

Web Resources

Higher Education

Against All Odds. By: Mendoza, Veronica. *Diverse: Issues in Higher Education*, 10/20/2005, Vol. 22 Issue 18, p28-31, 4p, 3c; Abstract: This article focuses on a 2005 study on the attributes of Latino college students that lead to academic success. Latino students are found to be disproportionately aggregated in overpopulated schools, where the resources are minimal and the number of inexperienced teachers is high. While Latino parents are encouraging when it comes to their children's education, they often lack the information to help their children pursue a college degree because the majority of them have not attended college. INSET: Project Puente. (AN 18950175) **Follows 3 students and discusses reasons for success**

Developing Parent Information Frameworks that Support College Preparation for Latino Students. By: Torrez, Nena. *High School Journal*, Feb/Mar2004, Vol. 87 Issue 3, p54-62, 9p; Latino parents trust a secondary school system that often misclassifies and misdirects their children. Survey results from three high school sites indicate that Latino parents trust that the school is doing what is best for their children, and they do not understand the importance of being an advocate for their children. Important curriculum decisions are being made for Latino students without informing their parents. Rather than pointing to a lack of expectations on the part of the parents, it would be more fruitful to consider what is happening to the students inside the school setting. [ABSTRACT FROM AUTHOR]; (AN 12383522)

Good article, parent perspectives, and suggestions!

“Why Do They Give the Good Classes to Some and Not to Others?” Latino Parent Narratives of Struggle in a College Access Program. By: Auerbach, S.. *Teachers College Record*, Oct2002, Vol. 104 Issue 7, p1369-1392, 24p; This paper examines personal narratives of struggle with schooling from working-class Latino parents whose children were in an experimental college access program at a diverse, metropolitan high school. The voices of parents of color have traditionally been silenced in schools and muted in educational research, despite their potential to shape student careers and aspirations. Drawing on narrative analysis, critical race theory, and sociocultural theory to inform data from an ethnographic case study, I discuss the role of agency and oppositional voice in parents' stories. I delineate three narrative types that emerged in interviews and a series of parent meetings around college access issues: life stories of parents' own struggles as students; stories of bureaucratic rebuff in parents' encounters with staff in their children's schools; and counterstories that challenge official narratives of schooling. I argue that the sharing of such stories in free spaces is instrumental in the building of parents' social networks, the negotiation of conflict with the school, and the formation of empowering family identities. If educators join the dialogue, such story exchange can offer insight into students' multiple worlds and pave the way for improved family-school relations. [ABSTRACT FROM AUTHOR]; (AN 7338007) **PDF Available**

Narrative study of Latino parents involved in children's college access programs (24pgs)

Delinquency and Violence

Development of an intervention map for a parent education intervention to prevent violence among Hispanic middle school students. (eng; includes abstract) By Murray N, J *Sch Health*, 1998 Feb; Vol. 68 (2), pp. 46-52; PMID: 9571573; This paper describes development of Padres Trabajando por la Paz, a violence prevention intervention for Hispanic parents to increase parental monitoring. The intervention was developed using an innovative new program planning process: intervention mapping. Theory and empirical evidence broadly defined performance objectives and determinants of parental monitoring. These objectives were further refined through group and individual interviews with the target parent group. Learning objectives for the intervention guided the content of the intervention that used modeling as the primary method and role model stories as a strategy delivered through newsletters. Stage-matching members of the target population for their readiness to implement the parental monitoring

behaviors further refined the social cognitive message design strategies. Intervention mapping provides an explicit theory- and data-driven guide for intervention development that maximizes intervention impact for a specific target population.

Good models for parental involvement, somewhat technical

Effects of Perceived Parental School Support and Family Communication on Delinquent Behaviors in Latinos and White Non-Latinos. By: Davalos, Deana B.; Chavez, Ernest L.; Guardiola, Robert J.. *Cultural Diversity & Ethnic Minority Psychology*, Feb2005, Vol. 11 Issue 1, p57-68, 12p Abstract: The authors examined the roles of perceived parental school support and family communication in the context of delinquent behaviors in Mexican American and White non-Latino adolescents. Family communication was defined as the degree to which adolescents endorsed that they communicated with their parents about a variety of topics. The Parental School Support scale was administered to assess adolescents' perceptions of parental support for academic pursuits. Data analysis included the relationship between these variables and their predictive relationship to delinquency, and the relationship to gender and ethnicity. Results demonstrated that adolescents' perceptions of family communication and parental school support were related to the likelihood of committing delinquent acts. There were no significant differences in gender or ethnicity in perceived levels of family communication and parental school support. [ABSTRACT FROM AUTHOR]; DOI: 10.1037/1099-9809.11.1.57; (AN 16375974)

Interesting article, somewhat technical (12pgs)

U.S. Department of Justice

Effective family strengthening interventions. [Entire issue]

Informs of the latest research detailing the crucial role played by the family in delinquency prevention. Describes OJJDP's Strengthening America's Families Initiative.

<http://www.ncjrs.org/pdffiles/171121.pdf>

Interesting articles, some more relevant to Latino families

Elementary School and Early Ed

After-School Multifamily Groups: A Randomized Controlled Trial Involving Low-Income, Urban, Latino Children. By: McDonald, Lynn; Moberg, D. Paul; Brown, Roger; Rodriguez-Espiricueta, Ismael; Flores, Nydia I.; Burke, Melissa P.; Coover, Gail. *Children & Schools*, Jan2006, Vol. 28 Issue 1, p25-34, 10p; This randomized controlled trial evaluated a culturally representative parent engagement strategy with Latino parents of elementary school children. Ten urban schools serving low-income children from mixed cultural backgrounds participated in a large study. Classrooms were randomly assigned either to an after-school, multifamily support group (FAST: Families and Schools Together) or to receive eight behavioral parenting pamphlets with active follow-up (FAME: Family Education). Of 180 Latino parents assigned to FAST, 90 percent came once and 85 percent graduated. Two-year follow-up teacher data were collected for 130 Latino children. The teachers, blind to condition, evaluated the children's classroom functioning. Data were analyzed with hierarchical linear modeling, using a conservative, intent-to-treat model. On standardized mental health instruments (Teacher's Report Form of the Child Behavior Checklist; Social Skills Rating System), statistically significant differences favored assignment to FAST rather than to FAME on academic performance and classroom behaviors, including aggression and social skills. [ABSTRACT FROM AUTHOR]; (AN 19336168)

Very specific, technical (11pgs) – PDF Available

Consultant practices in two heterogeneous Latino schools. Goldstein, Barbara S. C.; Harris, Kathleen C.; *School Psychology Review*, Vol 29(3), 2000. Special issue: Mini-series: Multicultural and cross-cultural consultation in schools. pp. 368-377. Abstract: Describes the implications of the consultation process when working with an educationally and linguistically heterogeneous Spanish-speaking immigrant Latino community. Using qualitative research methodologies, the researchers studied 2 "Latino" elementary schools in 1 district. Three themes emerged: (1) role of primary language in education, (2) role of parents in the school, and (3) prevalent attitudes regarding the nature of disability. Parent participants differed in ways that impacted the role of the

consultant and subsequent consultation interactions. Formal educational experiences in the parents' native country and language influenced parent participation in the educational process. Suggestions for consultants include recognizing the heterogeneity within bicultural communities and conducting thorough family interviews in an informal setting and before formal meetings to determine the concerns and goals of family members. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

Section 2 is interesting (10pgs)

Puerto Rican parents' understanding of their young children's development: P.I.A.G.E.T. program impacts on family involvement in culturally and linguistically diverse populations. Sung, Ki-Wan; Kim, Juhu; Yawkey, Thomas D.; *Psychology in the Schools*, Vol 34(4), Oct 1997. pp. 347-353. Abstract: Investigate the impacts of a parent involvement program, Project P.I.A.G.E.T., on parents' understanding of their children's development. Ss were 29 Puerto Rican parents whose Culturally and Linguistically Diverse (CLD) children (mean age 5 yrs) were enrolled in the parent involvement program. With the help of home visiting paraprofessionals provided by the project, parents were trained for 6 mo, to use various strategies and skills in helping their children learn. The program effects were measured by a commercially available test, Alpern-Boll Developmental Profile II. The study revealed that P.I.A.G.E.T. parent involvement program was effective in improving the involved parents' understanding of their children's various developmental areas. Implications for increasing CLD parents' involvement on educating their children are also presented. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

Interesting early childhood case study (9pgs)

The relation of school structure and social environment to parent involvement in elementary schools. Griffith, James; *Elementary School Journal*, Vol 99(1), Sep 1998. pp. 53-80. Abstract: Employing a sample of 122 public elementary schools, the present study used results of 33,153 parent and 26,904 student surveys to examine relations among school structure, school population composition, parent involvement, and parent perceptions of school safety, school climate, the school facility, the helpfulness of school staff, the academic instruction, teacher-student relationships, and student recognition. At the individual parent level, characteristics associated with higher participation in school activities included having a child enrolled in the gifted and talented program, a child in the 2nd grade, multiple children enrolled in the public schools, and perceptions of a safe, empowering, and positive school climate. In contrast, characteristics associated with lower parent participation in school activities included being Hispanic, African American, or Asian American; being of lower SES; and having a child enrolled in either special education or the ESL program. At the school level, higher parent participation was reported in schools having larger classes and larger student-teacher ratios, and in schools where parents said they were less informed about their children's education and perceived a lower quality of academic instruction and not enough student recognition. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

Not just about Hispanic students, long (28pgs)

Community Organizing for Latino Parents

Convivencia to Empowerment: Latino Parent Organizing at La Familia. By: Jasis, Pablo; Ordóñez-Jasis, Rosario. *High School Journal*, Dec2004/Jan2005, Vol. 88 Issue 2, p32-42, 11p; This article explores the emergence of La Familia Initiative, a Latino parent-organizing project at a public middle school. Motivated by their urgency to improve their children's schooling and enhance their opportunities for a better high school experience in the future, the participants organize to establish a more inclusive partnership with the school. The paper examines the foundation of the project's success, as well as the dynamics of participation taking place as these parents begin to organize independently of the school, with the goal of achieving a more active voice in the education of their children, and thus in the school community. The paper also investigates how families and communities, who have been traditionally under-served by the educational system, can participate effectively in the education of their children when the conditions for their involvement are facilitated, and their culture and particular ways of

participating are validated and developed. Parent empowerment projects open symbolic spaces of leadership and participation in school and in society and have the potential to become valuable exercises in grassroots democracy and community self-determination. [ABSTRACT FROM AUTHOR]; (AN 15235468)

Case Study of successful organizing (12pgs) – PDF Available

Harnessing parent power. Reading Today, Dec2004/Jan2005, Vol. 22 Issue 3, p14-14, 1/2p; Abstract: Offers information on the English for speakers of other languages (ESOL) program for students and parents of Oakshire Elementary Schools in Orlando, Florida. Percentage of Hispanic population in the school; Other components included in the improvement program of the school; Activities organized by the school for parents. (AN 15363157)

Nice article, brief! – PDF Available

Getting Latino Parents Involved/Community Outreach

Dismay and Disappointment: Parental Involvement of Latino Immigrant Parents. By: Ramirez, A.Y. Fred. Urban Review, Jun2003, Vol. 35 Issue 2, p93, 18p; Parental involvement in schools has become more popular over the past decade due to Goals 2000 and research suggesting that student academic success increases when parents are included in the education of their children. Although researchers have examined the issue of parents and schools, limited research on parental involvement has been conducted within immigrant communities. Latino immigrant parents within a predominantly Latino community in California were interviewed. Although the community has strong Latino roots, these immigrant parents believed the schools do not listen or care to listen to their needs as parents. The parents in this study desired to be a part of their children's education, but forces within their children's school prevented them from doing so. The parents wished that teachers would be available to speak about grades, be able to find interpreters during open house and at other times throughout the school day, and communicate with the parents when their child is in need of assistance. Due to the apparent walls that had been established within the school's structure, the parents in this study felt abandoned and helpless while trying to gain information regarding their children's education. Parents in this study were so passionate about their stories that they pleaded with the researcher to let their story be heard in the researchers' teacher education courses so future teachers would know how immigrant parents felt. [ABSTRACT FROM AUTHOR]; (AN 10068136)

Specific to school, focused on negative (19pgs) – PDF Available

Engaging Latino Families for Student Success: How Parent Education Can Reshape Parents' Sense of Place in the Education of Their Children. By: Chrispeels, Janet H.; Rivero, Elvia. PJE. Peabody Journal of *Education*, 2001, Vol. 76 Issue 2, p119-169, 51p, 2 diagrams, 1 graph; Abstract: Focuses on the importance of parent involvement in children's education. Emphasis on Latino families to increase level of involvement in school activities; Importance of treating students with respect in discipline; Hesitation of parents to discuss issues related to schoolwork; Suggestions of ways to motivate children to continue studying. (AN 6463087)

Good but very long (52pgs) – PDF Available

Getting Hispanic parents involved. By: Inger, Morton. Education Digest, Apr93, Vol. 58 Issue 8, p32, 3p; Abstract: States that schools could tap the Hispanic extended family and support system as a resource to build ties with Hispanic parents. Schools unconsciously build barriers for Hispanic parents; Hispanic organizations that have undertaken projects to improve the relationship between schools and poor Hispanic families; Recommendations; Allowing Hispanic parents to advance at their own pace. (AN 9305070544)

Nice, brief overview, but over 10 years old

Latino families: Partners for success in school settings By: Perez, Miguel A.; Pinzon, Helda L.; Garza, Reuben D.. Journal of School Health, May97, Vol. 67 Issue 5, p182, 3p; Abstract: Focuses on the receptiveness of Latino students in schools, and looks at the structure of Latino families. Benefits derived from the involvement of families in education; In depth look at the health practices of Latinos; Suggestions regarding the involvement of Latino parents in education

programs. (AN 9707155216)

Only covers health education

Middle school mathematics classrooms: A place for Latina parents' involvement. Anhalt, Cynthia Oropesa; Alleksaht-Snider, Martha; Civil, Marta; *Journal of Latinos and Education*, Vol 1(4), 2002. pp. 255-262. [Original Journal Article] Abstract: The study is of 3 Latina parents of children in an Arizona middle school in which parents made observations and participated in three different reform mathematics classrooms. The parents' expectations, concerns, and reactions to the observations of the lessons were discussed and recorded. The goal of the study was to better understand the Latina parents' perspectives about their children's mathematics education. The findings from this study can be used to guide teachers' and parents' efforts to develop effective programs for educating parents about mathematics education reform. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

Interesting case study, (9pgs)

Providing Minority Parents with Relevant Literacy Activities For Their Children. By: Gilliam, Brenda; Gerla, Jacqueline Parten; Wright, Gary. *Reading Improvement*, Winter2004, Vol. 41 Issue 4, p226-234, 9p; Abstract: The article presents information about a program providing minority parents with relevant literacy activities for their children. This program called Project Reach Out and React, has been designed in cooperation with a local predominately Hispanic elementary school. The purpose of the program was to help interested parents become aware of in-home activities that would promote literacy and school success. The sessions were planned specifically for interested parents of kindergarten children. The program was designed around relevant research that indicates the more children grow up in a literate environment, where books and talk are a part of their daily lives and where their parents interact with them through oracy and literacy experiences, the better their chances for success in school. (AN 15514764)

Nice article, comprehensive (10pgs) – PDF Available

PTA Seeks to Raise Number of Hispanic Members. (cover story) By: Jacobson, Linda. *Education Week*, 6/11/2003, Vol. 22 Issue 40, p1, 2p, 1bw; Abstract: Rafael Monroy, a father of four who lives in downtown San Diego, California felt passionate about parent involvement. Principal of Loma Verde Elementary School in Chula Vista, California, Sandra Villegas-Duvanich saw that Hispanic parents were not represented in leadership positions, and she decided that the PTA offered them ways to take responsibility. Ester Manga, the mother of a 10th grade boy, didn't really know anything about the PTA when she was tapped to be the president of the chapter at Bethune Elementary School. Reasons the three became involved in the PTA are diverse, but each is now playing an important part in the Chicago-based National PTA's drive to recruit more Hispanic and Spanish-speaking members and start new chapters in predominantly Hispanic schools. (AN 10073346)

Nice article, brief

Rich culture, poor markets: Why do Latino parents forgo preschooling? By: Fuller, Bruce; Eggers-Pierola, Costanza. *Teachers College Record*, Spring96, Vol. 97 Issue 3, p400-418, 19p, 4 charts, 1 diagram, 2 graphs; Abstract: Focuses on the low proportion of Latino parents who select a formal preschool or child-care center for their three to five-year old kids. Influence of ethnicity, maternal education, family structure and preliteracy practices on parents' propensity to select preschools and center-based programs; Cultural conflicts discouraging Latinos' use of schools. (AN 9604242894)

Good article, long (20pgs) – PDF Available

Cultural Awareness and General Information

Linking Schools, Human Services, and Community: A Puerto Rican Perspective. By: Delgado, Melvin. *Social Work in Education*, Apr98, Vol. 20 Issue 2, p121-130, 10p; School-based linkage offers much promise for urban-based educational systems serving Latinos. Linkage serves as a strategy for coordinating scarce resources and encouraging community participation. This article describes the results of a longitudinal study of Puerto Rican families with children in

bilingual classes in a Boston elementary school. Recommendations are provided for developing and sustaining school-linked services to better reach Latino communities in urban areas of the United States. [ABSTRACT FROM AUTHOR]; (AN 545207)

Some interesting results, but specific to one group

Meeting the needs of Hispanic immigrants By: Holman, Linda Jean. Educational Leadership, Apr97, Vol. 54 Issue 7, p37, 2p, 1 Black & White Photograph; Abstract: Discusses ways to make Hispanic immigrants to the United States feel at home in schools. Growing number of students enrolled in bilingual education programs; Need for teachers to lessen the intimidation factor by school personnel; Removal of the language barrier; Realization that immigrants' parents themselves lack formal education; Economic survival as a primary concern for many immigrant families.; (AN 9704271175)

***Already Sent out for Teleconference**

Multicultural Approaches to Parent Involvement: Research and Practice. By: Chavkin, Nancy Feyl; Garza-Lubeck, Maria. Social Work in Education, Oct90, Vol. 13 Issue 1, p22-33, 12p, 2 charts; This article argues for a multicultural perspective on parent involvement in education through examination of a research study and of a case example. Part 1 reports on an exploratory study of 1,188 black and Hispanic parents that describes the attitudes and practices of minority parents regarding involvement in their children's education. The major study finding was that black and Hispanic parents were concerned about their children's education and wanted an active role in their children's education. Part 2 describes a case example where effective multicultural practices were used to ensure active participation of minority parents in their children's education. School social workers can use their expertise to help schools provide minority parents with a variety of opportunities for involvement in their children's education. [ABSTRACT FROM AUTHOR]; (AN 9706161438)

This is really old

Cultural Competence

Harry B. **Developing cultural self-awareness**

National CASA Association, 2003

The National CASA Association is an organization of more than 900 community programs across the country that recruit and train volunteer advocates to speak for the best interests of abused and neglected children. Court Appointed Special Advocates (CASAs) provide extensive training for their volunteer advocates. A significant portion of the training is dedicated to practicing cultural competency during family interactions. This paper gives some thoughtful background on concepts of family structure and identity, family dynamics, parenting styles, and implications for professional roles, all within the context of cultural competence. **Some of this could be relevant**

Books

Jolly E, Hampton E, Guzman W

Bridging homes and schools: Tools for family involvement in multilingual communities

Kendall-Hunt Publishers, 1999

The number of children in United States schools who speak limited or no English is continually increasing. Bridging Homes and Schools spans the gap between teachers and non-English-speaking family members. With this guide educators quickly and easily transmit a number of important messages to students and their families. Words of encouragement in a student's home language will demonstrate that his/her culture, language, and presence are anticipated and welcomed. The student and his/her family will in turn gain a sense of acceptance and comfort in a new learning environment.

In P. Reyes, J. D. Scribner, & A. Paredes-Scribner (Eds.), *Lessons from high-performing Hispanic schools: Creating learning communities* New York, NY: Teachers College Press. ISBN: 0787246441

***Already Sent Out**

<http://www.casnet.org/library/culture/culture-aware.htm>