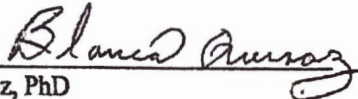
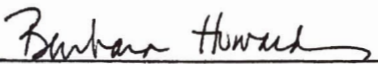
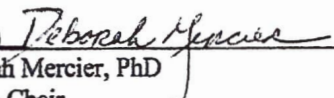


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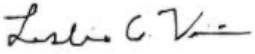
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PARENTAL INVOLVEMENT AND THE IDENTIFICATION OF GIFTED AND TALENTED
LATINO STUDENTS

by

Leslie C. Villaseñor

A Dissertation

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ABSTRACT

Considered an educational opportunity of accelerated learning, higher academic achievement, and rigor, students admitted into the Gifted and Talented Education (GATE) program only make up a small percentage of the student population. For minorities such as Latino students, this number is even smaller. Despite a continuous increase of the Latino population, Latino students continue to be underrepresented and under identified as gifted and talented. While teachers, parents, or even students themselves can refer individuals for GATE testing and possible identification, many minority parents lack the awareness of the significant role they can play in the identification of their gifted students. Insufficient research exists in the area of parental involvement and the identification of Latino GATE students. This study sought to find whether a relationship between home and school-based parental involvement and Latino student GATE identification existed. Having collected data from a predominantly Latino district with an 8% GATE identification rate, data from minority parents who have GATE identified students can serve to promote equitable access to GATE programs in other districts with minority students. A mixed-methods approach was used to compare GATE and non-GATE home and school-based parental involvement. Through the use of a parent survey and interviews, it was revealed that GATE parents are more likely to be involved in their child's education, seek support from the school, and advocate for opportunities for their children within the GATE program. It is this active participation in their students' lives that could have contributed to their children being identified as gifted.

Keywords: GATE, Latinos, parental involvement

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CHAPTER 1: INTRODUCTION

In the 2013-2014 school year, Latinos comprised 53.3% of the entire California student population (California Department of Education, 2019). Despite their large numbers, Latino students constituted only 5.8% of the entire Gifted and Talented Education (GATE) population in California (Snyder et. al., 2019). Such disparity arises from referral and screening practices that prevent Latino students from accurately being identified as gifted and talented (Card & Giuliano, 2016).

Across the United States, GATE programs are considered a form of higher academic achievement, which affords students with better learning opportunities through enhanced instruction (Ramos, 2010; Bangel et al., 2010). Yet Latino students continue to be underrepresented in this program. Latino students enrolled in gifted and talented (GATE) programs only made up 5.8% of the 53.3% population as compared to Whites at 9.7% and Asian students at 15.1%, both of which are minorities in the state of California (National Center for Education Statistics, 2018).

Although the Latino population has grown at an exponential rate by 51 million from 1970 to 2019 throughout the United States, potentially becoming the *minority majority* by 2045, the number of students in GATE programs has continued to plateau or even decrease (Bessman et al., 2013; Bonilla, 1997; Noe-Bustamante et al., 2020). Studies posit that GATE identification of Latino students is associated with parental involvement and experiences with home cultural values, which prevent classroom teachers from making GATE recommendations (Ramos, 2010; Marschall, 2006; Szymanski & Shaff, 2013). When compared to their White counterparts, Latino students are less likely to be identified as gifted and talented, in large part due to their home-based values, which might be incompatible with GATE program identification criteria in the

classroom (Ceballo et al., 2014). Studies show that higher parental involvement is correlated with higher student academic achievement and also proves crucial in the identification process of GATE students (von Otter, 2013; Đurišić & Bunijevac, 2017). Latinos have been reported to have a lower parental involvement in comparison to other races (Zarate, 2007).

Statement of the Problem

Several authors and researchers postulate that lower rates of GATE Latino student classification are due to an inaccurate identification protocol that does not take into consideration the students' home culture, socioeconomic backgrounds, and parental involvement (Yosso, 2005; Oakland & Rossen, 2005; Castellano, 1998). The underrepresentation of Latino students is a problem because of the implications of this exclusion in disqualifying Latino students from being identified as GATE and receiving the type of educational opportunities that will help them reach their full potential. Latino GATE under-identification results in a systematic inequity and exclusion due to culture, which denies opportunity in the participation of higher academic achievement status.

Through better understanding the role of Latino parental involvement, more Latino students would qualify for GATE. The process of identifying a student as potentially gifted begins with a referral or nomination (McBee, 2006). The most common referrals come from teachers even though nomination sources include automatic, parent, self, or peer referrals (McBee, 2006). Automatic referrals occur when a student scores in the 90th percentile or higher on standardized assessments (McBee, 2006). As a result, parents could request that their student undergo GATE screening in the event that the teacher does not. Further studies and investigations demonstrate that home-based and school-based parental involvement play a vital role when it comes to the identification of GATE Latino students (Ceballo et al., 2014).

Acknowledging and documenting the invaluable contribution of home-based and school-based parental involvement of Latino parents might be particularly beneficial to the Latino student population in terms of having more students access the educational opportunities that the GATE program could afford them.

Research Problem

While numerous studies have scrutinized the significance of parental involvement along with its various forms and impact on academic achievement for students, few studies have investigated Latino parental involvement in regards to GATE identification. Usually grouped into the minority category, Latino culture and interaction within the meso- and micro- levels of the education system is yet to be fully explored. The microsystem refers to the relationships and interactions a child has with his immediate surroundings such as with his parents (Paquette & Ryan, 2001). The mesosystem provides the connections between the child's microsystems linking a child's teacher and his parents (Paquette & Ryan, 2001). The field of research has yet to focus on Latino parent contributions in regards to gifted identification. This research will investigate the role of Latino parental involvement - home or school-based - that lead to the identification of gifted and talented students in the classroom.

Purpose Statement

The purpose of this triangulation mixed methods study is to understand the role of parental involvement in the identification of GATE Latino students in a sample from a district in Orange County, California. Multifaceted in nature, parental involvement will be defined as parents' communication of educational aspirations and rules imposed at home to foster better school performance as a form of home-based involvement; as well as participation in school activities and communication with the teacher as a form of school-based involvement (Bloom,

1980; Christenson et al., 1992; Stevenson & Baker, 1987; Epstein, 2011). Home and school-based parental involvement is necessary to promote more GATE identification of Latino students since both types of involvement can lead to parents advocating for their own children when it comes to GATE recommendations (Oakland & Rossen, 2005). Latino culture, however, promotes respect for the school and teacher by avoiding questioning and advocacy for students (Marschall, 2006). As a result, Latino parents rarely advocate for their students to be placed in GATE (Marschall, 2006).

In addition, past parental experiences shape a certain attitude towards schools, which also contribute to the underrepresentation of GATE Latino students. A study suggested that first-generation Latino students perform better and possess higher academic motivation than subsequent Latino generations despite having faced more barriers due to their immigration status (Hill & Torres, 2010). Subsequent Latino generations, who are not foreign-born, often remember school as a time of segregation and forced assimilation to American culture (Hill & Torres, 2010; Ceballo et al., 2014). These experiences are then transmitted to their children, who adopt a negative attitude towards school, which result in academic underperformance and behavior referrals (Hill & Torres, 2010). Latino parents' culture, values, and past experiences, studies promote a closer look and understanding of such dimensions as a way to better identify GATE Latino students (Esquidero & Arreguin-Anderson, 2012).

Through a mixed methods approach, the following questions will be investigated in order to respond to the hypothesis that higher parental involvement will lead to higher GATE identification of Latino students:

1. What specific types of parental involvement do Latino parents engage in that contributes to the identification of GATE Latino students?

2. How do parents of GATE Latino students promote higher academic achievement through home and school-based involvement from their perspective?
3. What parent outreach strategies are schools using to promote parental involvement and are they aligned with parents' perspectives on the best way to promote Latino GATE identification?

Theoretical Framework

Behavioral sciences and theories suggest that human development is a product of the organism interacting with its environment at different levels coined Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 1979). When looking at Latino children who are identified as gifted and talented, Bronfenbrenner's framework would help us understand the role of parental involvement because it involves the environment of the child at different levels - home, school, and community, i.e., the inclusion in GATE programs that have an impact on higher academic achievement. For the purposes of this study, such a theory serves to frame the types of interactions between the different levels that impact parental involvement and the factors that lead to higher identification of GATE Latino students. The greater the number of connections among members of each system (e.g., between parents and teachers) a child has, there is a greater likelihood the child will have enough support to obtain his optimal development (Olszewski-Kubilius, 2003). Currently, there appears to be a disconnect between the child's environment at home and school, which might explain the underrepresentation of Latino GATE students. The lower proportion of identification may be due to a mismatch between home and school cultures. Referrals by teachers and/or parents who do not take into consideration differences between cultures conflict with current identification criteria (Lakin, 2016).

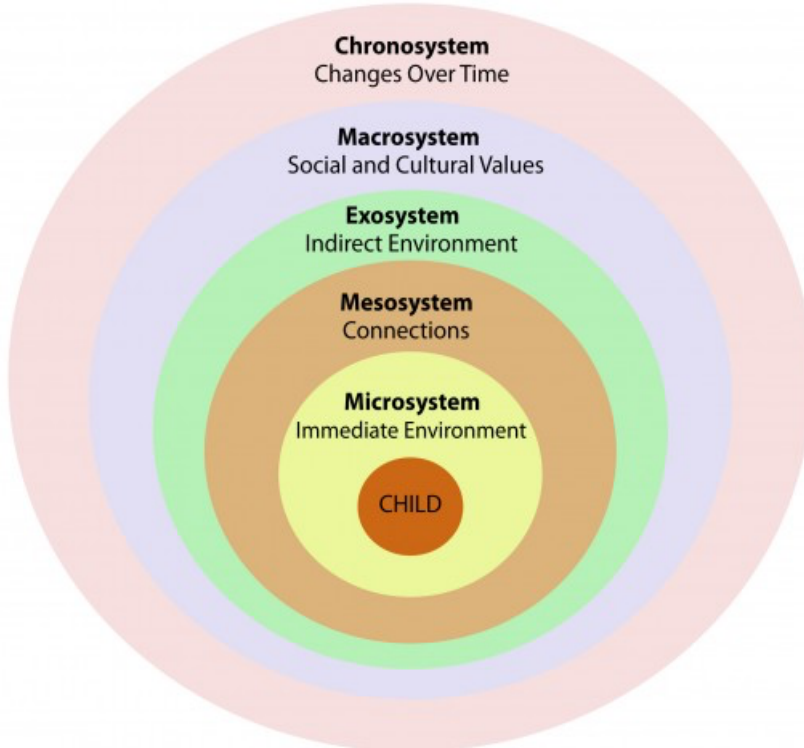
Bronfenbrenner's Ecological Systems Theory suggests that the environment impacts a

child's experiences through complex interactions, which ultimately help or hinder a child's continued development (Bronfenbrenner, 1979). Bronfenbrenner's (1979) structures of the environment are as follows: micro-, meso-, exo-, macro-, and chronosystem. Each level creates an impact on the child as interactions become interconnected. For the purposes of this study, only the micro-, meso-, and exosystem will be analyzed.

Figure 1. 1

Bronfenbrenner's Ecological System Theory

Bronfenbrenner's Ecological Systems Theory



Microsystem

The microsystem has the most direct influence during early childhood. A pattern of “activities, roles, and interpersonal relations,” the microsystem is a setting in which the child first interacts with the environment (Cross, 2017). Structures within the microsystem include family,

siblings, and the “immediate physical home environment” (Cross, 2017). Within this innermost level, relationships are dyadic in nature, specifically referring to a two-way interaction usually between parents and the child and vice versa (Bronfenbrenner, 1979). It is at this intimate level that the child is greatly influenced by interactions within his or her microsystem.

Mesosystem

The mesosystem serves as the connection between the child’s microsystems and comprises a system of microsystems (Bronfenbrenner, 1979). The mesosystem is a setting in which the developing child is an active participant and interacts with these new environments such as school. It is within the mesosystem that the child must adapt, act, and speak according to formal and informal norms. It is at this level that a child’s social network and social support system begins to expand. Social networks provide the child with support via information, guidance, emotional support, and material aid (Olszewski-Kubilius, 2003). The child’s expected role in society and cultural values interact here, which can lead to harmonious or discordant relationships between the micro- and mesosystem.

When students are screened for gifted characteristics, which usually include high achievement, confidence, and leadership abilities, just to name a few, students from Latino families come with instilled cultural values that may not translate to GATE qualities in the classroom (Tuttle, Becker & Sousa, 1988). Additionally, minority children or children from low socioeconomic backgrounds will usually lack the necessary social networks and support to facilitate the development of their giftedness (Olszewski-Kubilius, 2003). Their social networks may not contain the necessary amount of competent individuals able to recognize the child’s ability (Olszewski-Kubilius, 2003). As a result, the child’s microsystem may form a discordant relationship with the mesosystem.

Exosystem

The exosystem is a setting that does not involve the developing child as an active participant (Bronfenbrenner, 1979; Cross, 2017). However, happenings within the exosystem can still affect or be affected by the meso- or microsystems and vice versa (Bronfenbrenner, 1979). The exosystem can be the decisions at a district office, the parents' places of work, or a sibling's former classroom, all of which involve society impacting other systems through policies and institutional practices. While the child is not directly involved or interacting with the environments at this level, they still affect the developing child either negatively or positively. If the child's parents have a demanding, inflexible job, which does not allow them to spend as much time with him or her, the child will feel the effects of such a predicament. If a child's parents are undocumented, they may be reluctant to participate any form of school-based parental involvement. This, in turn, impacts parental involvement both at home and at school; thus, affecting Latino GATE student identification in the classroom.

Significance of Study

This study attempts to identify the types of parental involvement - home or school-based - that result in higher identification of gifted and talented Latino students and thus higher academic achievement. Studies have demonstrated an underrepresentation of minority students, in this case Latino students, when it comes to higher academic attainment and achievement (The Campaign for College Opportunity, 2018; Szymanski & Shaff, 2013). A 2018 report based on a widespread analysis of data documenting higher education for Latinos in California reported that only 18% of Latino adults possess a college degree (The Campaign for College Opportunity, 2018). Beginning at the elementary level, higher academic achievement in the form of the GATE program could serve as an avenue for Latino students to sustain academic rigor all throughout

higher education. As a result, the researcher sought to identify crucial parental involvement examples that lead to student academic success in the classroom beginning at the elementary stage.

Definition of Terms

Parental involvement (PI): Engaging in learning activities at home, monitoring how children spend their time outside of school, communicating how children are progressing at school, and attending school events (Henderson & Mapp, 2002).

Home-based parental involvement: Parent communication with their children relating school and future aspirations, help with homework, and home rules that align with school rules (Hill & Torres, 2010).

School-based parental involvement: Parent participation in school activities that include but are not limited to attending teacher conferences, volunteering in school events, and going to parent meetings (Stevenson & Baker, 1987).

Culture: A shared system of meaning passed down from generation to generation that allows a group of people to make sense and understand the world (Sorrells, 2015).

Academic achievement: Performance outcomes that indicate proficiency or level of mastery on any given goal or activity in instructional environments such as school (Steinmayr et al., 2015).

GATE: Enacted by Assembly Bill (AB) 1040 in 1980, the Gifted and Talented Education (GATE) program allowed districts to set their own criteria for identification as well as design curriculum to service intellectually gifted students in academic abilities, creativity, leadership, and visual and performing arts (California Department of Education, 2019).

Gifted and Talented (GATE) student: According to the California Education Code (EC)

Section 52201, a GATE student is one who is identified as possessing demonstrated or potential abilities that result in evidence of higher performance (Laws & Regulations, 2019).

Latino: A category of people who come from Latin America or descend from people from Latin America where Spanish is spoken (Fernandez-Morera, 2010).

Naglieri Nonverbal Ability Test (NNAT): A nonverbal measure of general ability for students, kindergarten through 12th grade able to assess strengths without cultural, ethnic, or linguistic interference (Naglieri Nonverbal Ability Test, 2019; Naglieri & Ford, 2003).

Summary

Chapter 1 presents the statement of the problem, purpose of the study, research questions, theoretical framework, and significance of the study. Latino students continue to be under-identified as gifted and talented students. Unlike students from more affluent communities who have highly involved parents, Latino parents are unlikely to refer their children for GATE identification. Much of the identification rests on student academic achievement and teacher referrals. If Latino students are not identified as gifted at the same rate as their White and Asian counterparts, this implies the existence of an exclusion that is disqualifying Latino students from receiving higher educational opportunities. Bronfenbrenner's Ecological Systems Theory will be used to understand the impact of parental involvement and the school's role in ensuring a child's optimal development, in this case attaining a higher academic achievement by being identified as GATE.

CHAPTER 2: REVIEW OF LITERATURE

Introduction

In this chapter, I present a literature review on the role of Latino parental involvement, both home and school-based, the evolution of the GATE program along with its assessment criteria, Latino educational aspirations, and the characteristics of teachers who refer Latino students to GATE programs. It starts with a review of the history of GATE, and the process of making identification assessments culturally and linguistically inclusive for Latino students.

Parental involvement has various definitions of which a combination of the following will be used in this study: the amount of resources parents allocate towards a child's success in school; parents' communication of educational aspirations and rules imposed at home to foster better school performance as a form of home-based involvement; as well as participation in school activities and communication with the teacher as a form of school-based involvement (Grolnick & Słowiacek, 1994; Bloom, 1980; Christenson et al., 1992; Stevenson & Baker, 1987; Epstein, 2011). Several studies have researched the significance of parental involvement (PI) in regards to student academic achievement (Zarate, 2007; Ceballo et al., 2014; Walker et al., 2011). For Latino parents, parental involvement is shaped by aspirations as part of cultural values, school satisfaction, and barriers that prevent them from being as involved in the same ways as their White counterparts (Hill & Torres, 2010; Ceballo et al., 2014; Park & Holloway, 2013; Ceballo et al., 2014). Understanding the various types of PI, motivations, hindrances, and cultural values within the Latino community can better help educators pinpoint barriers to identifying Latino students as gifted and talented as early as the elementary level.

History of Gifted and Talented Education (GATE)

Dating back to the late 17th century, gifted and talented education (GATE) made its appearance in the American public school system. Emerging in St. Louis, Missouri, GATE first debuted with William T. Harris (1835-1909), who as an educational philosopher, chief administrator, and United States Commissioner of Education (1889-1906), sought to provide gifted students with freedom, reason, and self-direction (National Association for Gifted Children, n.d.). Contemporary Francis Galton advanced the idea of giftedness through his work, *Hereditary Genius*, which was the first time anyone had used statistical methods to suggest that intelligence was passed down through generations (NAGC, n.d.). In 1905, French researchers, Alfred Binet and Theodore Simon, had developed an intelligence test meant to separate children of inferior intelligence in special classrooms (NAGC, n.d.). Inspired by Binet and Simon's work, Lewis Terman, an American psychologist, appeared on the scene and created the Stanford-Binet IQ Test with the intention of identifying highly intelligent and gifted students (New World Encyclopedia, 2018).

Along with historical events such as the World Wars and the passing of the National Science Foundation Act, aimed at supporting research in mathematics and the sciences, Ann Isaacs created the National Association of Gifted Children with the mission of helping gifted children and their families achieve their personal best and contribute to their communities (NAGC, n.d.). By 1974, the United States Department of Education gave the Office of the Gifted and Talented official status; thus, bringing national attention to GATE (NAGC, n.d.). With such recognition, the United States Department of Education issued a report in 1998 detailing just how much America's gifted and talented youth were being neglected. The Office of Educational Research and Improvement (1993) analyzed gifted students' declining test scores due to a lack of

challenge in the American classroom. While American GATE students had the potential to achieve at the same level of their international counterparts in countries such as Canada, Taiwan, Korea, and Japan, the case reported that “students fail[ed] to achieve in school at a level commensurate with their abilities” (Office of Educational Research and Improvement, 1993, p. 18). In that same year, NAGC published pre-K-12 Gifted Program Standards, later revised in 2010 as pre-K- grade 12 Gifted Programming Standards, in order to provide seven key areas for programs serving GATE students (NAGC, n.d.).

California’s History of GATE Legislation

Enacted in 1980 in California, Assembly Bill (AB) 1040 established the Gifted and Talented Education (GATE) program (California Department of Education, 2020). Assembly Bill 1040 allowed districts to set their own criteria for referring, identifying, and “expanding services” to gifted students in the areas of “academic ability, leadership, visual and performing arts, and creativity” (California Department of Education, 2020). It was not until 2000 that California amended provisions of the California Education Code (EC) for GATE with AB 2313 and AB 2207 (California Department of Education, 2020). Both assembly bills required GATE programs to be “planned and organized as differentiated learning experiences within a regular school day” (California Department of Education, 2020). The legislation also specified that local educational agencies (LEAs) make “special efforts...to ensure that pupils from economically disadvantaged and varying cultural backgrounds are provided with full participation in these unique opportunities” (California Department of Education, 2005, p. 6).

California GATE program standards under Title 5 also stipulate that “all identified gifted and talented pupils shall have an opportunity to participate in the gifted and talented program” (California Department of Education, 2005, p. 7). Moreover, districts are required to devise a

written plan that must include a rationale for the district's method of identification of GATE students and procedures for ensuring "continuous parent participation in recommending policy for planning, evaluating, and implementing the district program" (California Department of Education, 2005, p. 8). While the legislation clearly communicates opportunities for minority and low socioeconomic students and their parents, the reality is that these students are never referred much less given the opportunity to be identified as gifted and talented. GATE assessments have been a leading cause of this exclusion.

Formal Assessment Used for Identification of Giftedness

Gifted and Talented Education programs have evolved over the years with the expectation of being more inclusive to students of all races, abilities, and backgrounds. Whereas schools during the early 19th century used IQ tests to indicate giftedness, many students were overlooked if off by even one point (Goodhew, 2009). Jensen (1975) recorded that IQ tests had proven to be culturally biased towards minorities favoring middle-class Whites. Lee and Olszewski-Kubilius (2006) also corroborated that cognitive measures such as IQ tests did not reveal evidence of potential ability and giftedness for all learners, specifically culturally and ethnically different students.

In order to reduce this cultural bias and ethnic group differences, researchers placed a greater focus on culturally relevant indicators of ability such as performance-based assessments and nonverbal measures of general ability. Nonverbal measures would serve as equitable assessments to be able to identify minority students even with limited English skills (Naglieri, Booth & Winsler, 2004). Lohman, Korb, and Lakin (2008) also corroborated that nonverbal ability tests allowed examiners to accurately interpret examinee scores using the same norm tables. In 2003, Jack A. Naglieri published the Naglieri Nonverbal Ability Test (McNally, 2021).

Current Naglieri Nonverbal Assessment

Designed to reduce the cultural bias associated with verbally loaded assessments, the Naglieri Non-Verbal Ability Test is a nonverbal measure of reasoning and problem-solving abilities (NNAT3 Exam, 2020). The NNAT was designed without requiring the student to read, write, or speak (Naglieri et al., 2004). The latest version, NNAT3, consists of problems using geometric shapes and designs with minimal use of language meant to determine a student's aptitude on how well a child responds to new stimuli (NNAT3 Exam, 2020). A student must realize the relationship between parts, which contains items from higher and lower levels as well as exclusive items (Naglieri et al., 2004). The NNAT has seven levels that correspond to a student's grade level and age: Level A, kindergarten; Level B, Grade 1; Level C, Grade 2; Level D, Grades 3-4; Level E, Grades 5-6; Level F, Grades 7-9; and Level G, Grades 10-12 (Naglieri, Booth, & Winsler, 2004).

The NNAT is scored by taking the raw score and then converting it to a scaled score (Rasch value), which is then converted into a standard score set at a mean of 100 ($SD = 15$) based on the student's age (Naglieri et al., 2004). From a sample of 89,600 children meant to be representative of the United States population in terms of geographic region, socioeconomic status, urbanicity, ethnicity, and school setting, the researchers found that scores for students with limited English proficiency (LEP) and students with non-limited English proficiency (non-LEP) was minimal on the NNAT. These findings support the validity of the NNAT as an equitable non-verbal assessment for the identification of minorities and limited English proficient students to be identified and recommended for GATE programs (Naglieri et al., 2004). However, the NNAT alone has not proven enough to identify minority students at a greater rate. Since every district has their own criteria for GATE identification, one assessment is not

sufficient for student identification into the GATE program. Such barriers will be discussed in the following sections.

Latino Parental Involvement

Grolnick and Słowiacek (1994) reported on the significance of two types of parental involvement (PI); home and school-based. Existing research on Latino PI is characterized by a preference for home-based involvement which includes advice-giving and discussions about school that have been correlated with higher reading and mathematics achievement (Ceballo et al., 2014). Home-based parental involvement also includes checking and helping students with homework with a shift to motivational support in middle school and high school (Seginer, 2006). Similarly, school-based involvement includes helping in the classroom during preschool and primary grades to a shift to attending parent-teacher conferences and attending school meetings in higher grades (Seginer, 2006). Zarate (2007) also found that higher academic success was a result of higher parental involvement, either at home, school, or both. It stands to reason that parents with higher parental involvement both at home and school will produce children who experience higher academic achievement at school, which could lead to GATE identification. The following sections will discuss conducive and adverse parental involvement that can either promote or hinder students from being referred and identified and gifted and talented.

Characteristics of Latino Parents

Another area of focus that could lead to the identification of effective parental involvement either at home or school resides in the types of characteristics these parents possess and value. Altschul (2011) conducted a psychosocial investigation to examine intracultural variations among Latino parental involvement of which Mexicans, Salvadorans, and Puerto Ricans parents were represented. This study sought to examine parenting techniques in relation

to child cognitive performance. Findings revealed that Latino parents differed on nurturance and consistency; however, they remained consistent on nonrestrictive attitudes and responsiveness to child inputs (Altschul, 2011). Corroborated by other studies on Hispanic and/or Latino parents, Altschul (2011) found that parents tend to be more permissive and indulgent with their younger children as the idea is to placate them and not push them towards achievement, an attitude valued in White families. Ceballo (2004) also found that Latino parents tend to be less authoritative in contrast to European American parents. Thus, parents who push their children towards developmental and achievement milestones may produce academically successful children.

This attitude has been apparent in my own classroom and years working with Latino students and their parents. During parent-teacher conferences, parents make numerous excuses as to why their student did not complete assignments. Among those excuses the most prominent is always that they told their student to complete the work, but he or she did not want to do it. Even more interesting is that those same students who do not complete their homework and assignments, and who are struggling learners, never have a behavior change and come to class bragging about a new toy, cell phone, or electronic that their parents purchased for them. As in Ceballo's (2004) study, Latino parents are less authoritative and as Altschul (2011) found are more indulgent towards their children even if they are not "earning" their reward by excelling in school.

Altschul (2011) also found that Salvadoran children in the Head Start program scored the highest on Letter Word and Applied Problems subtests in both the fall and spring. This was significant since the Altschul (2011) identified the Salvadoran parents as the least acculturated and yet their children had the highest academic performance scores. Consistent with studies that compare first-generation to subsequent Latino generation children and their academic

achievement, immigrant and first-generation Latino children outperform subsequent generation Latino students (Hill & Torres, 2010).

Originating from a Salvadoran family myself, my grandmother always pushed her children towards academic excellence. She realized that she was never given the opportunity to attend school past the 6th grade, much less college, and so wanted my mother and uncles to use education as a vehicle for career success. Despite the language and immigration barriers, my grandmother with minimal American acculturation understood the significance and value of education. Even more interesting was that she valued education without having personally experienced its payoff.

Moreover, the Latino immigrant parent comes from a collectivistic culture with certain values that often clash with the individualistic American culture in the classroom. Ramos (2010) attributed the disproportionality of ethnic minorities such as Latinos and low socioeconomic students who are underrepresented in Gifted and Talented programs to a disconnect between Latino culture and school. Ramos (2010) found that Latino cultural values were incompatible with GATE program identification criteria as teachers often equated giftedness with high academic achievement and active participation. This proves difficult for Latino students who have been taught to “hide” their competencies as Latino culture values the collective rather than the individual. In my years as a teacher working in a predominantly Latino district, highly capable students tended not to respond to questions even if they knew the answer. When asked why they did not share with the class, the response was often, “I knew the answer but did not want to show off.” While this is simply an anecdote of my personal experience, it could be one of the reasons why Latinos are underrepresented in GATE programs and parents are not perceived as being involved in their children’s education.

Buriel and Cardoza (1988) found that the parents' education level is by far a better predictor of a child's literacy skills than is family income. Specifically, within young children, the path towards academic achievement begins with the necessary skills needed to succeed in school. Ceballo (2004) identified that more educated Latino parents interact with school-based involvement. That is not to say that Latino parents who did not receive a formal education do not. Instead, they tend to be most involved at home by instilling the importance of education as these parents believe that academic achievement is the path to fulfilling the American Dream (Ceballo et al., 2014).

Home-based Parental Involvement

Home-based parental involvement occurs through conversations about school. Many of those conversations center on the aspirations and expectations that emphasize upward mobility and a better life for their children (Hill & Torres, 2010). If immigrants themselves, parents want a better life for their children, which they recognize can be achieved through education.

Aspirations are defined as the educational level a parent *hopes* his or her child will attain (Goldenberg et al., 2001). Expectations are defined as the education level a child is *realistically expected* to reach (Goldenberg et al., 2001). As mentioned above, these discussions stem from the numerous barriers towards socioeconomic mobility that Latino parents experience working in the United States. Such barriers not only affect the household's livelihood and financial security, but also impede school-based PI.

Latino parents encounter inflexible and demanding job schedules, transportation inaccessibility, unfamiliarity with the American education system, and the lack of fluency in the English language, just to name a few barriers to school-based PI (Ceballo et al., 2014).

Olszewski-Kubilius and Thomson (2010) found that a lack of financial resources is a leading

reason that low-income Latino parents cannot dedicate as much time to support the talents of their children outside of the school. As a result, Latino parents aspire for their children to perform well in school in the hope of reaching a secure, high-paying job so that they do not have to suffer the sacrifices that immigrants face on a daily basis. Due to this reality, Ceballo et al. (2014) posited other forms of non-traditional PI, which included exposing children to physically demanding work along with constantly reminding them of the physical and financial sacrifice the family makes so that the child can attend school. The PI component of discussing family aspirations as well as holding high expectations for a student has resulted in higher academic achievement in schools (Park & Holloway, 2013).

Researchers Goldenberg et al. (2001) conducted a longitudinal study using mixed methods aimed at investigating causal relations between parental aspirations, expectations, and a child's academic performance. Parents were asked to rank their levels of aspirations and expectations for their children every year beginning in kindergarten through fifth grade. Parents selected the highest level of education they aspired their children to reach as well as expected them to attain. From an expectations-driven model point of view, in which expectations and aspirations influence student performance, the investigation concluded that parental aspirations were higher than expectations throughout the years (Goldenberg et al., 2001). However, there was a significant statistical difference beginning in third grade to the beginning of fourth grade where expectations declined (Goldenberg et al., 2001). This decline in expectations could be attributed to a shift from Spanish literacy instruction to English reading instruction, which usually occurred between 3rd and 4th grade (Goldenberg et al., 2001).

Moreover, the researchers concluded that during elementary school, aspirations, for the most part, remained stable, while expectations were less consistent indicating uncertainty. From

a performance-driven model standpoint, in which the child's academic performance determines parents' aspirations and expectations, the study found that parents' expectations became increasingly linked to how well a child was performing in school (Goldenberg et al., 2001). Parents hoped that their children would complete higher levels of education independent of how the child was performing academically. In contrast, parents expected more or less formal schooling for their children based on how well they were performing in school. These findings corroborated Park and Holloway's (2013) investigation linking higher expectations with higher student academic achievement.

Buriel and Cardoza (1988) examined the effects of achievement aspirations, a Spanish-speaking background, and socioeconomic status on academic achievement - mathematics, reading, and vocabulary - of first-, second-, and third-generation Mexican American high school seniors. In accordance with several studies, the researchers found that aspirations were one of the strongest predictors of student achievement and that mothers were instrumental in influencing their child's achievement (Buriel & Cardoza, 1988; Goldenberg et al., 2001). In regard to speaking Spanish, the researchers found that first and second-generation Mexicans retained and spoke more Spanish at home, while third- and subsequent generations did not (Buriel & Cardoza, 1988). Speaking more Spanish at home tended to be associated with lower academic achievement; however, Spanish proficiency at the student's level contributed positively to achievement. This study proved beneficial to demonstrating that the parents' primary language, although different from the one being taught to children at school, does not alter parental aspirations.

Ceballo (2004) conducted a qualitative methods investigation to determine the role and characteristics of Latino parents whose children attended Yale University. This study was done in response to the common misconception that low-income minority parents are less involved in their children's education (Lott, 2001). As such, the researcher sought to uncover specific parent characteristics that contributed to their children's higher academic achievement and attainment. Ceballo (2004) documented four themes of parental involvement through interviews with the Yale students: parental emphasis on the importance of education, parental support of children's autonomy, nonverbal support for educational endeavors, and faculty role models and mentors. In the area of emphasis on the importance of education, all of the Yale interviewees mentioned that although their parents had limited knowledge of specific educational goals, they nonetheless constantly expressed their support of their children's academic pursuits (Ceballo, 2004). These parents also cited that they did not have the same educational opportunities that their children now had. The theme of parental support of their children's autonomy emerged from the parents' inability to help their students on specific academic tasks mainly due to the language barrier and their lack of formal education. Since parents could not be of full help and support to their children, especially when it came to filling out college applications, they supported any decision their children made. Nonverbal support for education came in forms of being excused from chores, lowering the television volume, keeping siblings quiet, and not having to contribute to the family's finances so that the student could finish his or her schoolwork. As a result, Ceballo's (2004) work cast a positive light on low-income Latino parents that despite their limited education, still provided an effective form of parental involvement mainly taking place in the home.

School-based Parental Involvement

Another significant component of Latino parental involvement resides in the perception and overall satisfaction with the school. Studies have shown that PI increases when parents are satisfied with the school, which leads to higher student academic achievement (Park & Holloway, 2013). In their study, Park and Holloway (2013) confirmed that satisfaction with the school was associated with a welcoming environment according to parent ratings. Parents felt welcome when communication from the school was their native language, the school asked parents to share their opinions, and encouraged parents to share their wisdom and experiences in their child's classroom (Park & Holloway, 2013). More often than not, schools cater towards the middle and upper-class parents and diminish lower-income parents by trying to involve them through parenting classes or feeling alienated by the language barrier (Lott, 2001). This then lowers parent satisfaction that keeps parents from actively participating in school-based PI.

Other studies point out that Latinos tend to stay away from schools, not simply because they may perceive them as unwelcoming, but due to cultural values. Walker et al. (2011) reported that the Latino culture holds schools and teachers in such high esteem that they believe it is the teacher's responsibility to formally educate their children. If they attempted to take over the teacher's role, in this case by being too involved in the school, they would be disrespecting the teacher in his or her sphere of expertise (Walker et al., 2011). Moreover, other studies have reported that parents who belong to subsequent Latino generations, who are not foreign-born or first-generation, tend to hold the most dissatisfaction with their child's school (Hill & Torres, 2010; Walker et al., 2011). This is due to the forced assimilation many of them reported feeling (Hill & Torres, 2010).

By the second generation, Latino students, their parents and families have collectively experienced discrimination in school (Hill & Torres, 2010). Discrimination and its adverse effects have been associated with lower academic motivation and thus achievement (Hill & Torres, 2010). Rosenthal and Jacobson's (1968) seminal research on the self-fulfilling prophecy, the concept in which one individual's prediction of another's behavior comes to be realized, is central to understanding Latino discrimination in schools. Through their experiments, the researchers concluded that teacher expectations of students were transmitted through "tone of voice, facial expression, [and] touch and posture" (Rosenthal & Jacobson, 1968, p. 8). Teacher expectations have also been correlated with less verbal praise and greater instances of disciplinary action as well as perceive students as less capable due to their English proficiency (Hill & Torres, 2010). In addition to not having fond memories of school, these former students often interact with their child's teachers only to hear about the child's inappropriate behavior and/or poor academic performance (Madrid, 2011). These experiences only reinforce the parent's reluctance to participate in the school; thus hindering any effective advocacy for the student by communicating with the classroom teacher.

In my personal experience as a teacher, I have seen this scenario time and time again. Second and third generation Latino parents who experienced dissatisfaction with their own formal schooling avoid teacher contact. While I try to make positive phone calls home, all it takes is two or three negative phone calls about their child's behavior or missing assignments that cause the parents to not answer the phone again or change their phone numbers. It is only when they drop off their children that an administrator personally asks them for an updated phone number. Even more interesting is that these same parents who do answer the phone show up for parent-teacher conferences. During the meeting they agree with changes that need to

happen at home so that their student can be successful in school. A week later, if not sooner, the student and parent fall back to their old habits and patterns. It becomes an uphill battle trying to change these parents' perception of school and teachers who only want the best for their children.

Furthermore, Latino students may have not had the opportunity to see themselves culturally represented in their teachers since the majority of teachers were and are still White. The Schools and Staffing Survey (2012) reported that it is only in California where Latino teachers at 17.2% surpass the national average of 7.6% Latino teachers staffed in schools. The national average for White teachers was reported at 81.9% with California staffing 70.5% of White teachers (The Schools and Staffing Survey, 2012).

GATE Referral and Identification

Frasier et al. (1995) suggested that there are significantly lower referrals from minority parents when it comes to advocacy for giftedness. This could be attributed to limited information and participation within gifted groups and organizations. The researchers went on to point out that even though minority parents were aware of gifted traits, fewer minority parents referred their children for GATE identification (Fraisier et al., 1995).

McBee (2006) posited that rather than inequalities in assessments for identification, the problem is in the nomination process. While teachers are usually the ones that refer, or nominate, students to be considered for gifted and talented programs, studies suggest that teachers tend to favor White students over Hispanic students (McBee, 2006). With that stated, parent nominations were few with most occurrences among higher socioeconomic (SES) groups. McBee (2006) also recorded that students in higher SES received four times as many parent nominations than lower SES groups.

GATE Identification Bias

Culturally, linguistically, and ethnically diverse students are underrepresented in gifted and talented programs and overrepresented in special education programs (Joseph & Ford, 2006). An emphasis on standardized assessments excludes Latino students from being referred as gifted and talented. Researchers suggest that identification criteria should be multifaceted and culturally sensitive in order to adequately identify ethnically and culturally different students as gifted (Joseph & Ford, 2006). In addition to identification criteria focusing on achievement assessments, most educators equate giftedness with high academic performance. A gifted child is often defined as a student who performs well on standardized assessments and achieves high grades across subjects (Briggs et al., 2008). As a result, the majority of students in GATE programs represent the dominant culture in the United States with adherence to an academic type of giftedness (Briggs et al., 2008). Moreover, assessment tools that do not take into consideration cultural diversity can also overlook students whose giftedness may be emerging (Briggs et al., 2008). Biases that affect minority student identification into gifted programs include linguistic bias, communication bias, and cognitive bias.

Linguistic bias could potentially mask a student's giftedness if a teacher is not trained to look past language barriers. If a student who is non-English proficient makes an error on a test, it is then assumed that the student has little to no knowledge on the topic. Bermudez and Rakow (1990) determined that a teacher's level of linguistic awareness of gifted Latino students resulted in incorrect identification, which also affected student behavior. Their study concluded that bilingual teachers, as opposed to "regular" classroom teachers, were more aware of problems with identification procedures as well as understanding the value of having a solid foundation in a first language to facilitate comprehension in the second language (Bermudez & Rakow, 1990).

In a similar manner, communication bias occurs when there is a discrepancy between ability and performance when students need to respond in a manner different from their accustomed way of communicating (Briggs et al., 2008). Understanding that language barriers should not disqualify gifted students will help in equitable identification processes for diverse students.

Cognitive bias also excludes Latino students from being identified and referred into the GATE program. Cognitive bias occurs when student talents and aptitudes are overlooked simply because a standardized test cannot measure this ability (Briggs et al., 2008). Joseph and Ford (2006) described intelligence tests as incapable of measuring a range of cognitive abilities limiting a student's cognitive abilities. Due to such diversity, it is the educator's duty to familiarize him or herself with culturally gifted and talented students in order to properly recommend these students for GATE identification.

Characteristics of Teachers Likely to Refer Minority Students for Identification

The American classroom has become more culturally and linguistically diverse than in years past. As a result, teachers may have a group of students whose primary language and cultural backgrounds are different from their own (Trumbull et al., 2001). Teacher attitude and expectations contribute to the under-referral process of minority students (Frasier et al., 1995). Goldsmith (2004) suggested that segregated-minority schools better serve minority students with achieving equity and academic achievement when they are taught by minority teachers, which is attributed to both individual and contextual effects. In corroboration, Frasier et al. (1995) concluded that bilingual teachers are more culturally and linguistically aware of minority student giftedness. The researchers go on to suggest that educators who are unfamiliar with minority student behavior and home environments are less likely to refer them towards gifted identification (Frasier et al., 1995). Moreover, Goldsmith (2004) posited that Latino students

tend to have greater optimism about their future educational goals, especially when they have a minority teacher.

Teacher Preparation and Instruction

Numerous studies have suggested that classroom instruction along with teacher behavior affects how much students learn in a given year (Sanders & Rivers, 2016; Wenglinsky, 2000). However, a large number of GATE students are placed in general education classrooms where teachers are not specifically trained to meet the needs of the gifted (Bangel, Moon & Capobianco, 2010). In their study, Bangel et al. (2010) evaluated the effectiveness of two training strategies offered to teachers at the preservice level aimed at increasing understanding of the needs of the gifted. After a 9-week, Saturday program that ran for 2 hours each week, 12 undergraduate, first years teachers reported an overall increase in knowledge in regards to gifted and talented students and how to best serve their needs in the classroom (Bangel et al., 2010). GATE teachers are trained and receive professional development to ensure they are properly equipped to teach gifted children. Renzulli (1968) found that one of the most crucial elements of high-quality teaching resides in successful teacher training. Another study demonstrated that teacher training resulted in instructional improvement, specifically using differentiated instructional strategies, as well as higher levels of student engagement and higher levels of teacher response (Van Tassel-Baska et al. 2008). More importantly, it has been demonstrated that teachers with GATE training have a more favorable attitude towards gifted students than those without any training (Bangel et al., 2010). Without adequate training and awareness as to how to provide research-based instruction, gifted students, along with high achievers in the classroom, do not rise to their academic potential.

Exclusion of Latinos and a Denial of Educational Opportunities

As much as educational reforms have attempted to reduce the achievement gap between Whites and minorities, Latino students continue to academically underperform and are underrepresented in gifted education. Research has yet to discuss how underrepresentation in gifted education and overrepresentation in special education contribute to the achievement gap (Ford, 2006; Ford et al., 2005). Although Latinos have made gains over the years, it is important to note that making gains and closing the achievement gap are not the same (Madrid, 2011). The underrepresentation of minority students in gifted programs can be considered a form of systemic segregation and denial of educational opportunities.

Kohler and Lazarin (2007) found that Latino students are less than half as likely to be referred or identified as gifted, unlike their White and Asian counterparts. Throughout the country, only 3-3.5% of Latino students are identified as GATE (Kohler & Lazarin, 2007). Moreover, Latino and Black students have lower achievement, grade point average, high school and college enrollment rates than their White counterparts (Ford, 2006). Along with this, those students with high scores equal or better than their White and Asian classmates are less likely to be recommended for enrichment or accelerated programs (Flores, 2007). Plata and Masten (1998) found that teachers not only interact less affirmatively with Latino students but teachers were also less likely to nominate minority students for gifted programs.

The opportunity to participate in gifted and talented programs are extended less to Latinos due to teacher reactions to culture and diversity. Ford, Moore, and Milner (2005) stated that teachers may hold deficit-oriented thinking, which results in them viewing cultural differences in a negative way. On the other hand, teachers could also adopt a culture blindness in which they ignore, minimize, or negate cultural differences by pretending that they do not exist.

Both extreme views can contribute to less minority students recommended and identified for GATE programs.

In their empirical study, Plata and Masten (1998) set out to determine whether teachers nominated Latino and White students to gifted and talented programs at different rates. Twelve teachers, 10 White females, 1 White male, and 1 African American female, in a public school volunteered to participate in the study. The researchers found that White students were nominated at a significantly higher rate based on four areas of giftedness - intelligence, leadership, academic achievement, and creativity (Plata & Masten, 1998). Students nominated based on intelligence were 72.1% White and 27.9% Latinos; on the category of leadership, 71.9% White and 28.1% Latino; for academic achievement, 69.4% White and 30.6% Latino; and nominations based on creativity resulted in 63.2% White and 36.8% Latino (Plata & Masten, 1998). Additionally, this study found that White females received the most nominations across the four areas of giftedness followed by White males, then Latino males, and finally Latino females (Plata & Masten, 1998).

Furthermore, Latino student underachievement has often been attributed by teachers to family values, organization, and ideals that do not place an emphasis on education (Delgado-Gaitan, 1992). As such, educators attribute low academic progress and behavior issues to family deficits, specifically the value they place on education (Delgado-Gaitan, 1992).

Delgado-Gaitan (1992), through ethnographic studies, found that Latino parents in fact held high parental aspirations that included a desire for their children to complete school and attain greater achievements than themselves. In addition, Johnson and Sengupta (2009) reported that 84% of Latinos, more than any other group, held the attitude that “college is necessary to be successful in work” (p. 20). This discrepancy between educators and the reality of Latino family

values and aspirations for their children further contributes to the inequity in recommendations in gifted and talented programs.

Summary

More research is needed to further understand the effects of home and school-based parental involvement and the identification of gifted students. Barriers to identification of gifted and talented students include language barriers, identification criteria, a lack of teacher knowledge on gifted characteristics, and a lack of parental involvement at home and at school. As long as gifted Latino students remain unidentified as gifted students, they miss out on equitable educational opportunities. Such opportunities are seen through better instruction as GATE teachers receive specialized training to keep up with the rigor their students require.

Representing over half of the student population in California, Latino students continue to be underrepresented in GATE programs. While there have been attempts to create more culturally responsive assessments, GATE identification criteria heavily rely on teacher recommendations, high academic achievement, and active participation in the classroom. For students who are English language learners, this proves difficult to fulfill. Moreover, many teachers are not familiar with gifted and talented characteristics, which prevent them from accurately identifying culturally and linguistically different students in their classrooms. While parent referrals hold weight in the GATE identification process, most Latino parents, especially those with first-generation students, have language, work, and cultural barriers preventing them from asking such a request from their schools. Subsequent Latino generations who do not face a language barrier face the issue of a negative attitude towards schools as they felt forcefully assimilated when they were students.

With these obstacles to gifted identification in place, discovering how Latino parents of

students who were successfully identified as GATE, helped them at home and/or at school would prove valuable to the aspect of GATE identification via parental involvement. The topics covered in the literature review address historical and present barriers that prevent Latino students from being properly identified as gifted and talented. While studies mention the benefits and effects of parental involvement and academic achievement of students, there is no known research on parental involvement contributing to GATE identification at school. The goal of this study was to uncover types of home and school-based parental involvement that support gifted and talented identification. An overview of a triangulation approach is presented in Chapter 3.

CHAPTER 3: METHODOLOGY

Introduction

Through a mixed-method triangulation approach, I sought to collect data in order to learn whether home and school-based parental involvement played a significant role in the identification of Latino GATE students. The following chapter will articulate the methodology implemented in order to investigate the research questions proposed.

Through this study, I sought to describe the type of parental involvement activities - both at home and at school that were related to identifying Latino students as gifted and talented. I collected data to answer the following questions: 1) What specific types of parental involvement do Latino parents engage in that contributes to the identification of GATE Latino students? 2) How do parents of GATE Latino students promote higher academic achievement through home and school-based involvement? 3) What parent outreach strategies are schools using to promote parental involvement related to Latino GATE identification?

Setting and Participants

The study was conducted in the second largest district in Southern California and the seventh largest in the state of California. This school district serves a substantial population of English Language Learners (40%) and students from socioeconomically disadvantaged households (88%) (Santa Ana Unified School District Local Control Accountability Plan [LCAP], 2019). With a total of 55 schools ranging from elementary, intermediate, high schools, charters, and early childhood centers, this district serves 46,592 students of a predominantly Hispanic/Latino demographic (96%) (Santa Ana Unified School District LCAP , 2019). The district includes its GATE program under LCAP goal 1 which states: All students will have equitable access to a high quality core curricular and instructional program (Santa Ana Unified

School District LCAP, 2019). Adhering to this equitable plan, the district boasts a healthy 8% of students identified and accepted into the GATE program. The district's K-12 GATE Program Specialist holds this as a significant accomplishment since the number of GATE students have remained constant despite declining enrollment.

Participants of this study included GATE teachers, GATE coordinators, the district K-12 GATE Specialist, and 150 GATE ($n=64$) and non-GATE ($n=86$) parents from the district. GATE teachers and/or coordinators taught at either the elementary or high school levels. The majority of parent participants were from a Latino/Hispanic background, most having been born in Mexico. Most were females ($n=136$) between the ages of 32-41 reporting a two-parent household having received a middle or high school education in their native countries.

Sampling Procedure

This study used convenience sampling. Convenience sampling was used to collect information from participants who were easily accessible (Palinkas et al., 2013). I am a teacher in this district and had access to coordinators, teachers, and parents. Therefore, I had a target to gather a sample of 10 GATE teachers/coordinators and 100 parents of GATE and non-GATE students. Due to the COVID-19 pandemic that caused the district to move to virtual learning beginning March 2020 and lasting well into 2021, I was able to interview five GATE teachers/coordinators and survey 150 district parents.

GATE Teacher/Coordinator Participants

I recruited GATE teachers and/or coordinators via district email. Despite having close working relationships, many teachers declined the interview invitation due to their occupied schedules with the new distance learning platform. I sent out twelve emails in an attempt to interview a group of 10 teachers. Out of the 12 emails, only five agreed to participate in a virtual

interview. I sent out an additional five emails to other GATE teachers/coordinators but never received a response back. In the end, four participants were elementary GATE teachers and/or coordinators and one participant was a high school GATE coordinator.

For interviews with teachers and coordinators, I sent out a Zoom link to the teachers' emails the day they confirmed the interview and the morning of the interview. I was online in the Zoom meeting 15 minutes prior to the interview start time to account for technical difficulties or connectivity issues. It is important to note that convenience sampling and distance learning time obligations limited the number of GATE teachers and coordinators who participated in this study.

GATE and Non-GATE Parent Participants

GATE parent participants were recruited during four virtual district GATE Parent Meetings at which I served as a presenter and translator. GATE meetings were open to all parents with children in elementary through high schools. Two meetings were conducted in English and the other two in Spanish on different nights. At the end of each virtual GATE parent meeting, parents were invited to fill out a survey translated in both English or Spanish via a SurveyMonkey link. Participation was voluntary. With permission from the K-12 GATE District Specialist, I posted the SurveyMonkey link at the end of every virtual GATE parent meeting.

Qualitative data was collected in the form of GATE parent interviews. Six GATE parents volunteered to participate in an interview after they filled out the SurveyMonkey as they left their name and email address for me to contact them. All six responded and signed up for a time and date I provided on Google Doc, which I sent to their personal emails. The last four GATE parents were recruited from my own class and previous years' classes. All interviews were conducted virtually via Zoom.

Non-GATE parent participants were recruited via virtual school parent meetings at which time I sent out the survey to non-GATE parents from my class. Additionally, two administrators shared my SurveyMonkey link for anyone interested in filling out the survey after their virtual parent meetings. I had previously met with these two administrators virtually, explained the study, and asked them to please pass on the survey link after any of their virtual parent meetings. This ensured that the non-GATE parent sample was represented and counted as the comparison group. There was a total of 178 respondents who turned in the quantitative survey between October 2020 and November 2020. The data from 28 participants were removed due to the number of skipped questions and misunderstood questions (e.g., it was clear that their children took the survey since parent age was reported as eight or 10 years old). A total of 150 parent participants fully completed the survey and their responses were included in my results reported in Chapter 4.

Instrumentation and Measures

I designed interview questions for my participants and a parent survey with open-ended questions and Likert-scale statements aimed at encapsulating both qualitative and quantitative data. Interview questions and the survey were self-created and translated into Spanish for the parent participants.

Qualitative Measures

For the qualitative instrumentation and measures, I interviewed GATE teachers and/or coordinators as well as parents of GATE and non-GATE students. The GATE teacher/coordinator interview was semi-structured with open-ended questions meant to provide more breadth on the perception of whether parental involvement significantly contributes to the identification of GATE students. I designed the research questions using a “funnel approach”

strategy most commonly implemented when conducting semi-structured interviews. This approach begins with a broad view of the topic and then narrows down the focus (Palinkas et al., 2013). Questions focused on teacher knowledge of gifted characteristics and perceptions of the significance of home and school-based parental involvement.

The parent interview was also semi-structured and used the same approach as the teacher interview. Questions fluctuated from broad answers to questions requiring more specific responses, particularly dealing with parent understanding of gifted characteristics, whether their cultural values aligned with GATE identification criteria at school, and the home or school-based support they provided. The purpose of the questions was to go more in depth into the parents' perceptions of the GATE program and identify who they believed played the most significant role when it came to their children being identified. In addition, these interview questions were designed with the intent of parents possibly corroborating the literature review topic of cultural values impeding GATE identification.

Quantitative Measure

The quantitative instrument consisted of categorical and interval level questions on SurveyMonkey. The quantitative instrument was a parent survey consisting of four sections with open-ended questions and Likert-scale statements aimed at identifying the degree of parental involvement both at school and at home and whether that involvement played a significant role in GATE student identification. The survey consisted of a total of 22 questions with the last three questions only applicable to parents who attended any grade in the United States. The first section, or the first seven questions, were demographic questions asking parent ethnicity, gender, age, country of birth, whether their household was composed of a two-parent or single-parent home, and the highest grade the parent completed. Demographic questions help the reader

having a better understanding of the type of participants included in the sampling (Creswell & Poth, 2018). Section two, composed of four open-ended questions and six Likert-scale statements, asked for school and home-based parental involvement, specifically noting how many times a parent communicated with their child's teacher in a week and month along with what they did at home to help students succeed in school. The Likert-scale statements had a scale of 1 to 5 with 1 designated as Completely Disagree and 5 designated as Completely Agree. All six statements uncovered parent perceptions of their own home and school-based involvement as well as their satisfaction with the instruction their child received at school. The last of the Likert-scale questions spoke to parent satisfaction with their own education as a child. The final open-ended question of section two was a follow-up question to the statement: "I am satisfied with the instruction I received as a child." It asked how many years of education the parent had received in the United States. This question was included based on the literature review that revealed that subsequent generations of Latino parents, who attended school in the United States tended to be more dissatisfied than first generation students. A negative attitude could in turn affect GATE identification of their children at school. Section three, composed of two questions, specifically allowed parents to express whether or not they believed they played a significant role in the identification of their GATE student. Lastly, section four, composed of three questions, only applied to parents who attended any grade in the United States. These three questions asked if the parents themselves were identified as GATE students in an American school and how satisfied they were with the instruction they received. Tailoring questions to GATE and non-GATE parents was made possible through SurveyMonkey's question skip logic technology that allowed participants to skip to specific questions on a later page based on their previous answer to close-ended questions. Interview scripts and survey questions can be found in the appendices.

Reliability and Validity

Reliability focuses on the techniques used to gather data resulting in consistency (B. Karge, personal communication, May 4, 2019). In order for a study to have reliability, a researcher would be able to replicate the investigation and obtain the same results using the same methods (Gibbs, 2012). With that stated, reliability can also be defined as consistency, while validity can be defined as strength (B. Karge, personal communication, May 4, 2019).

Validity is concerned with measures aimed at accurately collecting data in order to present factual observations from the investigation (B. Karge, personal communication, May 4, 2019). In corroboration, Gibbs (2012) presents validity as results that reflect a true record of reality. Validity should be free from researcher bias and observer effect, which both alter participant responses preventing an accurate picture of data collection ((B. Karge, personal communication, May 4, 2019). Following the recommendation of field experts, I hope to use triangulation and a mixed methods approach in order to produce a reliable and valid study. Triangulation, or the process of collecting data from other sources, is imperative for validation (Gibbs, 2012; Creswell & Poth, 2018). By triangulating a variety of data sources, the investigation would paint a more accurate picture for the reader since multiple sources would better serve to corroborate the validity of the findings. Moreover, a mixed methods approach, which would include qualitative and quantitative data and analysis, would serve to address the exploratory and confirmatory nature of the study.

Plan for Data Collection

I used convenience sampling in order to interview GATE teachers and/or coordinators and 150 GATE and non-GATE parent participants. Once an email invitation was accepted, I conducted virtual Zoom interviews with GATE teachers and coordinators. I recorded the virtual

interview session with participant consent. Interviews took approximately 15 to 20 minutes. I was able to successfully interview five GATE teachers/coordinators ranging from the elementary and the high school level.

Parent participants clicked on a SurveyMonkey link and filled out a 22-question survey during virtual GATE parent meetings. For parents whose child was not in the GATE program, they were invited to fill out the survey during virtual parent-teacher conference meetings. The survey usually took anywhere between five to seven minutes, according to SurveyMonkey's average time tracker. While thirteen parent participants left their names and emails for a follow-up interview, after reaching out via email with a Google Doc with dates and times for an interview, only six parents signed up. Once on my list, I reached out to each parent individually via email and confirmed their selected date and time for a virtual Zoom meeting. I sent the Zoom link the moment they confirmed a day and time as well as the morning of the interview. I recorded the virtual interview with the participant's consent.

Timeline

I collected data for this study between October 2020 and November 2020. Due to the COVID-19 pandemic that forced school closures beginning mid-March 2020, teachers were incredibly overwhelmed with the transition to distance learning and I, experiencing this learning curve myself, believed it a professional courtesy to wait until teachers adjusted to the new learning platform. Moreover, virtual District GATE Parent Meetings took place between October 2020 and November 2020, which was the only opportunity for me to share my SurveyMonkey link. Data analysis took place November 2020 through December 2020. Final editing took place December 2020.

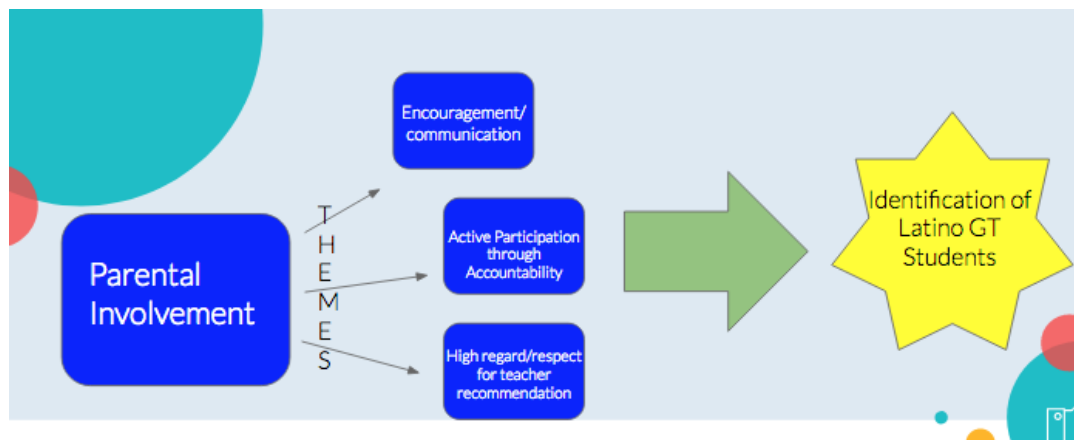
Plan for Data Analysis

In order to tell a story and engage the reader with the research, coding assists in making meaning of the data during analysis and triangulation (B. Karge, personal communication, May 4, 2019). The process of identifying categories, codes reveal repeated ideas and themes based on topics, terms, or behaviors, just to name a few aspects (B. Karge, personal communication, May 4, 2019). There are two prevalent types of coding; a priori and grounded codes (B. Karge, personal communication, May 4, 2019). A priori-codes are expected codes and I know to look for them, while grounded codes are discovered through the coding process. Other codes can include frequency, sequence, and exploratory coding (Mod-U, 2016). Creswell and Poth (2018) further suggest that code labels can be in vivo codes, which are the exact words found in the transcripts, social or health science terms, or any name I deem an accurate and descriptive fit to the data. Moreover, Creswell and Poth (2018) encourage the researcher to look for code segments, which can later be used to develop themes and conclusions.

For quantitative data analysis, I used Excel and StatPlus to analyze my data. First, I created a codebook of my survey items. This was necessary to shorten the titles of each survey item when transferred to an Excel spreadsheet. Next, I downloaded SurveyMonkey's pre-built survey Excel spreadsheet with all 178 responses. I then had to copy and paste each column of information into a new spreadsheet with the coded titles. It was at this stage that I found 28 participant surveys to be unusable since they had left too many responses blank. It was also clear that those participants may have been children since they responded with their age or 8 or 10 years old, instead of their parent's age. After meticulous scrutinizing of each participant's responses, I was left with responses from 150 parents. Using Excel's feature of "Sort and Filter," I was able to get all of my GATE parent respondents at the top and the non-GATE respondents

below them. This allowed me to compare the two groups at a glance. I then took this “cleaned” up and sorted version of responses and transferred it into StatPlus. Once in StatPlus, I was able to run Pearson linear correlations and a two-tails t-test for independent groups to reveal statistical significance between both groups of parents. With this information, I used Excel to create graphs and Word to create tables to represent quantitative data findings.

To analyze qualitative data, I used Zoom and NVIVO. I conducted interviews on Zoom, which provided me with an audio of the interview. After I completed all of my interviews with GATE teachers/coordinators and GATE parents, I uploaded the audio files to NVIVO. NVIVO is a computer software that takes audio files and creates transcripts in both English and Spanish. To ensure accuracy, I listened to the audio while reading the transcripts. I found numerous mistakes, especially in the Spanish transcripts. Spanish speaking parent participants tended to speak quickly and use informal vocabulary causing NVIVO to not pick up on an accurate translation and transcription. After the interview transcripts were intact, I coded participant responses and followed the coding example from Figure 8.2 in Creswell and Poth’s (2018) work, which included: theme described, final code categorized, expanded codes applied, and initial codes named. I worked from very specific to broader categories that encompass sub-categories. I coded concepts from every question with different color highlighters on a Google Doc. The following diagram were expected outcomes:

Figure 2. 1*Expected Outcomes***Ethical Issues**

Potential ethical issues that could arise included researcher bias, reporting negative case analysis, observer effect, and participant anonymity (Creswell & Poth, 2018). The qualm of researcher bias was mitigated by disclosing such bias in the research. To avoid reporting negative case analysis, I made sure to include any responses that may have gone against the proposed hypothesis in order to obtain a more accurate account of findings. The concern of the observer effect, in which participants may have felt intimidated to share their thoughts, was alleviated by having one-on-one interviews (Creswell & Poth, 2018). Participant confidentiality was protected since the surveys did not require names. Participants were referred as Parent #1, Parent #2, etc. on interview transcripts. These measures ensured that participant identity was protected.

Additionally, in order to minimize risk to participants, identifying information was not collected nor reported. I used a coding system to conceal participant identity. Limited identifiers were used and only for the purposes of identifying themes. Data in the form of audio recordings

of interviews were stored in an encrypted folder on my personal computer along with a password that only I know. No individual's data was included in this study without taking all possible precautions to conceal potential identifiers.

Moreover, I disclosed personal bias. I am a GATE teacher and have been from the inception of my career. I have always worked with the 5th grade GATE cluster class for five out of my six 5th grade classes. Additionally, I was identified as GATE in elementary school. While I was identified as GATE, I was never in any designated GATE classes or had a GATE teacher due to the district's policy of having all GATE students attend a single school. Due to a lack of transportation, I remained in my neighborhood school and did not attend my district's GATE school.

Summary

This study was conducted in order to identify the significance of parental involvement both at school and at home in relation to the identification of Latino GATE students. While other research postulates a correlation between higher parental involvement and student academic achievement, few studies have looked into the under-identification of Latino students in GATE and whether or not parental involvement makes a difference. Through the use of interviews with Latino parents of GATE students and GATE teachers and/or coordinators in a district in Orange County boasting a considerable student demographic of Latino/Hispanic students, the qualitative portion sought to acquire more insight into the roles of parents. The quantitative instrument consisted of a Likert-scale survey given to parents also meant to reveal their degree of parental involvement. Data was collected and analyzed during the 2020-2021 school year.

CHAPTER 4: RESULTS

This research aimed to investigate the relationship between parental involvement and the identification of GATE Latino students. While teacher recommendations and nominations are typically the main source of Latino students being identified as gifted and talented, this study wanted to find out whether parents played a significant role in that identification and, if so, where the involvement that led to identification took place at home, school, or both. The following research questions were investigated through a triangulation mixed methods design. Using a quantitative parent survey and qualitative parent and GATE teacher/coordinator interviews, this chapter will present findings that address the research questions. The purpose of this triangulation was to increase validity and credibility of the findings.

1. What specific types of parental involvement do Latino parents engage in that contributes to the identification of GATE Latino students?
2. How do parents of GATE Latino students promote higher academic achievement through home and school-based involvement from their perspective?
3. What parent outreach strategies are schools using to promote parental involvement and are they aligned with parents' perspectives on the best way to promote Latino GATE identification?

In this chapter, I report quantitative data analysis and qualitative research findings to address each research question. I combined data from the survey and interviews to thoroughly address each research question.

Participant Demographics

Participants of the quantitative portion of this study were district parents ($n=150$) with children in elementary, middle schools, and high schools, both, GATE and non-GATE identified.

Out of those 150 parents, 10 parents volunteered to be interviewed, which provided qualitative data. The following table reports their race, gender, age, household arrangement, birthplace, and year of education whether in the United States or their country of birth.

Table 1. 1*Demographic Data for Parent Participants (N=150)*

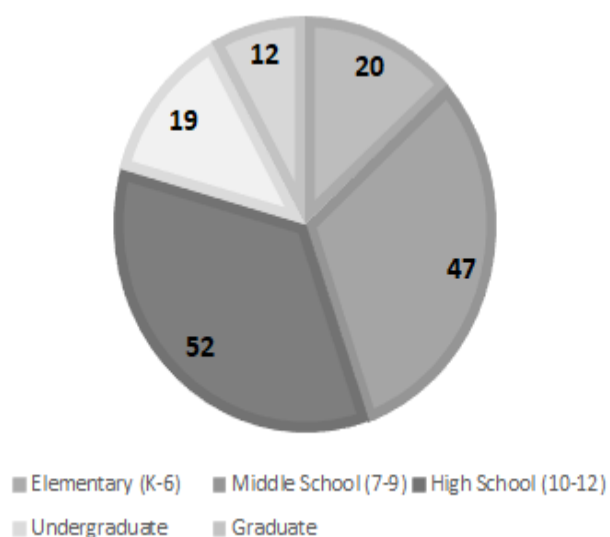
Background Characteristics	Categories	Counts	Percentage
Race	African American	3	2
	Asian	2	1
	Latino/Hispanic	136	91
	White	7	5
	Other	2	1
Gender	Male	15	10
	Female	135	90
Age	21-31	24	16
	32-41	83	55
	42-51	37	25
	52-61	6	4
Household	Two Parent	118	79
	Single Parent	29	19
	Other	3	2
Birthplace	USA	44	29
	Mexico	99	66
	Central America	4	3
	South America	1	<1
	Asia	2	1
Education	Elementary (K-6)	20	13
	Middle School (7-9)	47	31
	High School (10-12)	52	35
	Undergraduate	19	13
	Graduate	12	8
Parents	GATE	64	43
	Non-GATE	86	57

The majority of participants were Latino/Hispanic ($n=136$) females ($n=135$) between the ages of 32-41 ($n=83$) reporting a two parent household ($n=118$) with non-GATE students ($n=86$). Most participants were born in Mexico ($n=99$) and received at least a middle school or

high school education in their country ($n=99$). It is important to note that in Mexico, elementary school goes up to 6th grade, middle school from 7-9th grade, and high school from 10-12th grade. Anything above high school is considered college/university.

Figure 3. 1

Parent Education Frequency ($n=150$)



GATE versus Non-GATE Parents

Since this study focused on identifying GATE versus non-GATE parent involvement, it was necessary to identify parent characteristics to determine which types of parents had more home and school participation. The following trends emerged. GATE parents ($n=64$) reported more years of education whether in the United States or in their home country with an average of 12.3 grade level. Non-GATE parents reported an average education grade level of 10.2. GATE parents also tended to be slightly older than non-GATE parents with an average age of 40.0 compared to non-GATE parents of 36.7. Based on this sample, more GATE parents were born in the United States ($n=23$) compared to non-GATE parents ($n=21$). Data also revealed that more

GATE parents attended some, if not all years of school in the United States ($n=40$) compared to non-GATE parents ($n=32$). GATE parents also differ in their communication with the teacher, these parents had an average weekly communication rate of 1.2 and a monthly rate of 3.9. Non-GATE parents had a weekly teacher communication average of 1.2 and a monthly average of 4.1. Possible reasons for this occurrence will be discussed in Chapter 5. The following charts illustrate the above mentioned differences.

Figure 4. 1

GATE versus Non-GATE Parent Birthplace Frequency (n=150)

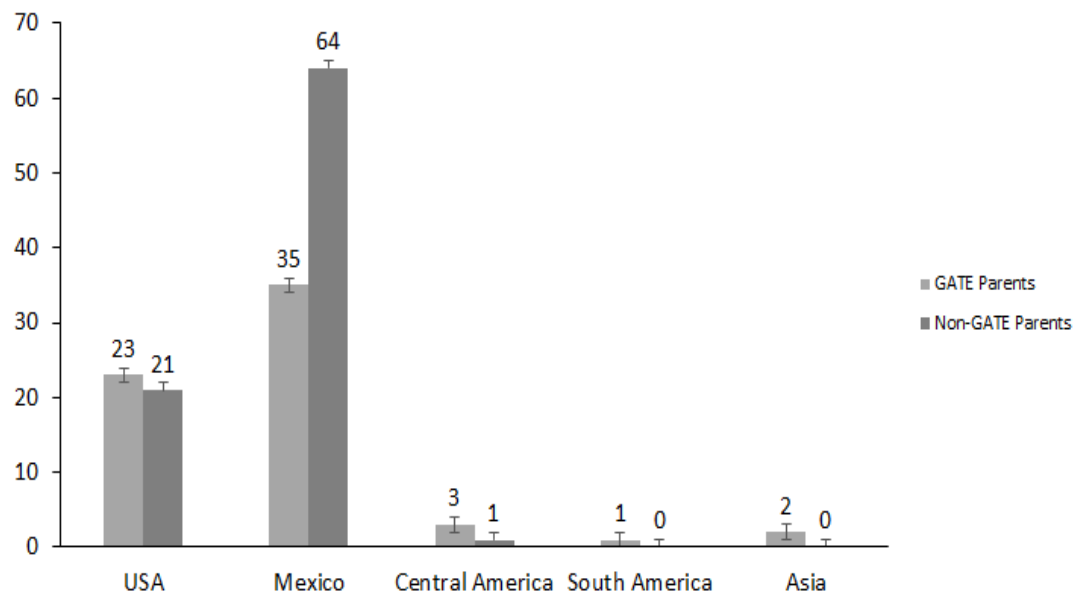


Figure 5. 1

GATE versus Non-GATE Average Parent Education and Age (n=150)

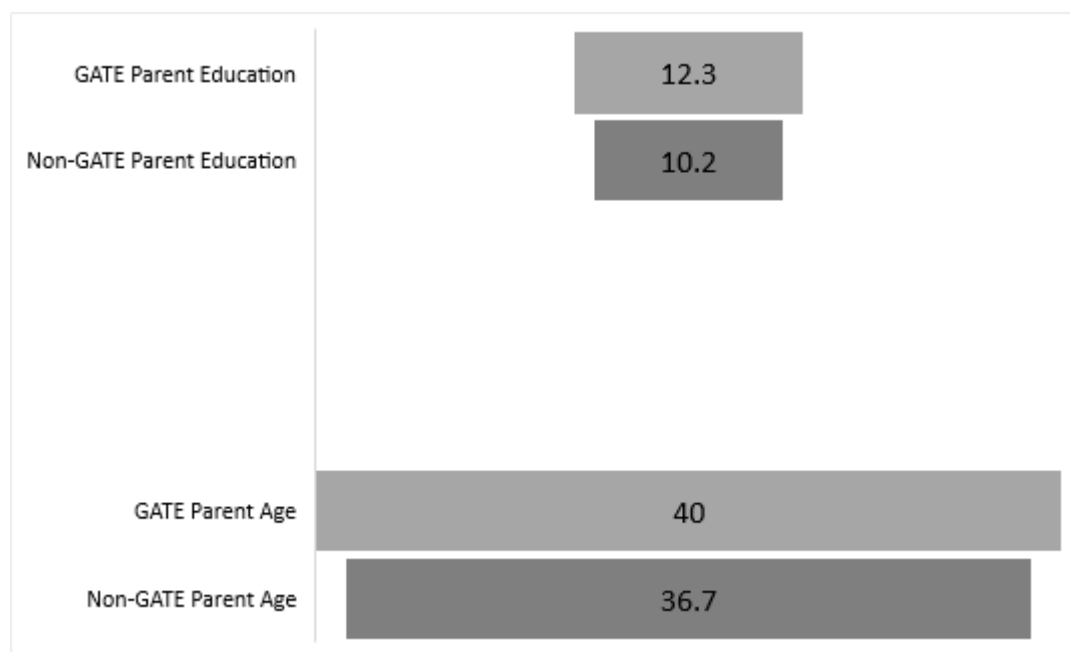
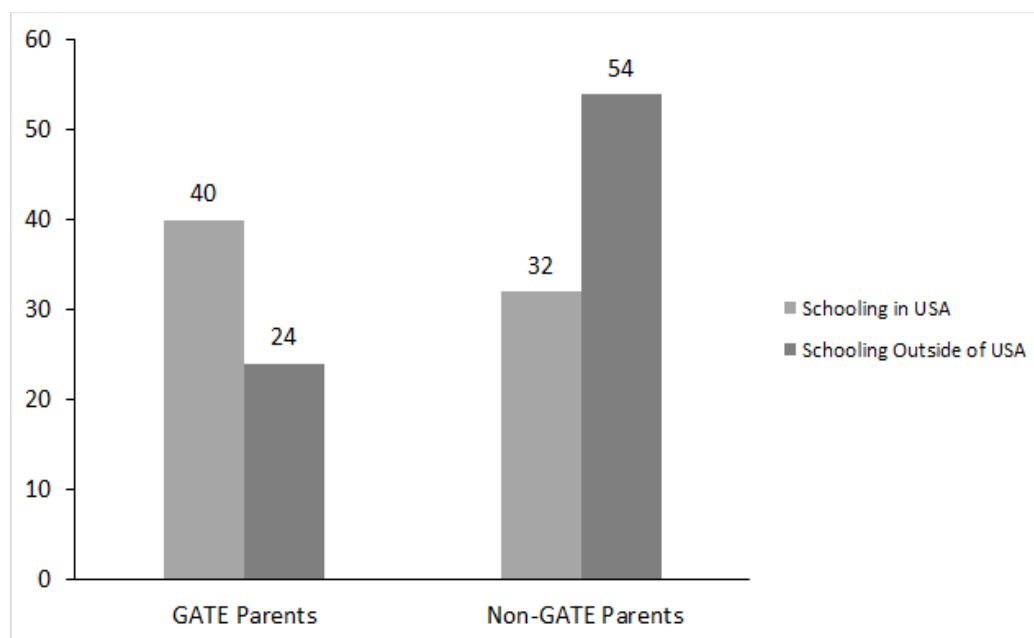


Figure 6. 1

GATE versus Non-GATE Schooling Frequency (n=150)



Findings suggested that parent age, education attainment, place of education, and birthplace may affect parental involvement, which in turn affects GATE student identification. The more the parents understand the American school system either from their own educational background or life experiences, the more likely they are to have a student identified as gifted and talented, according to the data collected.

Quantitative Data Analysis

The participation of the 150 district GATE and non-GATE parents in my SurveyMonkey survey was instrumental in quantitative data analysis. This survey revealed the degree of parental involvement and how much GATE versus non-GATE parents were involved at home and at school. Quantitative data analysis was used to answer Research Questions number 1 and 2.

Research Question #1 Parent Findings

I used a Pearson linear correlation to determine the involvement statements' significance to answer the first research question about the specific types of parental involvement that Latino parents engage in that contributes to the identification of GATE Latino students. There were six statements measuring both home and school-based parental involvement included in the SurveyMonkey where parents ranked their responses from 1 Completely disagree to 5 Completely agree. The statements were as follows: 1) I clearly communicate to my child my expectations about school behavior; 2) I am actively involved in my child's school; 3) I am very satisfied with the instruction my child receives at school; and 4) I was satisfied with the instruction I received as a child. All parents, whether GATE or non-GATE, responded to these four statements. Statements 5 and 6 were specific to parents with GATE students. These two specific statements measured GATE parent satisfaction with instruction, the opportunities the GATE program offers, and the level of advocacy for their GATE students. The statements were as follows: 5) The school has helped me support my child to participate in the GATE program; and 6) I advocate for my child to receive GATE support. The means for each statement are reported below.

Table 2. 1*Mean for GATE and Non-GATE Parental Involvement Based on Statements*

Statements	GATE Mean	Non-GATE Mean	Total Mean
I clearly communicate to my child my expectations about school behavior.	4.6	4.0	4.2
I am actively involved in my child's school.	4.2	3.8	4.0
I am very satisfied with the instruction my child receives at school.	4.4	4.2	4.3
I was satisfied with the instruction I received as a child.	4.2	4.3	4.2
The school has helped me support my child to participate in the GATE program.	4.0	N/A	4.0
I advocate for my child to receive GATE support.	4.2	N/A	4.2

Means for GATE parents were higher in all statements except statement #4 indicating that GATE parents were slightly less satisfied with their own instruction when they were children. Additionally, non-GATE parents had the lowest mean for statement # 2 indicating that they were less likely to be actively involved in their child's school. Possible reasons for these

means' differences will be discussed in Chapter 5.

These findings indicated that GATE parents were more likely to participate in both home and school-based activities with their children compared to non-GATE parents. Communicating school expectations at home was a form of home-based parental involvement, which had a higher mean for GATE parents (4.6). Reporting being actively involved in their child's school also revealed a higher mean for GATE school-based parental involvement. Moreover, GATE parents were also more likely to look towards their child's school for GATE support as well as advocate for their children to receive all of the services and opportunities the program has to offer based on the means for the last two statements.

In order to investigate a correlation significance among these six statements, to show that they were a part of the same concept of parental involvement, I ran a linear Pearson correlation. To determine the correlation significance a $p < 0.05$ was used, which would have indicated statistical significance. The Pearson correlation determined that all statements were positively correlated to one another in regards to parental involvement. In order to analyze the central tendency of respondent choice span from 1 to 5 on the four statements, I included the group mean for each.

For the purposes of determining statistical significance on the differences of parental involvement between the groups, GATE and non-GATE, I compared means using a two-tails t -test for independent groups which revealed significance between the total of the four statement responses. GATE parents ($n=64$) had a mean of 17.4 and non-GATE parents ($n=86$) had a mean of 16.2 with a $t = 2.6$ and a two-tail $p < 0.05$. This further determined that GATE parents tended to be more involved in home and school based activities than non-GATE parents and that this difference was statistically significant.

Research Question #2 Parent Findings

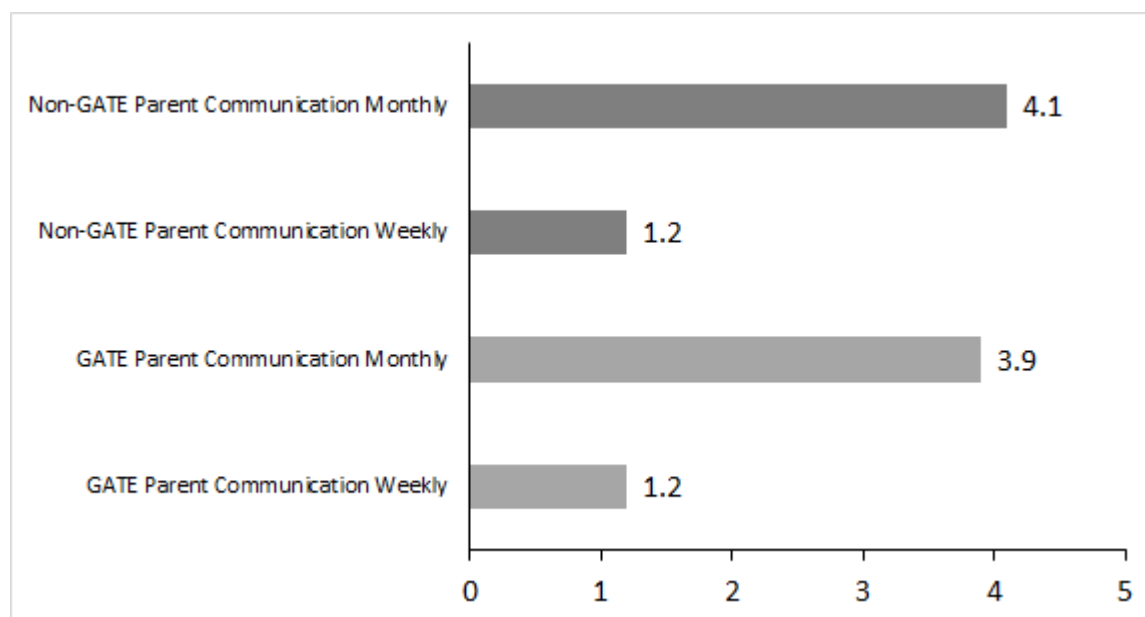
In order to quantitatively measure research question number two that focused on the promotion of higher academic achievement through home and school-based involvement from the perspective of GATE parents, parents responded to specific survey items. GATE parents ($n=64$) responded to the following statements on my survey by selecting 1 Completely disagree to 5 Completely agree. The statements were as follows: 1) The school has helped me support my child to participate in the GATE program; and 2) I advocate for my child to receive GATE support. Both statements explored GATE parental advocacy and support involvement aimed at best supporting their GATE children. Overall, the means for both GATE-specific statements (4.0 and 4.2) indicated that parents perceived strong assistance from both the school and their own efforts, which may result in higher GATE student academic success.

Another form of school-based parental involvement that could promote higher academic achievement was communication with the teacher. All parents also reported weekly and monthly communication with the teacher. The graph below shows that non-GATE parents had a higher average (4.1) of monthly communication with the teacher compared to the monthly communication average (3.9) of GATE parents. Although considered a form of school-based parental involvement, Chapter 5 will reveal possible causes for GATE parents communicating less with the teacher. Moreover, I will go into more detail as to why more parent-teacher communication does not necessarily result in higher student achievement.

Figure 7. 1

GATE versus Non-GATE Parent Weekly and Monthly Teacher Communication Average

(n=150).



Qualitative Data Research Findings

Qualitative data was collected via GATE parent and GATE teacher/coordinator interviews. All interviews took place on Zoom at which time participant consent allowed for the interview to be recorded. With that audio file, I was able to transcribe each interview and identify themes for both sets of participants. The following will recapitulate emerging themes from the various sets of participants. Qualitative interview data was used to answer Research questions 2 and 3.

Parent Interviews

Through a semi-structured interview, parents were asked eight open-ended questions aimed at providing more insight as to the types of parental involvement that may have led to their children being identified as GATE. The interview focused on their understanding of the GATE program, their perception of home and school-based parental involvement, their perception of support from either the school, community or self for their GATE student, and which values they teach at home. The values questions were inspired by the literature review which revealed that Latin immigrant parents often do not teach their children values compatible with GATE identification in the classroom. In other words, they teach their children values such as avoiding eye contact with adults as a sign of respect, not showing off, which the teacher can interpret as lack of knowledge or an unwillingness to participate in class, and valuing the collective rather than the individual, which can result in the student helping his or her peers before finishing their own work. Parents were chosen out of convenience sampling as they volunteered to participate in the interview after filling out the survey. The majority of Latino immigrant parents was representative of the district's parent demographics.

Table 3. 1*Parent Participant Demographic Data (N=10)*

Participant	Country of Birth	Age	Level of Education	Number of GATE Children	GATE Children Grade(s)	GATE Identified as Child
Parent #1	Mexico	39	High School	3	4,6,7	No
Parent #2	Mexico	37	High School	1	7	No
Parent #3	United States	33	Some college	2	3,6	No
Parent #4	Mexico	35	High School	1	5	No
Parent #5	Guatemala	35	Some college	1	5	No
Parent #6	United States	42	Doctorate	2	3,5	Yes
Parent #7	Mexico	45	Middle School	1	10	No
Parent #8	Mexico	46	Middle School	1	8	No
Parent #9	Mexico	36	Some college	1	5	No
Parent #10	Vietnam	40	High School	2	5, 9	No

Eight out of the ten participants were born in a country other than the United States. Only one out of the ten parents was identified GATE as a child. Combined, participants had 15 children in the GATE program in K-12 with an average of 1.5 children in GATE from the group. The average GATE grade level of their children was a 5.9 meaning that most participants had elementary aged children. The average age of these participants was 38.8 and average education attainment was a 10.7, which closely mirrored the greater sample of GATE parents mentioned in the quantitative section above. The table below includes participant responses to the eight open

ended questions of the interview.

Table 4. 1

Interview Questions and Themes that Emerged

Interview Question	Themes
What is a value you teach at home?	5 - Responsibility 2 - Respect 1 - Honesty 1 - Integrity 1- Humility
How do you teach them this value?	10 - Communication via speaking and giving examples
What is your understanding of the GATE program?	9 - For students who are more advanced and learn quickly 1- Unclear
Do you believe you played a role in the identification of your GATE student(s)?	4 Yes 6 No
How do you transmit the importance of school?	8 -Speaking to children about their future 2- positive praise
Do you actively participate in your child's school?	10- Awards assemblies and parent-teacher conferences 3- were classroom helpers
Is there anything you would like other parents to know about the opportunities in the GATE program?	9 -GATE provides more opportunities for students to learn more 1- Not clear on program
Where have you found the most resources to support your GATE child?	10 - School

Research Question #2 Parent Findings

Qualitative parent data revealed that GATE parents promote higher academic achievement through both home and school-based involvement. Table 4. 1 includes salient

responses from each GATE parent participant. Beginning with the types of values they teach their children at home, five out of the ten parents reported teaching responsibility as a priority value. Other answers included honesty, integrity, respect, humility, and punctuality, which one parent considered to be part of responsibility. One parent shared, “Everything begins with responsibility. If [kids] learn to be responsible at home then that will help them in school.” As such, GATE parents use home-based involvement in the form of teaching important values to their children that have a positive impact on them in school.

Another form of home-based parental involvement that parents believed led to student higher academic success was constant communication. It is important to make a distinction between the type of communication GATE parents and non-GATE parents used. GATE parents communicated with their children at home more so than non-GATE parents who communicated at a higher frequency with the teacher. GATE parent communication was unique since it is often the case that Latino parents’ experiences and struggles are seen as negative. In the case of this study, immigrant parents used their stories to motivate their children to be successful in school. Their examples of hardships and lack of educational opportunities were the driving force behind their students’ academic achievement. On the other hand, non-GATE parent communication with the teacher could indicate behavior issues or the teacher being concerned with the student struggling to reach grade level proficiency.

Communication was also the main way that all parents taught their children the values of responsibility, honesty, respect, etc. Seven out of the ten parents mentioned that speaking with their children was key to their childrens’ academic success. One parent mentioned speaking while providing examples. She shared, “My daughter sees me be responsible. She sees me make my lunch and get to work on time. She knows that work is important and her work is getting

good grades in school.” Another said that she modeled the value of responsibility because she went back to school to pursue a bachelor’s degree. This parent in particular shared, “I know my son is proud of me because he sees that I do homework too. He knows that I went back for my bachelor’s degree because I want to improve myself.” She went on to point out, “He has to do well in school because I am doing well in my program. I tell him we are both students and both need to succeed.”

Five parents also mentioned that they spoke to their children about their futures. They told their children that school was important due to the type of future that can come out of it. One parent elaborated, “I did not have the chance to attend school, much less college, I want my kids to go to school to get good jobs. Jobs that will not cause physical exhaustion.” Two parents mentioned motivating their children to continue doing well in school through positive verbal praise. One parent mentioned speaking and giving her children examples of her own hardship as an immigrant not having had the opportunity of an American education. This parent shared, “I tell my daughter, I don’t want you working like me. I want you behind a desk in an air conditioned room. I do not want you to suffer the way your dad and I do.” Two other parents mentioned that they spoke to their children about meeting expectations that in this case was doing well in school. One parent mentioned, “Doing well in school is not an option, it’s an expectation. That is how the conversation goes in our household.”

When parents were asked whether they believed they had played a role in the identification of their GATE students, answers varied. Four parents said that they did not feel as though they had played a role in the identification of their GATE student(s). Two attributed the identification as part of their student’s efforts while the other two parents attributed identification to the teacher, who noticed that their children were potentially gifted. Four other parents said that

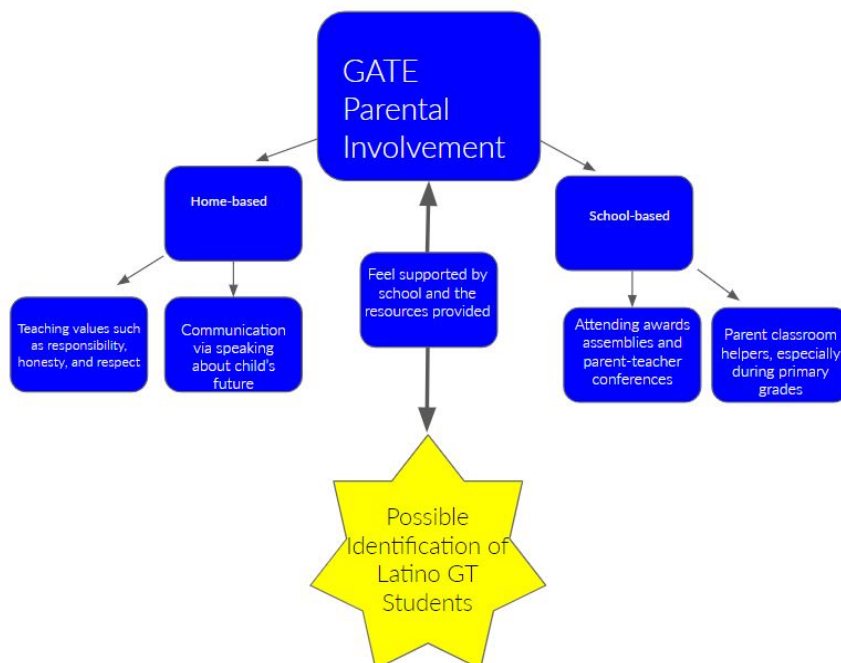
yes, they had played a role in the identification of their GATE students. Three parents said they exposed their children to academic resources and literacy at a young age, which may have accounted for their threshold scores that allowed them to be identified as gifted. One parent commented, “I love the public library! They always have activities for the kids and I have been taking my kids there ever since they were very little. I think that is why they may have turned out so smart.” Two parents were born in Mexico while the other parent was born in Vietnam, for those who said they had exposed their children to literacy at a young age. One mother said that she contributed to her son’s education as she gave permission for him to take the Naglieri Nonverbal Ability test.

Interviews revealed that GATE parents promoted higher academic achievement through school-based parental involvement as well. When asked about their active school participation, all parents reported attending awards assemblies and teacher-parent conferences. While they did not consider attending teacher-parent conferences and awards assemblies as active participation initially, all parents stated that they at least participated in those two school activities. Three parents mentioned that they used to be classroom volunteers but only during elementary school when their children were in K-3. One participant reminisced, “I was always the teacher’s helper when my kids were in preschool, kindergarten and 1st grade. They loved seeing me in their classroom. I stopped once they got older because I did not want to embarrass them.” Two of those same parents plus one more mentioned that they had been part of school committees such as PTO, PTA, and the School Site Council. One parent mentioned that she would participate in school fundraisers and fun activities such as the mother-son dance. Another parent shared that she went to anything her son wanted her to attend such as the school carnival or any school related event. She shared, “Any time my son tells me to go to school events, I am there. I have

gone to carnivals, book fairs, and anything else he tells me to. I know that me going makes him happy and motivates him to do better in school.”

Figure 8. 1

Qualitative GATE Parental Involvement Themes



Research Question #3 Parent Findings

Interview data served to respond to the research question pertaining to outreach strategies that schools use to promote parental involvement that are aligned with the parents’ perspectives on the best way to promote Latino GATE identification.

First and foremost, it was important to determine parent understanding of the GATE program and the opportunities it has to offer to their children. Nine out of the ten parents expressed that the GATE program was for quick learners, overachievers, and for students capable of greater academic success. All but one participant saw the program as an opportunity

to have their children excel academically within an environment of similar learners. One parent shared, “I am thankful to the GATE program because I know my son is not bored. When he was in 1st grade, he would always get in trouble because he finished his work fast and then bothered other kids. Now, he has peers that finish at his pace.” The one participant said she did not know exactly what the program consisted of only that her son had been identified since elementary school. She was unsure whether her son continued being part of the program as he was now in middle school. For the most part, parents had a firm understanding of GATE and the types of students who benefited from it.

As far as outreach strategies that the school uses to promote parental involvement, all ten parents mentioned that they have found the most resources to support their GATE children at the school site. Parents were asked to identify where they had found the most resources to support their GATE child - at school, the community, family members, or even themselves. All ten parents answered that they had found the most support from the school. One parent mentioned the school as well as herself since she would look for resources wherever she could find them such as in her local library. Six out of the ten parents mentioned that the school was very friendly, easy to communicate with as most of the staff spoke Spanish, and always kept them informed about different types of activities and opportunities. One parent mentioned, “I love my daughter’s school! They are so good about sending out information. That is how I learned about a summer science program that my daughter enjoys. The opportunities are there and the school sends all the information you need.” Another parent shared, “I always know what is going on in my kids’ schools because I read everything they send. Now with everything online, I get text messages and emails right to my phone.”

According to the interview data, parents consider home and school communication as a

key outreach strategy. Especially during this peculiar year of distance learning, parents along with their children have learned how to use their emails and connect on Zoom and Google Meet. It is when parents feel supported by the school and the resources it provides that school-based parental involvement along with a greater sense of responsibility for home-based involvement leads to student higher academic achievement, which can possibly lead to GATE identification.

Research Question #2 GATE Teacher/Coordinator Findings

I interviewed five district teachers, four of whom taught at the elementary level and one who taught at the high school level. Out of the four elementary GATE teachers, two were GATE coordinators for their school sites. The high school GATE teacher was the GATE coordinator for her school site. GATE teachers/coordinators were asked ten interview questions pertaining to GATE identification and how significant they perceived parental involvement to be in regards to student GATE referrals and identification. Teachers were chosen out of convenience sampling as they were the only ones who responded to my interview email invitation and agreed to participate.

In order to respond to Research Question 2, which identified what types of home and school-based parental involvement parents engaged in to promote higher academic achievement for their students, teachers shared their opinions based on their experiences working with GATE students and their parents. Teacher participants were first asked to rank the following statement on a scale of one to five with five being the highest and one the lowest: How significant is parental involvement when it comes to the academic achievement of a student? Four out of the five teachers reported a 5, while the last teacher reported a 4. For the most part, all teachers believed that parental involvement does indeed play a significant role in a student's academic success. One teacher shared, "We're only with that child five days a week, 10 months out of the

year for six hours a day, and the parent has a broader understanding of that child and sees them in a variety of different situations. So yes, they definitely are part of the formula.”

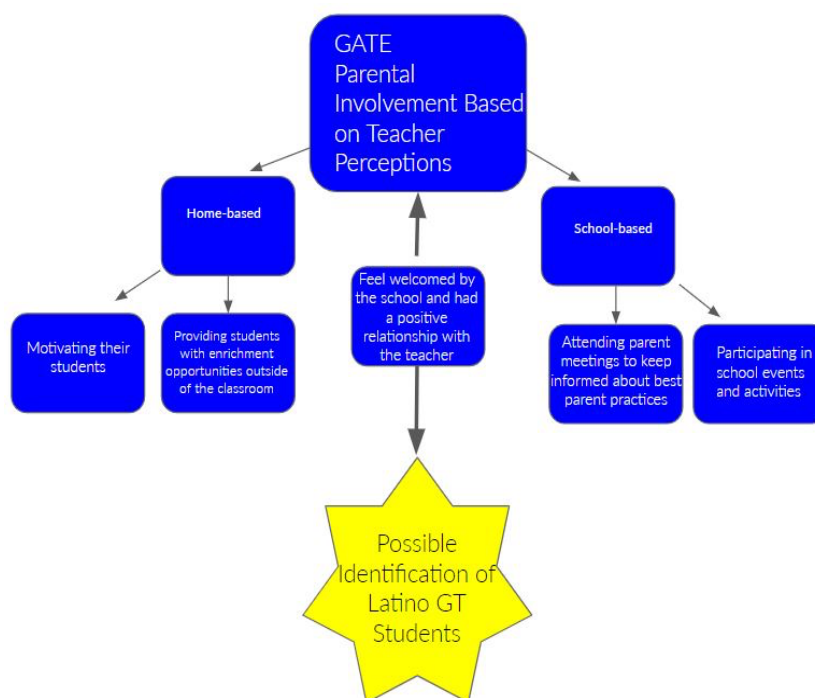
As far as teachers’ perceived home-based parental involvement that promotes student academic achievement, answers varied. One teacher responded by saying that GATE parents should try to expose their children to “things outside their everyday environment and try to dive deeper into whatever interests them.” Two teachers mentioned that the greatest type of home-based parental involvement is simply parents motivating their children through verbal praise and encouragement. One teacher said that in her experience, parents who take their children to the public library and to educational opportunities are providing the students with more schema to build off of in the classroom. She shared, “I love when students are able to tie in their own experiences with the curriculum. It makes the learning come to life.”

For school-based parental involvement, teacher participants shared that teacher-parent relationships, parent meetings, and school activities are critical to get parents involved. Four out of the five teachers responded by saying that they believed that school events such as a parent support group, parent meetings, and other school activities, were the most important resource for parents to then support their GATE students. Three teachers stated that teacher-parent relationships were the most important as it too constituted school-based parental involvement. Three teachers mentioned the importance of school activities that engage students and their families. One teacher mentioned the importance of GATE parent meetings to keep parents informed about how to best support their students both at school and at home. Three teachers mentioned that parents were more likely to participate in school events if they have a positive relationship with the teacher.

Teachers were then asked: Do you believe that parental involvement plays a role in the

identification of gifted and talented students? Why or why not? Three out of the five teachers reported a “yes” and the other two teachers reported a “no.” Teachers who reported “yes” stated that parents play a role as they spend the most time with their children; parents provide their children with early learning opportunities as well as supplemental learning at home; and that parents are essential when it comes to giving permission for their student to be tested for GATE. The two teachers that answered “no” stated that as it stands now, parents do not play a significant role in the identification of gifted students but should and the other teacher did not see a connection between parental involvement and GATE student identification. The final question was as follows: Based on your experience, do parents of GATE Latino students tend to be more or less involved at school and home compared to non-GATE parents? All five teachers responded “yes.” They noted that parents of Latino GATE students attended parent-teacher conferences regularly, participated in school events, attended awards assemblies, helped their children with their homework or sought the necessary resources to do so, and asked more questions pertaining to their child’s education.

All in all, GATE teachers and coordinators believed that parental involvement plays a significant role in the identification of GATE students, or at least should. Overall, GATE teachers/coordinators revealed that parents of Latino GATE students promote higher academic achievement at home by motivating their children to do well in school and by providing them with enrichment opportunities outside of the classroom. They believed that parents were more likely to be involved in school-based parental involvement if parents felt welcomed and had the opportunities to participate in school activities and meetings.

Figure 9. 1*Qualitative GATE Teacher/Coordinator Perceptions of Parental Involvement Themes***Summary**

This chapter presented mixed methods findings used to address three research questions. The quantitative data analysis acquired from a parent survey sought to demonstrate greater parental involvement among GATE parents compared to non-GATE parents. GATE parent survey responses revealed greater home and school-based parental involvement compared to non-GATE parents. GATE parents used communication and their stories of hardship to motivate their students to excel in school. The data is presented in various graphs and tables.

The qualitative data, consisting of ten GATE parent interviews and five GATE teacher/coordinator interviews, sought to uncover parent and teacher perception on the importance of parental involvement in the identification process of gifted students. Those

findings revealed that GATE teachers/coordinators believed that home and school-based parental involvement was critical to student academic success.

CHAPTER 5: DISCUSSION

Summary of the Study

This study sought to investigate whether parental involvement played a role in the identification of gifted Latino students. I am an educator of GATE students and had a personal interest in learning more about the type of parental involvement of GATE parents that leads to their children being not only identified as gifted but also promoted their academic success in the classroom. The analysis of data from surveys and interviews with GATE parents and non-GATE parents with children in K-12 and GATE teachers and coordinators, in elementary and high-schools within a Southern California school district, were used to investigate three research questions. Findings were presented in Chapter 4 and indicated that there were significant differences between GATE and non-GATE parents' parental involvement and that schools play a major role in supporting GATE identification and their families. In this chapter, findings will be interpreted and the conclusion, implications for practitioners, and recommendations for further research are presented.

Discussion

To answer research question one, the different types of parental involvement that contributed to the identification of GATE students in a Latino community demonstrated that, both home and school-based involvement contributed and were different between GATE and non-GATE parents. Corroborating Ceballo et al. (2014), Walker et al. (2011), and von Otter (2013), this study found that parents of Latino GATE students are more likely to be involved in home-based parental involvement as opposed to school-based involvement. Chapter 4 findings revealed that GATE parents constantly communicate their aspirations and expectations to their children along with their own stories of hardships in order to motivate them to excel at school.

While most GATE parents volunteered as classroom helpers, this occurred when their children were in the primary grades. As a result, school-based parental involvement consisted of attending parent-teacher conferences and awards assemblies. All GATE parents that were interviewed also stated that their school-based parental involvement is limited due to inflexible work schedules. As such, Latino GATE parents communicate their expectations and aspirations to their children at home (Zarate, 2007; Hill & Torres, 2010). One GATE parent shared that she was unable to actively participate in her daughter's school due to her work schedule. While she could not be present in her daughter's classroom or during school events, she made it a goal to spend as much time with her during her days off on the weekends. It is through this type of communication that GATE parents motivate their children to do well in school. Through interviews with GATE parents, it became clear that every parent whether born in the United States or in a different country wanted their children to pursue higher education. Immigrant parents especially emphasized their appreciation of the educational opportunities their children had in the United States. Even more interesting was that despite not having been identified as GATE themselves, except for one parent, all GATE parents interviewed wanted high academic achievement for their children. Much like Zarate's (2007) study that focused on Latino parents in the Miami, New York, and Los Angeles areas, this investigation revealed that Latino parents viewed parental involvement as life participation that was necessary for their children's academic success.

Moreover, this investigation also corroborated Seginer's (2006) study that mentioned a shift from school-based involvement that included parents helping in primary classrooms to a home-based motivational shift once students progressed in grade levels. Several of the parents interviewed made mention that they were classroom helpers when their children were in preschool, kindergarten, and 1st grade. They stopped that sort of involvement once their children

got older and then only began attending parent-teacher conferences and awards assemblies. The shift occurred mainly due to parents not wanting their children to feel embarrassed as they got older and/or due to their work schedules. One GATE parent shared, “When my daughter was little, she loved seeing me in her classroom and during recess. As she got older, I noticed she did not like it very much. I did not want her to feel embarrassed so I stopped being a classroom helper.” Another GATE parent shared, “I was a classroom helper when my kids were little, but when they got older, I went back to work and did not have time to volunteer anymore.”

An unexpected finding presented in Chapter 4 was that GATE parents ($n=64$) had had an average monthly teacher communication rate of 3.9 compared to non-GATE ($n=86$) parents who had an average communication rate of 4.1 times per month. Based on the definition of parental involvement, it would have been expected that GATE parents communicate more often with the teacher as they are more likely to be more involved in their child’s education. However, this study revealed the opposite. As a GATE teacher myself, it has been my experience that more teacher-parent communication occurs when students are missing assignments, having a difficult time staying on task, or simply to report progress and growth. Due to limited time constraints during a school day, teachers are more likely to contact parents for underperformance as opposed to overperformance. Again, speaking from experience, most GATE students are exemplary scholars, who take pride in their work. This could be an insight as to why GATE parents had less monthly communication with the teacher as opposed to non-GATE parents.

As far as the types of parental involvement that contributed to Latino student GATE identification, there have been no studies attempting to find a correlation. For the purpose of this study, it can be ascertained that parents who had their children GATE identified at the elementary level compared to Latino parents with non-GATE students tended to be more

involved at home more than at school and continue to be so. Due to their job situations that require them to work during their children's school hours, GATE parental involvement was more prominent at home. While a definite correlation between this parental involvement and GATE identification cannot be established, it serves as a basis for future research.

Research Question #2 Discussion

In response to Research Question 2, based on their perspectives, parents of GATE Latino students promoted higher academic achievement through home and school-based involvement. This study found that parents of Latino GATE students demonstrated higher parental involvement at home that has resulted in higher academic achievement from their students. Such involvement included verbal praise to motivate their student to perform well academically, providing their children with the necessary supplies they needed to be successful at school, telling them about their own immigrant hardships and their lack of educational opportunities, and taking them to extracurricular activities such as the public library to participate in various literacy events. These responses, particularly parents mentioning instilling the importance of education via motivation and their own hardships are corroborated by Ceballo et al.'s (2014) study in which they interviewed predominantly Dominican Spanish speaking parents who also reported that they told their children that education was the path to fulfilling the American Dream.

For school-based parental involvement, those parents who did not work or had a more flexible work schedule, shared that they helped their children's teacher as a classroom volunteer, especially during the primary grades. Other than that, all parents expressed making an effort to attend parent-teacher conferences and awards assemblies as well as other fun school events such as carnivals. They believed that by participating in these activities, their children picked up on

their parents' perception of the importance of school and would therefore strive to do well academically. This was important to note since previous studies have shown that parental involvement at school tends to increase when parents feel satisfied and welcomed by the school staff and overall culture (Park & Holloway, 2013). Park and Holloway (2013) also noted that parents feel the most comfortable participating in classroom activities when the school communicates in their native language. All parents of this investigation spoke either English or Spanish, two languages that every school in this district is fluent. From administrators to office staff to teachers, there is always someone available to translate in Spanish. GATE teacher/coordinator interviews also corroborated the need for positive teacher-parent interactions and relationships that made it more likely for parents to actively participate in their child's school.

Other studies also reported that foreign-born parents tend to be more satisfied with their children's schools as opposed to subsequent generations (Hill & Torres, 2010; Walker et al., 2011). This study found that all of the foreign-born parents were content with their children's schools and the two born in the United States were as well. Such positive school-based parental involvement, when possible for parents, is testament of this district's bilingual ability that makes parents feel welcomed. It is important to note that the schools' efforts to engage parents may also be a contributing factor to the district's high number of Latino GATE students.

This was thought-provoking since Chapter 4 data revealed that GATE parents were less satisfied than non-GATE parents with the instruction they received as children. If GATE parents felt as though they had not received quality instruction at school when they were younger, why then are they more likely to be involved in their child's education? It can be argued that *because* parents were not satisfied with their own instruction as children, they wanted to be their child's

advocate to ensure that their children have a better educational experience. It can also be that compared to their child's GATE education, parents did not feel as though they had received a quality education since they were not part of a GATE class. Chapter 4 revealed that only one U.S. born parent participated in a GATE program as a child. The other eight foreign born parents mentioned that GATE did not exist in their home countries.

As far as promoting higher academic achievement from either home or school-based parental involvement, GATE parents are active participants at home always making sure that their children are doing well in school and always make sure to attend important school events such as awards ceremonies and teacher-parent conferences. GATE parent participants that were interviewed all reported that their students are doing well academically. Besides acknowledging their students' abilities, GATE parents attributed home-based involvement as an important component to their child's academic success.

Research Question #3 Discussion

GATE parent and GATE teacher/coordinator interview data revealed some school outreach strategies aligned with parents' perspectives on the best way to promote Latino GATE identification.

In this study, GATE teachers and coordinators reported that parent meetings, positive teacher-parent relationships, and any school activities that involve parents are the most effective outreach strategies that keep parents engaged with the school and their students' learning. Triangulation of data indicated that GATE parents also identified the school as the place where they have found the most resources to support their GATE students. As mentioned above, schools with a welcoming environment that communicate with parents in their native language as well as encourage parents to share their wisdom and experiences in their child's classroom

tend to have greater parent participation (Park & Holloway, 2013). The parents interviewed mentioned that they appreciated that the school always kept them informed about anything concerning their GATE student in addition to extending extracurricular activity information that could benefit their children.

Bronfenbrenner's (1979) Ecological Systems Theory states that the greater the number of connections among members of each system - microsystem, mesosystem, and exosystem - a child has, the greater likelihood of that child achieving optimal development. In this case, the greater the connection between the school, teacher, and parent, the more likely a student is to attain academic achievement, which could lead to a greater probability of being referred and identified as gifted and talented. As a result, it is important to note that the GATE parents interviewed experience substantial school support when it came to advocating for and providing the necessary support for their GATE children. Parents in this program seem to trust that the schools are providing their children with a quality education.

In addition to parents trusting the school with their childrens' education, district GATE teachers and coordinators should also be commended for the amount of cultural knowledge and reflective practices that lead them to be more aware of gifted Latino students. When asked which is a main giveaway or characteristic in potential gifted students, teacher responses made it clear that they do not allow Latino cultural values to misguide gifted identification. GATE teachers look past cultural values that may impede gifted identification such as avoiding eye contact and tending to be shy even if the student knows the answer, among other characteristics. Teachers mentioned that they look for curiosity, the ability to make deeper connections with the learning, the use of high vocabulary, and creativity. While these cognitive skills can be considered universal and not specific to any one culture, the social means by which they are demonstrated

are different across cultures that may cause exclusions. In other words, a child in a collectivist culture can exhibit outstanding observational skills and social skills. However, they do not engage in competitive behavior. It may be the case that teachers in the American education system consider intelligence and giftedness the opposite of what other cultures want to foster. Typically, children learn to navigate both cultures even though there are behaviors that are completely opposite and cannot be compromised.

Teachers were then asked to identify the characteristic they most value among their gifted students. Responses included compassion and kindness; high verbal ability; determination; creativity; and passion about learning. As seasoned GATE teachers and/or coordinators, teacher responses included years of experience working, referring, and identifying gifted students. Compassion and kindness were included as a GATE characteristic which were atypical as theories of intelligence suggest that cognitive superiority is in direct contrast to social skills. This could be due to GATE trainings that explain the importance of academic and emotional balance.

Teachers were then asked: What characteristics do you value in yourself as a GATE teacher? Teachers mentioned that they valued their flexibility or adaptability. They believed it was important to constantly adapt to their gifted students' needs as each has unique learning needs. One teacher shared, "If we want our students to learn adaptability we must model it. It begins with us." Such responses suggested a great level of understanding on just how serious these GATE teachers and coordinators take their role as gifted identifiers.

To learn about the teachers' understanding of cultural bias in regards to Latino GATE student identification as discussed in Chapter 2, the teachers were asked the following question: Do you believe cultural values help or impede GATE identification? For example avoiding eye contact, valuing the collective instead of the individual or even being hesitant to participate as to

not show off. Three teachers reported that “no,” cultural values do not impede GATE identification of Latino and minority students. Two teachers reported that “yes,” cultural values hinder GATE identification. Although not explicitly stated, it can be inferred that the teachers who answered “yes” are speaking from personal experiences as they receive gifted students in their classes who should have been referred at an earlier grade level. If Latino cultural values misalign with classroom expectations, an untrained teacher will only focus on this discrepancy and forgo a GATE referral for that student. In other words, those GATE teachers expressed that teachers who have not been trained at the distinct level by the K-12 District GATE Specialist may not be able to look past certain cultural values in students causing them to overlook their giftedness.

Those who have worked in the district with Latino students and parents understand their unique cultural values, which they highlight in the classroom rather than attempt to eliminate them. I believe that it is due to this cultural understanding that this particular district has a high rate of minority student GATE identification compared to other districts with a high minority population.

Implications for Practice

The district from this study boasts a healthy 8% GATE identification rate composed of mainly Latino students compared to the national average of 5.8% GATE Latino students (National Center for Educational Statistics, 2018). This district is highly successful in identifying gifted and talented students. The sample of GATE parents interviewed spoke highly of their children’s schools and were satisfied with the instruction their students receive in their GATE classes. Beginning with the identification process, a GATE parent mentioned, “When I received a notice saying my daughters were going to be part of GATE, I was glad the school took the time

to test them and place them in GATE.” Another parent stated, “I wanted my son in GATE. While I did not know I could refer him, I trusted the teacher. Sure enough, she referred him and he qualified based on the criteria.” As far as their opinion of the GATE program, one parent shared, “I know my daughter is getting a good education, a great education. Her teacher challenges her and she loves school.” Another parent articulated, “My son used to get in trouble because he finished his work quickly and bothered other kids. When he got into the GATE class, he was with other kids who finished quickly like him.” The following are practices that could work well in similar districts and communities.

One of the most significant findings of this study was that parents of Latino GATE students relied heavily on school support more than other populations in previous studies (Fraiser et al., 1995; McBee, 2006). Latino parents refer their students for GATE testing or identification less frequently than their White counterpart parents in more affluent schools (McBee, 2006). That said, these parents trust that the school and teacher have the necessary expertise to properly identify and direct their students to the necessary classes and services they need. Corroborated by Walker et al. (2011), Latino parents hold teachers in such high esteem that they do not attempt to take over the teacher’s area of expertise and therefore avoid interfering with the teacher’s role. As a result, they rely on the teachers being able to accurately screen and identify their students as GATE. Even when it comes to communicating with the teacher, data from this study demonstrated that GATE parents have less contact with the teacher compared to non-GATE parents. This could be an indicator of the amount of trust GATE parents place on the teacher and school.

In addition, many parents were unaware of the GATE program and received a pleasant surprise when their child’s teacher called them to explain that their child had been accepted into

the program. In addition to universal screening for GATE that occurs in all 2nd grade classrooms, the district ensures equitable access to the program by providing every child the opportunity to take the Naglieri Nonverbal Ability Test that serves as a threshold for GATE identification. Along with other considerations in the criteria for GATE identification, the K-12 District GATE Specialist has made it her mission to be as inclusive of the program as possible making it accessible to all students, especially the Latino population.

Since Latino parents hold school and teachers in high respect, it would be recommended that schools be more proactive in supporting GATE parents. The district from this study has taken steps to create comprehensive, research-based GATE parent presentations for meetings at every school site. Every GATE coordinator has the responsibility of conferring two GATE parent meetings a year, once in the fall and the other in the spring. I have been personally working alongside the District K-12 GATE Specialist to create GATE Parent Meeting topics beginning from 2nd grade to 12th grade. The matrix we have created holds fall and spring GATE topics and their presentations for GATE teachers and coordinators to have at their disposal. When GATE coordinators decide on dates to hold the meetings, the District K-12 Specialist supports by presenting and I help by translating into Spanish. There is always great parent attendance during these meetings. For the 2020-2021 school year that has been fully distance learning, we have held two virtual District GATE Parent Meetings in both English and Spanish. Both the English and Spanish sessions had an average of 60 attendees. If anything, distance learning has allowed us to reach more GATE parents as they can remain in the comfort of their homes.

With all of these outreach strategies and support for GATE parents and their students in place, the hope is that more students will be identified as gifted and talented. Having more

GATE students would mean that students would have the opportunity to develop their gifts and talents beyond public education. Lubinski et al. (2001) followed 320 GATE adolescents over the course of 10 years and found that this group of students pursued doctoral degrees at rates of 50 times base-rate expectations. By age 38, 63% of those same students held a master's degree, 44% held doctoral degrees, and eight out of those 44% held more than one doctoral degree (Kell et al., 2013). For Latino students, opportunities such as these would mean a chance of accomplishing new heights in their family's educational attainments. With advanced degrees, their probability of attaining a well-paying career along with career advancement would mean setting an example for their own children and subsequent generations. There would be a break in the cycle of poverty as educated parents are more likely to produce educated children (Egalite, 2016). Other benefits of being part of gifted programs include receiving the proper amount of challenge in the classroom, being exposed to educational opportunities such as competitions, maintaining creative productivity even after college and graduate school, and being more likely to be recognized for creative accomplishments later on in life (Loveless et al., 2008; Campbell et al, 2010; Westberg, 1999, & Park et al., 2007).

Recommendations for Further Research

This district is unique in that the predominant Latino student population makes up a higher percentage of GATE students (8%), which is not representative of other districts with Latino students (5.8%) across the nation (National Center for Educational Statistics, 2018). Further research should survey different districts with large Latino populations and compare how many Latino students are GATE identified and participating in the program. This would provide more generalizable information on effective parent and teacher training that may lead to higher GATE identification rates. If larger districts with high Latino populations end up having a

smaller percentage of GATE Latino students, then it would be important to look into possible exclusion practices prevalent in those particular districts. Moreover, further research can seek to establish a cause and effect relationship between parental involvement and the identification of GATE students with random sampling and random assignment with a control and experimental group. In the same manner, research can also interview many more teachers, since my teacher sample was small due to the limited schools in the district. A larger GATE teacher sample would allow for corroboration of best practices for identification of minority students.

Moreover, further research can conduct a longitudinal study that follows a group of 2nd grade students from the pre-identification phase to the time they take the Naglieri Nonverbal Ability Test to determine GATE identification and well into the university level. How did being part of the GATE program provide them with greater educational opportunities? Additionally, further studies can include GATE student voices. This would provide the researcher with an insight into the student perspective of the GATE program.

Limitations

Limitations of this study included the use of a convenience sample, which resulted in 150 GATE and non-GATE district parent participants and five GATE teacher/coordinators from five schools. Distance learning due to COVID-19 also prevented me from interviewing more teachers at various school sites where I normally attend meetings and professional developments throughout the year. Once in person, it may have been more difficult for teachers to decline a brief interview. The short time frame may have also proved a limitation as further research can follow GATE students and document their successes throughout the years. Limitations also included not having any GATE student voices as part of this study. Pre and post-GATE student surveys would have also proved beneficial for this study as they would have been able to provide

a deeper insight into their GATE identification and just how much they believed their parents were a part of that process.

Delimitations

I conducted this study in the district where I am employed. As a result, a convenience sample was conducted. Despite having a convenience sample and limiting generalizability, access to this sample gave me the opportunity to gain a deeper understanding of parents of Latino GATE students in this small and familiar sample. This is also a population that has been understudied and any information is invaluable in this field. There is little literature about Latino GATE student parental involvement and this study served as a basis for further research. Moreover, the 2020 COVID-19 pandemic made it so that all interviews were conducted via Zoom. This form of interviews could have made parents feel more apt to sharing their responses as they were in the comfort of their homes and convenience. Additionally, virtual GATE parent meetings made it so that I could share the SurveyMonkey link in the chat. I was able to get more responses than if I had passed out my survey on paper at various GATE parent meetings throughout the school year.

Summary

In this chapter, I presented a summary of the study, a discussion of investigation findings, implications for practice, recommendations for further research, limitations, and delimitations. Overall, the study found that parents of Latino GATE students tended to be more involved at home more so than at school due to their job obligations. Home-based parental involvement was in the form of GATE parents constantly speaking with their children about their futures and using their stories of hardships as motivation for their children to be successful in school. In addition to a strong home-based parental involvement, GATE parents reported experiencing

substantial school support when it came to advocating for their GATE children. Implications for practice involved sharing reasons as to why this district has such a high Latino GATE identification average. One of the main reasons included how well-trained and culturally aware teachers are of their student demographic. Parents also trusted the school and teachers to support their GATE students in sustaining that academic success. Recommendations for further research included surveying larger districts with a high Latino population to provide more generalizable information on effective teacher and parent training that may lead to higher GATE identification rates. The main limitation of this study was the short time frame that prevented me from documenting GATE parental involvement throughout the years. Delimitations included a convenience sample that resulted in a small and familiar sample that was able to provide insight into an understudied population. Many of the findings discussed were corroborated by previous research mentioned in Chapter 2. All three research questions were addressed through an interpretation of findings from Chapter 4.

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APPENDICES

Appendix A: Qualitative Parent Interview Questions in English

Parent Interviews in both English and Spanish

(These semi-structured questions will be used to prompt parents)

1. How many children do you have in the GATE program and how old are they?
2. What is a value that you teach at home? (e.g. honesty, punctuality, responsibility, etc.)
3. How do you teach it?
4. What is your understanding of the GATE program?
5. Do you believe you played a role in the identification of your GATE student(s)?
6. How do you transmit the importance of school to your child?
7. Do you actively participate in your child's school? If so in which activities?
8. Is there anything you would like other parents to know about the opportunities in the GATE program?
9. Where have you found the most resources to support your GATE student?

Appendix B: Qualitative Parent Interview Questions in Spanish

Preguntas para entrevista del padre

1. ¿Cuántos hijos tiene en el programa GATE y qué son sus edades?
1. ¿Cuál es el valor que le enseña a sus hijos en casa? (por ejemplo, honestidad, puntualidad, ética laboral, etc.)
2. ¿Cómo lo enseña?
3. ¿Qué sabe del programa GATE? En otras palabras, ¿cuál es su entendimiento del programa GATE?
4. ¿Piensa que usted tuvo un papel en la identificación de su estudiante dotado(a)?
5. ¿Qué hace para transmitir la importancia de la escuela a su hijo(a) en casa?
7. ¿Participa activamente en la escuela de su hijo(a) y en cuáles actividades?
8. ¿Qué es algo que le gustaría que otros padres supieran sobre las oportunidades en el programa GATE?
9. ¿En dónde ha encontrado recursos para ayudar a apoyar a su estudiante GATE?

Appendix C: Qualitative GATE Teacher/Coordinator Interview Questions

(These semi-structured questions will be used to prompt)

1. Which is the main giveaway/characteristic you see in potential GATE students?
2. How many GATE students do you have in the classroom?
3. What characteristics do you see and value among your GATE students? Why?
4. What characteristics do you value in yourself as a GATE teacher?
5. Do you believe cultural values help or impede GATE identification? Why? (E.g. avoiding eye contact, valuing the collective instead of the individual, etc.)
6. What types of school-based parental involvement do you believe is the most important in order to support GATE students? Why?
7. What types of home-based parental involvement do you believe are the most important in order to support GATE students? Why?
8. On a scale of 1-5 with 5 being the highest and 1 the lowest, how significant is parental involvement when it comes to the academic achievement of a student?
9. Do you believe that parental involvement plays a role in the identification of gifted and talented students? Why or why not?
10. Based on your experience, do parents of GATE Latino students tend to be more or less involved at school and home compared to non-GATE parents?

Appendix D: Parent Survey in English

Name (Optional): _____

Parent Survey

1. Mark ALL of the following categories that describe you.
 - ☐ African American
 - ☐ American Indian or Alaskan Native
 - ☐ Asian
 - ☐ Latino or Hispanic
 - ☐ White
 - ☐ Pacific Islander
 - ☐ Other, please specify: _____
2. What is your gender?
 - ☐ Male
 - ☐ Female
 - ☐ Other or prefer not to respond
3. What is your age? _____
4. Are you:
 - ☐ One of two parents in the household
 - ☐ The only parent in the household
 - ☐ Other, please specify: _____
5. What is your relationship to the GATE student? _____
6. In which country were you born? _____
7. What is your highest grade of education completed? _____
8. How many times have you communicated with your child's teacher this week and month?

_____ week
 _____ month
9. How does your involvement at home help your child be academically successful?

10. How does your involvement with the school help your child be academically successful?

Please circle your answer to the following statements:

11. I clearly communicate to my child my expectations about school behavior.

Completely disagree Neutral Completely agree
1 2 3 4 5

12. I am actively involved in my child's school.

Completely disagree Neutral Completely agree
1 2 3 4 5

13. The school has helped me support my child to participate in the GATE program.

Completely disagree Neutral Completely agree
1 2 3 4 5

14. I advocate for my child to receive GATE support.

Completely disagree Neutral Completely agree
1 2 3 4 5

15. I am very satisfied with the instruction my child receives at school.

Completely disagree Neutral Completely agree
1 2 3 4 5

16. I was satisfied with the instruction I received as a child.

Completely disagree Neutral Completely agree
1 2 3 4 5

17. How many years of education did you receive in the U.S.?

18. Why do you think your child is successful in school?

19. Do you believe you played a role in the identification of your GATE student? If so, please explain.

Respond, only if you attended any grade in the United States.

20.

21. If you answered "yes" above, how many years were you in the GATE program?

22. How did you like being in the GATE program?

Appendix E: Parent Survey in Spanish

Nombre (Opcional): _____

Encuesta del padre

1. Marque TODAS las siguientes categorías que lo/la describan.

- ☐ Afroamericano
☐ Indio Americano o nativo de Alaska
☐ Asiático
☐ Latino o Hispano
☐ Blanco
☐ Isleño del Pacífico
☐ Otro, por favor especificar: _____

2. ¿Cuál es su género?

- ☐ Masculino
☐ Femenino
☐ Preferir no contestar

3. ¿Qué es su edad?

4. Es usted:

- ☐ Uno de dos padres en el hogar
☐ El único padre en el hogar
☐ Otro, por favor especificar: _____

5. ¿Cuál es su relación con el/la estudiante en GATE?

6. ¿En cuál país nació usted?

7. ¿Cuál es el grado más alto de educación completado de usted?

8. ¿Cuántas veces se ha comunicado con el maestro/la maestra de su hijo(a) esta semana y mes?

_____ semana
 _____ mes

9. En casa, ¿cómo usted ayuda a su hijo(a) a sobresalir académicamente?

10. En la escuela, ¿cómo usted ayuda a su hijo(a) a sobresalir académicamente?

Encierre en un círculo su respuesta a las siguientes afirmaciones:

11. Comunico mis expectativas del comportamiento en la escuela a mi hijo(a) en casa claramente.

Completamente en desacuerdo			Neutral			Completamente de acuerdo
1	2	3	4	5		

12. Participo activamente en la escuela de mi hijo(a).

Completamente en desacuerdo			Neutral			Completamente de acuerdo
1	2	3	4	5		

13. La escuela me ha ayudado para que yo apoye a mi hijo(a) en su participación en GATE.

Completamente en desacuerdo			Neutral			Completamente de acuerdo
1	2	3	4	5		

14. Abogo para que mi hijo(a) reciba apoyo GATE.

Completamente en desacuerdo			Neutral			Completamente de acuerdo
1	2	3	4	5		

15. Estoy muy satisfecho(a) con la escuela de mi niño(a) con respecto a la instrucción que recibe.

Completamente en desacuerdo			Neutral			Completamente de acuerdo
1	2	3	4	5		

16. Estoy muy satisfecho(a) con la instrucción que yo recibí de niño(a).

Completamente en desacuerdo			Neutral			Completamente de acuerdo
1	2	3	4	5		

17. ¿Cuántos años de educación recibió en Estados Unidos?

18. ¿Por qué piensa que su hijo(a) tiene éxito en la escuela?

19. ¿Piensa qué tuvo un papel en la identificación de su estudiante GATE? Por favor explique.

Responda, sólo si asistió algún grado en Estados Unidos.

20. De niño(a), ¿usted fue identificado(a) como estudiante GATE?

21. Si respondió “sí” a la pregunta de arriba, ¿cuántos años fue parte del programa GATE?

22. ¿Qué tanto le gustó ser parte del programa GATE?

Appendix F: CITI IRB Training Certificate

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INSTITUTIONAL REVIEW BOARD (IRB) DECISION FORM**Review Date** May 4, 2021**Reviewer ID#** 151036**Category** ☒ Expedited Review [45 CFR 46.110](#)☐ Full Board Review [45 CFR 46](#)

IRB Application #	5567
Title of Project	Parental Involvement and the Identification of Gifted and Talented Latino Students
Principal Investigator Name (PI)	Leslie Villasenor
PI Email (use CUI email, if applicable)	leslie.villasenor@eagles.cui.edu

DECISION☒ **Approved****Effective duration of the IRB Approval: 3/23/20 to 3/22/21****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****COMMENTS**



Appendix G: English Interview Consent

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Parental Involvement and the Identification of Latino GATE Students Interview Consent

The study in which you are being asked to participate is designed to investigate types of school and home-based parental involvement that may lead to the identification of GATE students. This study is being conducted by Leslie C. Villaseñor under the supervision of Dr. Blanca Quiroz, Dissertation Chair and Associate Professor at Concordia University Irvine's Doctor of Education in Leadership program. This study has been approved by the Institutional Review Board, Concordia University Irvine, in Irvine, CA.

PURPOSE: My research will seek to find evidence of the types of parental involvement that lead to higher identification rates of GATE students.

DESCRIPTION: Data collection will include parent surveys, parent interviews, GATE teacher/coordinator interviews, and a district GATE Specialist interview.

PARTICIPATION: Participation is voluntary, and participants may discontinue participation at any time without penalty or loss of any benefits.

CONFIDENTIALITY: Identifying information will not be collected nor reported. The researcher will use a coding system to conceal participant identity. Limited identifiers will be used and only for the purposes of identifying themes. Data in the form of paper surveys along with audio recordings of interviews will be stored in a safe with a private combination. For surveys and interviews conducted online, the researcher will have an encrypted folder on her personal computer along with a password that only she will know. No individual's data will be included in the report without taking all possible precautions to conceal possible identifiers.

DURATION: Interviews are not to exceed 30 minutes.

RISKS: Risk will be minimized at all costs and as such, participants will not incur any foreseeable risks.

BENEFITS: Through better understanding the role of Latino parental involvement in the identification of GATE students, districts could engage parents in using data-informed strategies, thus, increasing more Latino students' identification and participation in GATE.

AUDIO: I understand this research will be audio recorded.

Initials____

CONTACT: If further information is required or if concerns were to arise regarding this research, please contact Dr. Blanca Quiroz, Dissertation Chair and Associate Professor at Concordia University Irvine's Doctor of Education in Leadership program at blanca.quiroz@cui.edu or at (949) 854-8002.

RESULTS: Upon the completion of this study, an electronic copy will be made available on ProQuest on the Concordia University library database.

CONFIRMATION STATEMENT:

I have read the information above and agree to participate in your study.

I understand that I must be 18 years of age or older to participate in your study, have read and understand the consent document and agree to participate in your study.

SIGNATURE:

Signature: _____ Date: _____

Printed Name: _____

Appendix H: Spanish Interview Consent

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El involucramiento de los padres y la identificación de estudiantes Latinos en GATE Consentimiento de entrevista

El estudio en el que se le solicita participar está diseñado para investigar los tipos de participación de los padres en la escuela y en el hogar que pueden conducir a la identificación de los estudiantes GATE. Este estudio está siendo realizado por Leslie C. Villaseñor bajo la supervisión de la Dra. Blanca Quiroz, Presidenta de Disertación y Profesora Asociada del programa de Doctorado en Educación en Liderazgo de la Universidad de Concordia Irvine. Este estudio ha sido aprobado por la Junta de Revisión Institucional de la Universidad de Concordia Irvine, en Irvine, CA.

PROPÓSITO: Mi investigación buscará encontrar evidencia de los tipos de participación de los padres que conducen a tasas de identificación más altas de los estudiantes GATE.

DESCRIPCIÓN: La recopilación de datos incluirá encuestas de los padres, entrevistas a los padres, entrevistas con maestros/coordinadores de GATE y una entrevista con la especialista de GATE del distrito.

PARTICIPACIÓN: La participación es voluntaria y los participantes pueden discontinuar la participación en cualquier momento sin penalización ni pérdida de ningún beneficio.

CONFIDENCIALIDAD: La información de identificación no será recopilada ni reportada. La investigadora utilizará un sistema de codificación para ocultar la identidad del participante. Se utilizarán identificadores limitados y solo con el propósito de identificar temas. Los datos en forma de encuestas en papel junto con las grabaciones de audio de las entrevistas se almacenarán en una caja fuerte con una combinación privada. Para encuestas y entrevistas realizadas en la computadora, la investigadora tendrá una carpeta encriptada en su computadora personal junto con una contraseña que solo ella sabrá. No se incluirán datos individuales en el informe sin tomar todas las precauciones posibles para ocultar posibles identificadores.

DURACIÓN: Las entrevistas no deben exceder los 30 minutos.

RIESGOS: El riesgo se minimizará a toda costa y, como tal, los participantes no incurrirán en ningún riesgo previsible.

BENEFICIOS: Al comprender mejor el papel de la participación de los padres Latinos en la identificación de los estudiantes GATE, los distritos podrían involucrar a los padres en el uso de

estrategias basadas en datos, lo que aumentaría la identificación y participación de más estudiantes Latinos en GATE.

AUDIO: Entiendo que esta investigación se grabará en audio.

Iniciales _____

CONTACTO: Si se requiere más información o si surgieran inquietudes con respecto a esta investigación, comuníquese con la Dra. Blanca Quiroz, Presidenta de Disertación y Profesora Asociada del programa de Doctorado en Educación en Liderazgo de Irvine de la Universidad de Concordia en blanca.quiroz@cui.edu o al (949) 854-8002.

RESULTADOS: Al finalizar este estudio, se pondrá a disposición una copia electrónica en ProQuest en la base de datos de la biblioteca de la Universidad de Concordia.

DECLARACIÓN DE CONFIRMACIÓN

He leído la información anterior y acepto participar en su estudio.

Entiendo que debo tener 18 años de edad o más para participar en su estudio, haber leído y comprender el documento de consentimiento y acepto participar en su estudio.

Firma: _____ Fecha: _____

Nombre impreso: _____