

Hispanic Parent Involvement and their Children's Academic Well being Annotated Bibliography

Amato, P. (2005). The impact of family formation change on the cognitive, social and emotional well-being of the next generation. *The Future of Children*, 15, 76-96.

The author investigates how children in households with both biological parents differ from children in households with only one biological parent. He shows that children growing up with two continuously married parents are less likely to experience a wide range of cognitive, emotional, and social problems, not only during childhood but also in adulthood. Although it is not possible to demonstrate that family structure causes these differences, studies using a variety of sophisticated statistical methods suggest that this is the case.

AVANCE (2007). About AVANCE. Retrieved October 4, 2007, from <http://www.avance.org>

The AVANCE program is described on this Webpage. AVANCE is a nine-month parent-child education program that focuses on parent education, early childhood development, brain development, literacy, and school readiness. The program largely supports Latino families under conditions of economic stress in underserved communities and aims to prepare parents to be supporters and role models for their children to succeed in school. The program serves parents with children from 0-3 years of age and operates in housing projects, schools, and community centers. AVANCE instructors make parents aware of the learning and development their children undergo, including the emotional, physical, social and cognitive processes.

Barrera, J. M., & Warner, L. (2006). Involving families in school events. *Kappa Delta Pi Records*, 42(2), 72-75.

Climate, collaboration, and communication are three components essential to successful programs that involve families in an educational setting. Strategies for reaching families in diverse communities are outlined.

Chrispeels, J. H. & Rivero, E (2001). Engaging Latino families for student success: How parent education can reshape parents' sense of place in the education of their children. *Peabody Journal of Education*, 76(2), 119-169.

This study explored parents' construction of role and sense of place in their children's education when given the opportunity to learn about the American educational system through eight parent education classes offered by the Parent Institute for Quality Education (PIQE). The authors used an analysis of pre-survey and post-survey responses, videotapes of the training sessions, and interviews of graduates of the program. Results of this study suggest that parents' construction of their role evolved as they gained new information in the PIQE course, and as they made efforts to fulfill these roles at home

and at school. The study also suggests that role construction and parents' sense of place is multidimensional rather than a single, linear, and broad construct.

Chrispeels, J., González, M., & Arellano, B. (2004). *Evaluation of the effectiveness of the Parent Institute for Quality Education in Los Angeles Unified School District September 2003 to May 2004*. Santa Barbara: University of California.

This experimental study was conducted to evaluate the effectiveness of the Parent Institute for Quality Education (PIQE) in a middle school of the Los Angeles Unified School District (LAUSD). The study aimed to look at whether there was a significant difference in parents' knowledge, beliefs and practices between a control and treatment group before and after the 9-week of the PIQE program. It also investigated whether teachers perceived a change in the levels of involvement from both groups of parent participants before and after the program, as well as in the academic performance and behavior of the parents' children before and after the program. In general, it was found that the PIQE program positively changed parents' beliefs, attitudes, knowledge, and practices toward their children's education and their role in the education process.

Chrispeels, J., & González, M. (2004). *Do educational programs increase parents' practices at home?: Factors influencing Latino parent involvement*. Cambridge, MA: Harvard Family Research Project.

This study presents models of factors influencing Latino parent involvement in elementary and secondary schools before and after they participated in the Parent Institute for Quality Education (PIQE). Based on a pre-survey of participating parents, data verified the importance of role construct as a main indicator of parent involvement. Post-program survey data showed that role construct can be influenced by a parent education programs such as PIQE.

Crosnoe, R. (2006). *Mexican roots, American schools: Helping Mexican immigrant children succeed*. Palo Alto, CA: Stanford University Press.

In this book the author makes a strong argument for improving the education of children from Mexican immigrant families. The author uses ECLS data, a nationally representative sample of kindergarten children. Concerning the parent involvement of Mexican immigrants in their children's education, he shows that these parents show a strong verbal support of education but at the same time, he comments that "the highly positive features of Mexican immigrant families does not necessarily translate into certain active parenting strategies that work well in the US education system" (p. 48).

Epstein, J. L., Sanders, M. G., Simon, B. S., Clark Salinas, K., Rodriguez Jansorn, N., Van Voorhis, F. L. (2002). *School, family, and community partnerships: Your handbook for action*. (2nd Ed). Thousand Oaks: Corwin Press.

This book is a key resource for teachers or administrators who want to improve the relationships between the school, parents and community in order to improve the academic standing of children. This is very much a “how-to” book in that it gives end less examples. It also provides qualitative and quantitative research findings that suggest that improving these relationships also improves the academic standing of students.

Galindo, C., & Reardon, S. F. (2006). *Hispanic students' educational experiences and opportunities during kindergarten*. Tempe, AZ: National Task Force on Early Childhood Education for Hispanics.

Six policy-relevant areas that may impact Hispanic students' schooling outcomes are studied in this paper: English proficiency, family background, learning environments at home, instructional environments in school, school characteristics, and teacher characteristics. The data was disaggregated based on student's national/regional origin (Mexico, Puerto Rico, Cuba, South America, Central America, and other), immigrant generational status (first-generation, second-generation, and third-plus- generation), language used at home (only Spanish, predominantly Spanish, only English, and predominantly English), and socioeconomic status (by quintiles). In this report the focus is stronger on children from immigrant families.

Gandara, P., Rumberger, R., Maxwell-Jolly, J., & Callahan, R. (2003). English learners in California schools: Unequal resources, unequal outcomes. *Educational Policy Analysis Archives*, 11(36).

In this article, the authors display the disadvantageous circumstances under which English language learners attend schools. For example, these students are assigned to less qualified teachers, are provided with inferior curriculum and less time to cover it, are housed in inferior facilities where they are often segregated from English speaking peers, and are assessed by invalid instruments that provide little, if any, information about their actual achievement. Additionally, suggestions are made on ways in which teachers, administrators, and policymakers can address these inequities.

García, E., Jensen, B., & Cuellar, D. (2006). Early academic achievement of Hispanics in the United States: Implications for teacher preparation. *The New Educator*, 2, 123-147.

This paper focuses on Hispanic children from infancy through the third grade, roughly 0–8 years of age, and the educational background of their teachers. We begin with a review of academic achievement patterns of U.S. children in kindergarten through third grade. Then we review information on how much high quality preschool programs are able to improve the school readiness of young children. We also explore the required educational credentials for pre-k teachers and their actual educational backgrounds. The final section makes recommendations on how to better prepare future educators of young Hispanic children.

Garcia, M. (2006). *The impact of the home instruction for parents of preschool youngsters on reading, mathematics and language achievement of Hispanic English language learners*. Unpublished Dissertation, University of North Texas.

In this study, the academic effects of HIPPY on Hispanic English language learners (ELL) in Texas were investigated. Specifically, using standardized measures in reading, mathematics, and language arts, the author compared Hispanic youngsters who attended HIPPY starting at age four (HIPPY 4-Preschool) and age five (HIPPY 5- Kindergarten) to Hispanic students who attended an early childhood school as 4 year olds and did not participate in HIPPY. The curriculum used was in Spanish. The treatment group statistically outperformed the control group in the reading, language and mathematics long after they experienced the intervention. These statistically significant results were still found at the end of third grade.

Golan, S. & Petersen, D. (2000). *Promoting involvement of recent immigrant families in their children's education*. Retrieved October 10, 2007, from SRI International

This article is a formative evaluation of the Parent Institute for Quality Education (PIQE). It describes the characteristics of PIQE and the conceptual framework used to evaluate it. It also presents a model to train teachers and immigrant parents to work as partners to increase student performance and offers specific practices that seem to be particularly useful when working with recent immigrants.

Hernandez, D. (2006). *Young Hispanic children in the U.S.: A demographic portrait based on Census 2000*. Tempe, AZ.: National Task Force on Early Childhood Education for Hispanics.

This report presents an in-depth demographic overview of young Hispanic children in the U.S. in comparison to children from other ethnic and cultural backgrounds using 2000 Census data. This report describes the diversity within the Hispanic population by country of origin, language or languages spoken at home, and their geographical dispersion. Additionally, the fast growth of this population within the country and patterns in their family composition such as parental education, immigration status, and socioeconomic status and employment realities are described.

HIPPY USA. (2007). About HIPPY. Retrieved October 1, 2007, from http://www.hippyusa.org/About_HIPPY/about_HIPPY.html

On this page the Home Instruction for Parents of Preschool Youngsters (HIPPY) is described. HIPPY is a parent involvement, school readiness program that helps parents prepare their three, four, and five year old children for success in school and beyond. The parent is provided with a set of carefully developed curriculum, books and materials designed to strengthen their children's cognitive skills, early literacy skills, social/emotional and physical development.

Johnson, D. L., Walker, T. B., & Rodriguez, G. (1996). Teaching Low-Income Mothers to Teach Their Children. *Early Childhood Research Quarterly, 11*, 101-114.

This study examines the effectiveness of the AVANCE Parent-Child Education Program to prepare low-income, Mexican American mothers of young children to become teachers of their own children. Using Home Observation for Measurement of the Environment (HOME) scores, significant program effects were found on view of self as teacher, and on videotaped mother-child interactions. The findings suggest that program participants became highly skilled teachers of their young children.

Lee, J., & Bowman, N. (2006). Parent involvement, cultural capital, and the achievement gap among elementary school children. *American Educational Research Journal, 43*(2), 193-218.

This study examined the impact of five types of parent involvement on elementary school children's academic achievement by race/ethnicity, poverty, and parent educational attainment. The sample comprised 415 third through fifth graders who completed the Elementary School Success Profile. Parents with different demographic characteristics exhibited different types of involvement, and the types of involvement exhibited by parents from dominant groups had the strongest association with achievement.

Lopez, M. L., Barrueco, S., & Miles, J. (2006). *Latino infants and their families: A national perspective of protective and risk factors for development*. Tempe: AZ.: National Task Force on Early Childhood Education for Hispanics.

Using data from the Early Childhood Longitudinal Study-Birth (ECLS-B), this study looks at the characteristics and early predictors of Hispanic young children's development. It examines the early experiences and attributes of 0 to 9-months-old children from diverse racial/ethnic communities, and judges how these early experiences may impact children's developmental trajectories across population subgroups. The main foci of the study are a) a description of the variability within young Latino families in relation to child and family characteristics, home and out-of-home care and environment, and infants' early developmental predictors, b) a comparison of Latinos with other racial/ethnic groups based considering the above aspects, and c) the identification of the major protective and risks factors leading to Latino infant development. It also presents a brief review of the literature. The study concludes saying that it seems that the active participation of all parents in supporting the early learning experiences bears the most influential impact on the development of the U.S. infants.

PIQE (2007). PIQE Home. Retrieved October, 6, 2007, from <http://www.piqe.org>

The PIQE (Parent Involvement for Quality Education) program is described on this Webpage. PIQE underlying assumption is that the most promising way for enhancing their children's education is by transforming the working partnership between parents, school, and community, and aims to teach parents how to become important supporters of

their children's educational performance and development. The fundamental premise of PIQE is that low-income, recently immigrated parents to the United States need information about the dynamics of the U.S. educational system, about how to collaborate with the school and teachers, and about how to assist their children at home.

PIQE offers this information through a program that consists of eight ninety-minute sessions in which a range of topics are discussed, including home-school collaboration, the home, motivation, and self-esteem, communication and discipline, academic standards, how the school functions, and the road to university.

PIQE (2007a). Parent involvement education program. Retrieved October 6, 2007, from http://www.piqe.org/Assets/Home/nine_week_parent_involvement.htm

On this Webpage, the nine-week core program of Parent Institute for Quality Education (PIQE) is described. The program is free for parents and taught by professional facilitators trained by PIQE. Parents choose to attend morning or evening sessions depending on their individual schedules. Classes are offered in the parents' primary language so that they can feel comfortable and confident in their interactions with the rest of the parents in their class. The initial planning session delineates the mission of the program and emphasizes the importance of taking the first step toward better parent/student communication. The most important aim of the PIQE program is to help parents understand how they can become an integral part of their children's education.

Qiuyun, L. (2003). *Parent involvement and early literacy*. Retrieved September 28, 2007, from <http://www.gse.harvard.edu/hfrp/projects/fine/resources/digest/literacy.html>

For this study data from Early Childhood Longitudinal Study, Kindergarten Class of 1998–1999 was used. The purpose was to better understand literacy development in the early years and parent involvement. An important finding support the literature that a positive working relationship between home and school appears important for all children, particularly for children whose families are socially or economically disadvantaged.

Qiuyun, L. (2006). *Beyond cultural deficit approach: Disentangling language minority parents' involvement in the early grades*. Paper presented at the American Educational Research Association, San Francisco, CA.

The author studied the effects of parent involvement of language minority parents in their children's academic outcomes (reading, math and science) and social emotional outcomes in the years of kindergarten through the third grade, in a four-year longitudinal study. The findings suggested that ELL children counted with less parent involvement through the years and that they lagged behind their non-ELL peers at the beginning of Kindergarten and continued to lag behind by the end of third grade.

Raikes, H., Alexander Pan, B., Luze, G., Tamis-LeMonda, C. S., Brooks-Gunn, J., & Constantine, J. (2006). Mother-child bookreading in low-income families: correlates and outcomes during the first three years of life. *Child Development*, 77(4), 924-953.

This research was conducted as part of the national Early Head Start Research and Evaluation Project funded by the Administration for Children and Families (ACF), U.S. Department of Health and Human Services (DHHS). Important findings suggest that White mothers read more than did Hispanic or African American mothers. Additionally, reading to children predicted children's language and cognition at 36 months.

Rodriguez-Brown, F. V. (in press.). *The home school connection: Lessons learned in a culturally and linguistically diverse community*.

This upcoming book describes project FLAME. Project FLAME is a parent involvement program mainly for low-income families. The book describes the program in-depth as well as the skills that are imparted to Hispanic parents and some of the ways in which the program has been able to improve Hispanic children's early education. For example, parents learn what types of books are appropriate for the age of their children, and are encouraged to reach out in the community to access literacy materials and create at home literacy centers. Parents are also provided with ESL—English as a Second Language courses. They are encouraged to engage in reading and writing activities with their children. Through workshops in the program parents learn the value of interacting with their children in activities such as talking, singing, and playing.

Schaller, A., Oglesby Rocha, L., & Barshinger, D. (2006). Maternal attitudes and parent education: How immigrant mothers support their child's education despite their own low levels of education. *Early Childhood Education Journal*, 34(5), 351-356.

This study of Mexican immigrant mothers of young children in the AVANCE-Dallas early childhood program showed that low-educational parents often demonstrate determined attitudes about educational attainment for their children. This study shows that although mothers do not have a good academic level, their positive attitude exhibited in everyday pro-educational behaviors overcomes their low education background since they both encourage their children to succeed academically and participate actively in their children's development.

Valenzuela, A. & Dornbusch, S. M. (1994). Familism and social capital in the academic achievement of Mexican origin and Anglo adolescents. *Social Science Quarterly*, 75, 18-36.

In this study Valenzuela & Dornbusch (1994) used survey data from 3158 (2,666 Anglo and 492 Mexican origin) high students to investigate the impact of familism on students' academics. Behavioral, attitudinal and structural dimensions of familism were related to student's self reported grades. What the authors found was that for both the White and Mexican-American groups, familism was important but the Mexican group was able to

achieve academic gains because of it. It is crucial to explain that this was the case for the Mexican descent students whose parents had at least twelve years of education. For instance, for the Mexican descent group neither familism or parental education on their own related to higher educational outcomes. However, it was the interaction of the two variables that accrued the gains.

Vidano, G. & Sahafi, M. (2004). *Parent Institute for Quality Education: Organization special report on PIQE's performance evaluation*. College of Administration & Marketing Department: San Diego State University

This is an evaluation report on the performance of the Parent Involvement Education Program (PIQE) in the San Diego County based on a survey of 241 Latino parents, who graduated from PIQE in 1997-98-99, and that represent 351 students who, at the time of the study, reached the age of 18 years. The findings show that PIQE has had an impact on school persistence, on the reduction of the dropout rate, and on the increase of college enrollment.

Zellman, G. L., Stecher, B., Klein, S. & McCaffrey, D. (n.d). Findings from an evaluation of the parent institute for quality education parent involvement program. Rand Education.

This report presents an evaluation of PIQE undertaken by RAND based on outcome and interview data collected from two large Californian school districts. The report describes the PIQE program and provides suggestions to improve the program. The evaluation identified gaps and proposed ways for improving the parent education program. For example, more teacher involvement and more accountability for parents attending the program are two areas that need more attention.