved protocol should be noted.*

 **Needs revision and resubmission** **Not approved**

## Appendix C: Telephone Call Script to Parents Soliciting Interview

Hello \_\_\_\_\_,

My name is Rosa Marino, and I am a counselor at Sierra Preparatory Academy. I am completing my doctorate in Educational Leadership at Concordia University Irvine. Deborah Collins is my advisor, and she is supervising my doctoral research. We are conducting a study on Latino parental involvement in the school and its effect on their success.

We would like to understand better why parents decide to become involved in their sons' schooling. What makes it hard? What makes it easier? We also want to know where and how parents become involved in their sons' education. For example, at home, with homework, at school, or in communicating with the school or the teachers. You are invited to participate in this study because your son was once a student in the middle school where the study will take place.

If you agree to be in this study, I would like to interview you on this topic. The interview would take place at a time and place that is convenient for you, and it would last about 30-40 minutes. If you would like to participate, please let me know a convenient time and place when we can get together. If you need help with childcare, we can meet at the school in the Wellness Center, and childcare will be provided.

Thank you for your help and consideration to participate.

## Appendix D: Telephone Call Script to Parents Soliciting Interview

## Spanish Translation

Hola \_\_\_\_\_,

Mi

nombre es Rosa Marino y soy consejera en la Academia Sierra Preparatory. Estoy completando mi doctorado en Liderazgo Educativo en la Universidad de Concordia Irvine; Deborah Collins es mi asesora y está supervisando mi investigación doctoral. Estoy realizando un estudio sobre la participación de los padres Latinos en la educación de sus hijos y su efecto en el éxito en la escuela.

Nos gustaría entender mejor por qué los padres deciden involucrarse en la educación de sus hijos. ¿Qué lo hace difícil? ¿Qué lo hace más fácil? También queremos saber dónde y cómo los padres se involucran en la educación de sus hijos, por ejemplo, en casa, con la tarea, en la escuela o en la comunicación con la escuela o los maestros. Usted está invitado a participar en este estudio porque su hijo alguna vez fue alumno en la Academia Preparatoria Sierra.

Si acepta participar en este estudio, me gustaría entrevistarle sobre este tema. La entrevista se llevará a cabo en un momento y lugar convenientes para usted y duraría entre 30 y 40 minutos. Si desea participar, por favor avíseme un momento y lugar convenientes para reunirnos. Si necesita ayuda con el cuidado de niños, podemos encontrarnos en la escuela en el Centro de Bienestar y se proporcionará cuidado de niños.

Gracias por su ayuda y consideración para participar.



## Appendix E: IRB Consent to Participate Form

**CONSENT TO PARTICIPATE IN  
A RESEARCH STUDY**

**TITLE OF STUDY:** *Perceptions About Parenting Skills: A Multiple Case Study on Their Impact on the Success of Latino Males in School*

**PRINCIPAL INVESTIGATOR:** ROSA MARINO is conducting this study under the direction of Dr. Deborah Collins, Professor, and Concordia University Irvine. The Institutional Review Board, Concordia University Irvine, in Irvine, CA, has approved this study.

**URPOSE:** The current study aims to explore family factors that may contribute to Latino males to drop out of school.

**PARTICIPATION:** Your participation in this study is voluntary and you have the right to refuse to participate or to leave the study at any time without any penalty. You can skip any questions you do not feel comfortable answering.

**CONFIDENTIALITY:** Your participation in this study will be kept completely private. We will not collect your name or any other identifying information, therefore, your responses will be unidentified and there will be no way for anyone to identify you. The original data sheets will be stored in a locked filing cabinet. The electronic file with your data will be stored in a password-protected computer and only I will have access to your information. Audio recordings will be also be stored in a locked filing cabinet. All data will be destroyed or deleted within three years from the end of the study. Findings from this study will be presented in a comprehensive form with no identifying information to ensure your anonymity.

**PROCEDURES:** Participants will fill out a survey and take part in a short interview. The questions asked are about parent-son relationship and home life. We will provide a quiet semi-private room to complete the survey. The researcher will be there to help the participant if he/she has any questions. Participants will not put their names on the survey. The short interview will be recorded to facilitate the accuracy of the study. Participants will not be identified at any time during the interview process.

**DURATION:** Approximately 45 minutes

**RISKS:** There are no foreseeable risks associated with your participation in this study nor are they anticipated.

**BENEFITS:** Although there are no direct benefits for taking part in our study, your participation will allow us to expand our knowledge about factors that may contribute to Latino males dropping out of school.

**CONTACT:** For further information about this study please contact-

- Rosa Marino, at [rosa.marino@eagles.cui.edu](mailto:rosa.marino@eagles.cui.edu)

- Dr. Deborah Collins at [deborah.collins@cui.edu](mailto:deborah.collins@cui.edu)
- If you have any questions or concerns about the rights of research subjects, please contact the Institutional Review Board (IRB) at 984-287-4413 or access their website at <https://www.niehs.nih.gov/>

**RESULTS:** After the completion of the study, the final results will be published on the ProQuest website at <https://pqdtopen.proquest.com/>

**SIGNATURE:** I have read the above information and agreed to participate in your study. All of my questions have been answered and I was given a copy of this consent form for my records.

---

Signature of Participant

---

Date

---

Printed Name of Participant

**The participant agrees to be audiotaped**

**YES**   **NO**   Initials \_\_\_\_\_

---

Witness Signature

---

Date

---

Witness Name Printed

## Appendix F: IRB Consent to Participate Form - Spanish

**CONSENTIMIENTO PARA PARTICIPAR EN  
UN ESTUDIO DE INVESTIGACIÓN: Padres**

**TÍTULO DEL ESTUDIO:** *Percepciones sobre las habilidades de los padres: un estudio de caso múltiple sobre su impacto en el éxito de los hombres latinos en la escuela*

**INVESTIGADORA PRINCIPAL:** Este estudio está siendo realizado por ROSA MARINO bajo la dirección de la Dra. Deborah Collins, profesora, Concordia University Irvine. Este estudio ha sido aprobado por la Junta de Revisión Institucional, Concordia University Irvine, en Irvine, CA.

**PROPÓSITO:** El estudio actual tiene como objetivo explorar los factores familiares que pueden contribuir a que los jóvenes latinos abandonan la escuela.

**PARTICIPACIÓN:** Su participación en este estudio es completamente voluntaria y usted tiene derecho a negarse a participar o a abandonar el estudio en cualquier momento sin ninguna sanción. Puede omitir cualquier pregunta que usted no se sienta cómodo respondiendo.

**CONFIDENCIALIDAD:** Su participación en este estudio se mantendrá completamente privada. No recopilaremos su nombre ni ninguna otra información de identificación, por lo tanto, sus respuestas no serán identificadas y no habrá manera de que nadie lo identifique. Las hojas de datos originales se almacenarán en un archivador cerrado. El archivo electrónico con sus datos se almacenará en una computadora protegida con contraseña y solo yo tendré acceso a su información. Las grabaciones de Audio. también se almacenarán en una cabina de archivos bajo llave. Todos los datos serán destruidos o eliminados dentro de los tres años posteriores al final del estudio. Los hallazgos de este estudio se presentarán en una forma integral sin información de identificación para garantizar su anonimato.

**PROCEDIMIENTOS:** Los participantes completarán una encuesta y participarán en una breve entrevista. Las preguntas formuladas son sobre la relación padre-hijo y la vida familiar. Proporcionaremos una habitación semiprivada tranquila para completar la encuesta. El investigador estará allí para ayudar al participante si tiene alguna pregunta. Los participantes no pondrán su nombre en la encuesta. La breve entrevista será grabada para facilitar la precisión del estudio. Los participantes no serán identificados en ningún momento durante el proceso de la entrevista.

**DURACIÓN:** Aproximadamente 45 minutos.

**RIESGOS:** No hay riesgos previsibles asociados con su participación en este estudio ni se anticipan.

**BENEFICIOS:** Aunque no hay beneficios directos por participar en nuestro estudio, su participación nos permitirá ampliar nuestro conocimiento sobre los factores que pueden contribuir a que los hombres latinos abandonen la escuela.

**CONTACTO:** Para más información sobre este estudio, por favor contactar:

- Rosa Marino, en [rosa.marino@eagles.cui.edu](mailto:rosa.marino@eagles.cui.edu)
- Dr. Deborah Collins en [deborah.collins@cui.edu](mailto:deborah.collins@cui.edu)

- Si tiene alguna pregunta o inquietud sobre los derechos de los sujetos de investigación, comuníquese con la Junta de Revisión Institucional (IRB) al 984-287-4413 o acceda a su sitio web en <https://www.niehs.nih.gov/>

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**RESULTADOS:** Una vez finalizado el estudio, los resultados finales se publicarán en el sitio web de ProQuest en <https://pqdtopen.proquest.com/>

**FIRMA:** He leído la información anterior y aceptó participar en su estudio. Todas mis preguntas han sido respondidas y se me entregó una copia de este formulario de consentimiento para mis registros.

---

 Firma del participante

---

 Fecha

---

 Nombre impreso del participante

**El participante acepta ser grabado en audio SÍ NO**  
 Inicial \_\_\_\_\_

---

 Firma del testigo

---

 Fecha

---

 Nombre del testigo impreso

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## Appendix G: IRB Consent to Use Audio Form

**PHOTOGRAPHY/VIDEO/AUDIO USE - INFORMED CONSENT****AUDIO USE**

As part of this research project, we will be making an audiotape recording of you during your participation in the experiment. Please indicate what use of this audiotape you are willing to consent to by initialing below. You are free to initiate any number of spaces from zero to one of the spaces, and your choice will no way affect your participation. We will only use the audiotape in the way that you agree to. In any use of this audiotape, your name will not be identified.

If you do not initial any of the spaces below, the audiotape will be destroyed. Please indicate the type of informed consent. The audiotape can be studied by the research team for use in the research project.

Please initial \_\_\_\_\_ The audiotape can be played by the researchers for transcription and accuracy of the final report.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

The extra copy of this consent form is for your record.

## Appendix H: IRB Consent to Use Audio Form - Spanish

**USO DE FOTOGRAFÍA / VIDEO / AUDIO  
CONSENTIMIENTO INFORMADO****USO DE AUDIO**

Como parte de este proyecto de investigación, haremos una grabación de usted durante su participación en el experimento. Indique a qué exento podemos usar la cinta de audio y darnos sus iniciales a continuación. Usted es libre de iniciar cualquier número de espacios desde cero a uno, y su elección no afectará su participación. Solo utilizaremos la cinta de audio en la forma que usted acepta. En cualquier uso de la cinta de audio, su nombre no será identificado.

Por favor indique el tipo de consentimiento que usted da. El equipo de investigación puede estudiar la cinta de audio para utilizarla en el proyecto de investigación. Si no inicializa alguno de los espacios a continuación, la cinta de audio no será utilizada.

Iniciales \_\_\_\_\_

La cinta de audio puede ser reproducida por los  
investigadores para su transcripción para la exactitud  
del informe final.

\_\_\_\_\_  
Firma del participante

\_\_\_\_\_  
Fecha de firma

\_\_\_\_\_  
Nombre impreso

La copia adicional de este formulario de consentimiento es para su registro.

## Appendix I: Parent Pilot Survey

Please read the following questions and mark an X in the box next to the answer you agree with the most. When the question asks for more than one answer, it will prompt you. You can skip any question(s) you are not comfortable answering. Thank you.

1. Who is filling out this questionnaire?

- Mother
- Father
- Step Mother
- Step Father
- Grandparent
- Guardian

2. Marital Status?

- Married living with spouse at home
- Living with partner
- Divorced
- Single
- Widowed
- Separated

3. Do you work?

- Yes
- No

4. If yes, how much time do you work weekly outside the home?

- Part-time, 20 hours or less
- Full-time, 40 hours
- More than 50 hours

5. Does your spouse work?

- Yes
- No
- Unemployed / Looking for work
- Not applicable

6. If yes, how much time does your spouse work weekly outside the home?

- Part-time, 20 hours or less
- Full-time, 40 hours
- More than 50 hours

7. Which is your main language:

- English
- Spanish
- Other

8. Which is the highest grade you completed in school?

- Elementary K-5
- Some Elementary
- Middle School 6-8
- Some Middle School
- High School 9-12

- Some High School
- College
- Some College

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9. How many children do you have ages 5 to 17?

- 1-2
- 2-4
- 3-5
- 5-7

10. Among your children, which son currently attends high school?

- Oldest
- Middle
- Youngest

11. I am involved in my child's education

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

12. I explain to my son what my expectations are about school and his education.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

13. When my son becomes upset, I provide comfort and understanding.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

14. I criticize my son when I do not like what he says or does.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

15. I compliment my son often.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

16. I find it difficult to discipline my son.

- Strongly disagree
- Disagree
- Neutral



- Agree
- Strongly agree

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17. I explain to my son how I feel about his good and bad behavior.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

18. I give in to my son when he begs or threatens to do something negative.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

19. There are no rules or consequences at home for my son.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

20. My son and I have a good relationship.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

21. I make sure my son is at school every day and on time.

- Strongly disagree
- Disagree
- Neutral
- Agree
- strongly agree

22. I want my son to work and earn money as soon as he can.

- strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

23. It is important to me that my son graduate from high school.

- strongly disagree
- Disagree
- Neutral
- Agree

- strongly agree

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24. Your general beliefs about education. Mark all that apply.

- A good education helps people get ahead in life
- If a child does not want to study it is OK because he can always study later
- Children learn important life-skills in school
- Most of the things children learn at school are not important in life
- It is better for a student to work and make money for the family
- Education is a waste of time

25. Which items best describe your support for your son's success in school? Mark all that apply.

- Make sure he attends school every day and is on time
- Attend parent-teacher conferences
- Call teachers about his progress in school
- Help him with homework assignments
- Meet with his counselor
- Check his homework

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## Appendix J: Responses to Pilot Parent Survey

QUESTIONS	Person 1	Person 2	Person 3	Person 4	Person 5
1. Who filling out questionnaires?	MOM	MOM	STEPMOM	DAD	MOM
2. Marital Status?	DIVORCE	MARRIED	LIVING TOG	MARRIED	DIVORCE
3. Do you work?	YES	NO	NO	YES	YES
4. If yes, how many hours?	40	NA	NA	50	40
5. Does your spouse work?	NA	YES	YES	NO	NA
6. If yes, how many hours?	NA	40	40	NA	NA
7. Main language spoken at home	SPANISH	SPANISH	ENGLISH	SPANISH	SPANISH
8. Highest grade completed.	8	6	12	10	6
9. Children you have age 5-17.	2-4	3-5	3-5	2-4	1-2
10. Which son attends HS?	OLDEST	MIDDLE	YOUNGEST	MIDDLE	NA
11. I am involved in child's education	DISAGREE	AGREE	AGREE	DISAGREE	AGREE
12. I explain to son what my expectations are	DISAGREE	DISAGREE	AGREE	AGREE	DISAGREE
13. I provide son comfort and understanding	AGREE	AGREE	AGREE	AGREE	AGREE
14. I criticize son often	AGREE	DISAGREE	DISAGREE	AGREE	DISAGREE
15. I compliment my son often	NEUTRAL	AGREE	AGREE	DISAGREE	AGREE
16. It is difficult to discipline my son	AGREE	DISAGREE	AGREE	DISAGREE	AGREE

17. I explain to son how I feel about behavior	DISAGREE	AGREE	AGREE	DISAGREE	AGREE
18. There are no rules or consequences.	AGREE	AGREE	DISAGREE	AGREE	AGREE
19. Son and I have a good relationship	DISAGREE	DISAGREE	DISAGREE	AGREE	AGREE
20. I make sure my son is at school	AGREE	AGREE	AGREE	AGREE	AGREE
21. I want my son to work	AGREE	DISAGREE	DISAGREE	DISAGREE	AGREE
22. Important son graduates	AGREE	AGREE	AGREE	AGREE	AGREE
23. General belief about education	NO VALUE	GOOD	GOOD	GOOD	NO VALUE
24. Ways supports son for success in school	CH HW LIBRARY CONFERENCES	MEET TEACHERS ATTENDANCE	CK HW LIBRARY CONFERENCES	MEET COUNSEL OR ATTENDANCE	CALL TEACHERS CONFERENCE

## Appendix K: Counselor Pilot Survey

Please read the following questions and mark an X in the box next to the answer you agree with the most. When the question asks for more than one answer, it will prompt you. You can skip any question(s) you are not comfortable answering. Thank you.

**1. How many years of experience do you have as a school counselor?**

- Less than 2 years
- 3-5 years
- 6-10 years
- 11-15 years
- 15-20 years

**2. Do you work in a middle school or high school?**

- Middle School
- High School

**3. Are you bilingual in Spanish?**

- Yes
- Somewhat
- I understand Spanish
- No
- I use translators

**4. Latino parents at your school are involved in their child's education.**

- Yes
- Somewhat
- Consistently
- Never
- Have not noticed

**5. Latino parents at your school are consistent with rules and expectations at home.**

- Yes
- Somewhat
- Consistently
- Never
- Have not noticed

**6. Latino parents at your school follow through with recommendations made by teachers and counselors.**

- Yes
- Somewhat
- Consistently
- Never
- Have not noticed

**7. Latino parents at your school knows the district requirements for graduation from high school.**

- Yes
- Somewhat
- Possibly
- No
- I do not know

**8. If you answered yes, how did parents learn about the high school graduation requirements?**

- During counselor-parent meetings
- In monthly parent meetings
- Information sent home
- Through the Family Community Liaison
- School website

**9. Are you involved in any dropout prevention programs in your school?**

- Yes
- Somewhat
- No
- Do not know any
- Not interested

**10. How often do you meet with parents of students who show risk of dropping out?**

- Once
- 2-3 times
- 4 or more times
- Never

## Appendix L: Responses to Pilot Counselor Survey

QUESTIONS	Counselor	Counselor	Counselor	Counselor	Counselor
	1	2	3	4	5
1. Years of experience as a school counselor?	11-15	3-5	11-15	15-20	6-10
2. Do you work in middle or high school?	HS	MS	HS	HS	MS
3. Are you bilingual in Spanish?	YES	YES	YES	YES	NO
4. Latino parents at your school are involved	SOME	YES	NO	YES	NO
5. Latino parents are consistent with rules	NO	YES	NO	YES	NO
6. Latino parents follow through	YES	YES	NO	YES	NO
7. Parents know requirements for graduation	YES	NO	YES	YES	NO
8. How did parents learn about requirements?	COUNSELOR	NA	COUNSELOR	COUNSELOR	NA
9. Are you involved in dropout prevention?	YES	YES	YES	YES	YES
10. How often do you meet with parents?	2-3	4+	2-3	2-3	2-3

## Appendix M: Parent Demographic Survey

Respondent # \_\_\_\_\_

Gender: Male \_\_\_\_\_ Female \_\_\_\_\_

---

Age: 16-19  
20-29  
30-39  
40-49  
50+

---

Current Marital Status:  
 Married (one time)  
 Divorced  
 Separated  
 Married Widowed Single  
 Never Married

---

Relationship to Child:  
 Mother Father Grandmother Stepmother Stepfather Grandfather  
 Other (please list relationship): \_\_\_\_\_

---

What country are you from? \_\_\_\_\_

---

Number of years you have lived in the United States? \_\_\_\_\_

---

The highest grade you completed in school?  
 \_\_\_ Completed elementary school (grade 6)  
 \_\_\_ Completed middle school (grade  
 \_\_\_ Graduated high schools (grade 12)  
 \_\_\_ Some college

\_\_\_ Graduated from four-year college  
\_\_\_ Post graduate

---

Do you work outside your house?

YES            NO

If yes, how many hours per week?            < 20    40            50+

Do your spouse/partner outside your house?    YES            NO

If yes, how many hours per week?            < 20            40            50+

---

Which language so you mainly speak at home? English\_\_\_ Spanish\_\_\_ Other\_\_\_



## Appendix N: Encuesta Demográfica Para Los Padres - Spanish

## Parent Demographic Survey - Spanish

Su género: Masculino \_\_\_\_\_ Femenino \_\_\_\_\_

---

Su edad:

16-19

20-29

30-39

40-49

50+

---

Estado civil actual:

Casado    Separado

Divorciado

Viudo

Soltero

Nunca Casado

---

Relación con el niño:

Madre

Padre

Abuela

Madrastra

Padrastro

Abuelo

Otro (por favor enumere la relación): \_\_\_\_\_

---

¿En qué país nació usted? \_\_\_\_\_

---

¿Número de años que ha vivido usted en los Estados Unidos? \_\_\_\_\_

---

¿El grado más alto que completó usted en la escuela?

\_\_\_ Escuela primaria completa (grado 6)

\_\_\_ Escuela secundaria completa (grado 8)

\_\_\_ Escuela secundaria graduada (grado 12)

\_\_\_ Algo de universidad

\_\_\_ Graduado universidad de cuatro años

\_\_\_ Postgrado

---

¿Usted trabaja fuera de su casa?

SI

NO

En caso afirmativo, ¿cuántas horas por semana?

<20

40

50+

¿Trabaja su cónyuge o pareja fuera de la casa?

SI

NO

En caso afirmativo, ¿cuántas horas por semana

<20

40

50+

---

¿Cuál idioma habla usted principalmente en casa? Ingles \_\_\_ Español \_\_\_\_\_ Otro: \_\_\_\_\_

---

## Appendix O: Parent Interview Questions and Prompts

<p><b>Success at School</b></p> <p><b>Question 1:</b> What do you do in your family to help your son be successful in school? Walk me through a typical evening at your house.</p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>● communicate with the child's teacher and counselor regularly</li> <li>● help the child with homework</li> <li>● make sure child attends school every day and on time</li> <li>● support decisions made by the teacher stay on top of things at school</li> <li>● explain tough assignments to the child and help study for tests</li> <li>● read with the child</li> <li>● check grades often</li> <li>● go to the school's open house, back to school night</li> <li>● talk with son about the school day</li> <li>● give consequences for negative behavior at school</li> <li>● encourage son when he doesn't feel like doing homework</li> <li>● ask about his life goals and dreams</li> </ul>
<p><b>Question 2:</b> How do you define parent involvement and what does it mean to you?</p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>● attend school meetings</li> <li>● help the child get good grades</li> <li>● stay in touch with teacher, counselor, administration</li> <li>● know how to help child learn</li> <li>● volunteer to help teacher</li> <li>● other: explain</li> </ul>
<p><b>Question 3:</b> How much time and energy do you have in the day for the following? (1 is no time, 2 is some time, and 3 is plenty of time and energy)</p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>● help your child with homework?</li> <li>● communicate with the school?</li> <li>● communicate with the teacher(s)?</li> <li>● attend special events?</li> <li>● volunteer at the school?</li> </ul>
<p><b>Knowledge and skills</b></p> <p><b>Question 4:</b> To what extent (a lot, a little, not much) do you believe Latino parents . . . ?</p> <ul style="list-style-type: none"> <li>● know enough about the subjects of the child's homework to help</li> <li>● know how to supervise homework</li> <li>● know how to explain things about homework</li> <li>● have the skills to help out at school</li> <li>● know about special events at school</li> </ul>
<p><b>Requests and expectations from school and teachers</b></p> <p><b>Question 5:</b> Do teachers at this school...? How do they contact you? (note, text, call)</p> <ul style="list-style-type: none"> <li>● expect/ask you to help with homework</li> <li>● expect the child to attend school every day and on time</li> <li>● talk to child about the school day</li> <li>● invite you to attend a special event at school</li> <li>● ask you to help out at school</li> <li>● require you to sign homework, agenda, or other documents</li> <li>● visit the classroom</li> <li>● have high standards for academic performance</li> <li>● drive child to tutoring and school activities</li> <li>● go to the library with child</li> <li>● Other</li> </ul>
<p>Requests and expectations from child</p> <p><b>Question 6:</b> Does your child...?</p> <ul style="list-style-type: none"> <li>● expect/ask you to help with homework</li> </ul>

- talk with you about the school day
- invite you to attend a special event at school
- ask you to help out at school
- ask for your signature on homework, agenda, or other documents
- know your expectations about school, attendance, grades, and behavior
- Other

**Forms of Involvement**

**Question 7:** In what ways are you involved in your child's schooling?

**Prompts:**

- communicate values to child
- set academic goals at home
- communicate with the school
- meet with teachers and school counselor
- volunteer
- Other

**Question 8:** Tell me about your experiences at school when you were a student in your homeland.

**Question 9:** What can middle schools do to help parents and their sons navigate the transfer to high school for success to graduation?

## Appendix P: Parent Interview Questions and Prompts – Spanish

**Éxito en la escuela**

**Pregunta 1:** ¿Qué haces en tu familia para ayudar a tu hijo a tener éxito en la escuela? Invítame a una noche típica en su casa.

**Indicaciones:**

- comunicarse regularmente con el maestro y el consejero del niño
- ayudar al niño con la tarea
- asegurarse de que el niño asista a la escuela todos los días y a tiempo
- las decisiones de apoyo tomadas por el maestro se mantienen al tanto de las cosas en la escuela
- explicar tareas difíciles al niño y ayudar a estudiar para los exámenes
- leer con el niño
- verificar las calificaciones a menudo
- ir a la casa abierta de la escuela, noche de regreso a la escuela
- hablar con el hijo sobre el día escolar
- dar consecuencias por comportamiento negativo en la escuela
- aliente al hijo cuando no tiene ganas de hacer la tarea
- preguntar sobre sus metas y sueños de vida

**Pregunta 2:** ¿Cómo define la participación de los padres y qué significa para usted?

**Indicaciones:**

- asistir a reuniones escolares
- ayudar al niño a sacar buenas notas
- mantenerse en contacto con el maestro, consejero, administración
- saber cómo ayudar al niño a aprender
- voluntario para ayudar al maestro
- otro: explicar

**Pregunta 3:** ¿Cuánto tiempo y energía tiene usted en el día para lo siguiente? (1 no hay tiempo, 2 algo de tiempo y 3 toma mucho tiempo y energía)

**Indicaciones:**

- ayudar a su hijo con la tarea?
- comunicarse con la escuela?
- comunicarse con el maestro (s)?
- asistir a eventos especiales?
- ser voluntario en la escuela?

**Conocimientos y habilidades**

**Pregunta 4:** ¿Hasta qué punto (mucho, poco, no mucho) crees que los padres latinos ...? saber lo suficiente sobre los temas de la tarea del niño para ayudar

- saber supervisar la tarea
- saber explicar cosas sobre la tarea
- tener las habilidades para ayudar en la escuela
- saber sobre eventos especiales en la escuela

**Pregunta 5:** ¿Los maestros de esta escuela ...? ¿Cómo le contactan los maestros? (por nota, una llamada telefónica o correo electrónico)

- esperar / pedirle ayuda con la tarea
- esperar que el niño asista a la escuela todos los días y a tiempo
- hablar con el niño sobre el día escolar
- le invito a asistir a un evento especial en la escuela
- pedirle ayuda en la escuela
- requiere que firme tarea, agenda u otros documentos
- visitar el aula

- Tener altos estándares de rendimiento académico.

- conducir al niño a clases particulares y actividades escolares
- ir a la biblioteca con el niño

**Solicitudes y expectativas del niño****Pregunta 6:** ¿Su hijo ...?

- esperar / pedirle ayuda con la tarea
- hablamos sobre el día escolar
- te invito a asistir a un evento especial en la escuela
- pedirle ayuda en la escuela
- solicite su firma en la tarea, agenda u otros documentos
- Conozca sus expectativas sobre la escuela, la asistencia, las calificaciones y el comportamiento.

**Formas de Participación****Pregunta 7:** ¿De qué manera participa usted en la educación de su hijo?**Indicaciones:**

- comunicar valores al niño
- establecer metas académicas en casa
- comunicarse con la escuela
- reunirse con maestros y consejeros escolares
- voluntario
- Otro

**Pregunta 8:** Cuénteme sus experiencias en la escuela cuando usted fue estudiante en su tierra natal.**Pregunta 9:** ¿Qué pueden hacer las escuelas intermedias para ayudar a los padres y a sus hijos a navegar la transferencia a la escuela secundaria para tener éxito en la graduación?

## Appendix Q: Counselor Survey

**Respondent: # \_\_\_\_\_**

### Counselor Survey

Please read the following questions and mark an X in the box next to the answer you agree with the most. When the question asks for more than one answer, it will prompt you. You can skip any question(s) you are not comfortable answering.

1. How many years of experience do you have as a school counselor?

- Less than 2 years  
 3-5 years  
 6-10 years  
 More than 10 years

2. Where do you work?

- Middle School  
 High School  
 K-8 School

3. Are you bilingual in Spanish?

- Yes  
 I use translators  
 No

4. Based on your experience and observations, do you believe Latino parents at your school are actively involved in their son's education?

- Yes  
 No

Based on your answer, please provide examples of their level of involvement:

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5. Based on your experience and observations, do you believe Latino parents at your school are consistent with rules and expectations at home?

- Yes  
 Occasionally  
 No

6. Based on your experience and observations, do you believe Latino parents at your school follow through with recommendations made by teachers and counselors?

- Yes  
 Occasionally  
 No

7. Based on your experience and observations, do Latino parents at your school know what the requirements are for graduation from high school?

- Yes  
 No

8. In your experience, what are some things Latino parents can do to help their son be more successful in school?

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9. What factors do you believe may affect Latino parents' involvement in the education of their sons?

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10. What can middle schools do to help Latino parents and their sons bridge the transfer process to high school and increase their success toward graduation?