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Los Angeles

Kindergarten Family Reading Institute:

Empowering Parents Through a Sustained Home and School Partnership

A dissertation submitted in partial satisfaction
of the requirements for the degree Doctor of Education

by

Carlos Ulloa, Jr.

2013

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ABSTRACT OF THE DISSERTATION

The Kindergarten Family Reading Institute:

Empowering Parents Through a Sustained Home and School Partnership

by

Carlos Ulloa, Jr.

Doctor of Education

University of California, Los Angeles 2013

Professor Wellford W. Wilms, Co-Chair

Professor Diane B. Durkin, Co-Chair

This study examined the implementation of the seven-week Kindergarten Family Reading Institute designed in collaboration with site kindergarten teachers, site reading coach, district teacher on special assignment, site administrator, and researcher in supporting parents learn the reading process in order to support their children at home. A prepackaged or “canned” parent curriculum was not used. Existing material written in English and Spanish and disseminated by the United States Department of Education for parents on supporting reading were used as tools to reinforce how the home environment can support the formal school environment. Teachers showed parents how to use the Houghton Mifflin Reading and *Lectura* take-home books, Alphafriends and *Alfamigos* chants to support reading in the home. The design of the institute identified and built upon cultural assets such as oral proverbs, songs, sayings (*dichos*), family traditions as strengths of the home to support the reading achievement of Latino students to reach grade level standards and make the teaching of reading accessible and comprehensible to

all parents, grandparents and caregivers. The project integrated what parents, grandparents and caregivers know and think about reading to bridge them into a standards-based curriculum.

The research focused on initiating a home-school partnership with the intent of increasing the reading achievement of kindergarten students. Using action research, this study looked at the dynamics and outcomes of establishing a home and school partnership.

The study was conducted at an elementary school in the Chula Vista Elementary School District with a predominately large Latino student population. The study targeted the parents, grandparents or primary caregivers of kindergarten students. This intensive family reading institute delivered seven weekly 90-minute workshops in English and Spanish. The institute engaged the family and child in activities that were based on the California Language Arts Standards. The activities in the institute integrated language, culture, literacy and technology, coupled with workshops designed to support an understanding of the skills needed to reinforce reading achievement in the home.

Through a pre and post individual parent, grandparent or primary caregiver survey; structured individual parent, grandparent, or primary caregiver interviews and group interviews, the study identified the perceptions about the role of the home and school in teaching the reading process and how one influences the other before and after participating in the Kindergarten Family Reading Institute. In this study, the researcher observed and documented the process in which the school encourages involvement of parents, grandparents and primary caregivers to participate and how the teacher,

administrator and parent relationship evolved over a seven-week period to support student learning in reading.

Teachers and reading coach engaged in this study worked with the principal and researcher to develop culturally relevant, parent friendly and hands-on materials to give parents the skills to foster phonemic awareness, phonics, vocabulary development, fluency and reading comprehension in the home environment. Teachers, reading coach and site administrator worked with parents to provide an understanding of grade level standards, target skills and strategies to support literacy development in the home. The reading coach and principal facilitated lessons to engage parent and child in intergenerational activities that supported reading in the home. Teachers, principal, parents and researcher identified changes in attitude towards reading and reading behaviors such as letter identification, phonemic awareness, phonics, vocabulary development, fluency, and reading comprehension.

The research findings identified factors to potentially be replicated in other schools and help parents reinforce the skills all kindergarten students need to reach grade level standards in reading. This study identified ways to collaborate with Latino families to support their children in reaching grade level standards in reading. The outcomes of this study may potentially help transform schools into institutions that genuinely serve all students regardless of ethnicity or language origin.

The dissertation of Carlos Ulloa, Jr. is approved.

Kris Gutiérrez

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University of California, Los Angeles

2013

DEDICATION

To my parents

Carlos Ulloa Sr. and Susana Valderrama de Ulloa

To my son, family, elders, teachers and mentors

John Ethan Ulloa

Rudolph Contreras Jr., Charles Jesse Contreras and Susan Tilley Hardman
Robert Carlos Orozco, Monica Orozco, Christopher Donald Orozco and Eric Duane Orozco

Roberto Ulloa, Alejandra Ulloa, Emiliano Ulloa, Kristian Ulloa and Michel Ulloa
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José de Jesus Valderrama and María de la Luz Velador de Valderrama

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Juan Antonio Acosta Reyes and Elvira Velador de Acosta

Clemente Gutierrez and Josefina Velador de Gutierrez

Guadalupe Barragan de Contreras

Rudolph Contreras Barragan

Margaret Marie Lopez de Donegan and Charles Edward Donegan

Marina Valderrama Velador

Juan Manuel Valderrama Velador and Shirley Marx de Valderrama

Fernando Alfredo Esponda Serratos and Tomasa Irene Valderrama de Esponda

Berta Eufemia Valderrama de Sanchez

Temo Cruz and Josefina Navarro de Cruz

José Guillermo Antonio Ulloa and Sonia Alicia Martí de Ulloa

Carmen Dominguez Velador

Nancy Lancaster

Joyce Kay

Tanya Slivkoff Ross

Robert Hughes and Barbara Hughes

John Samuel Smith and Rebecca Nielsen Smith

Virginia Wade

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Thank you to my son Johnny for enabling me to drive in the car pool lane on our commute from Carlsbad to UCLA. You did not sign up for this journey. There are so many things in your life you did not sign up for but you persevere.

You allowed me to make this sacrifice. I do hope my example will allow you to go back

to school and work towards your own higher education. There are no guarantees in life but I do know this experience will open the door to many new friendships and greater options for your own future.

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CHAPTER 1

Problem Statement

Introduction

The 2010 U.S. census data indicates that the general Latino population in the 50 states now constitutes the nation's largest minority group in the United States (16%). The Hispanic population increased by 15.2 million between 2000 and 2010, accounting for over half of the 27.3 million increase in the total population of the United States (Humes, Jones and Ramirez, 2011). Future estimates, according to Pew Hispanic Center, are that by mid-century, one out of every three people in the United States will claim Latino heritage (Passel & Cohn, 2008; Passel, Cohn, & Lopez, 2011). With the increase of the Latino student population, the long-term school performance of Latino youth lags consistently behind that of other ethnic groups (August & Hakuta, 1997; Galindo & Escamilla, 1996), specifically in the area of reading. The National Assessment of Educational Progress (NAEP) statistics further validates this lag. It is clearly evident that Latinos are not learning how to read to grade level standards when nearly sixty percent of fourth grade Latino students in our nation are reading below grade level (NAEP, 2011).

At the local and district level, schools collect student reading achievement data for kindergarten through second grade. In most California public schools, standardized assessment in reading does not begin until the second grade. In third grade, students begin to encounter texts that require a student to be able to read with fluency, for information or to interpret a text for literary meaning expository texts (Chall, 1990). This sophisticated thought process is a result of years of knowledge acquired through a child's

school and home experiences. Learning how to read and reading comprehension are clearly dependent on a child's experiences with language and with forms of mediation provided (Cummins, 2000).

In the traditional Latino culture, parents entrust the schools with the sole responsibility of teaching their children. A common Spanish phrase Latino parents use when leaving their children at school is "*Se lo encargo*", translated into English as "I leave you in charge to teach my child". The word educate in Spanish is used exclusively to define both the good *and* bad habits of behavior learned in the home. According to Delgado-Gaitán, 1990, many Latino parents do not necessarily see how the habits learned in the home and school overlap to influence each other and support student learning. In contrast, middle-class America assumes that "good parents" intuitively reinforce at home the lessons taught at school. Even with this pervasive assumption, most teacher credential programs or school districts do not train teachers how to work with parents to support student learning. As a system, teachers are not trained to effectively engage parents to help all children do their best in school (Epstein, 2002), which may lead to a conservative model of parent involvement. This problem is compounded for language minority student schools as a result of incongruent expectations that exist between parent and teachers (Varela, Sanchez-Sosa, Riveros, Vernberg, Mitchell & Mashunkashey, 2004).

The current parent involvement structure in California calls for a home-school partnership to support the academic achievement of all students. At best, most schools are only scratching the surface when it comes to involving parents who only speak Spanish. Furthermore, schools create Family School Compacts that are an example of

the typical one-way communication, and procedural “sign it here” documents educators place in front of parents at Back to School Night or during Parent-Teacher Conferences. These compacts address agreements among parents, teachers, students and site administration without any accountability structure. Immigrant parents of Spanish speaking students have limited access to gain the knowledge and skills to support their children’s formal academic achievement. Even knowing this, schools traditionally do little to help parents influence the formal academic environment outside of school beyond encouraging completion of homework and designating a “good” place for children to study.

Parenting classes taught in Spanish such as the Parent Institute for Quality Education (PIQUE) have succeeded in educating immigrant parents in school governance and the American Education System. The Parent Institute recognizes parents as an asset in educating their children and provides parents the confidence and skills to support student achievement in the home and in the school community. Parent involvement focused on literacy such as Family Reading Night engages parents of K-6 students; yet these workshops are designed as one-night events with little or no follow-up and do not necessarily target the families of struggling readers needing to master specific grade level skills.

In 2003, a random sample of 1,732 fourth grade students from San Diego Unified School District participated in the national Trial Urban District Assessment (TUDA) conducted in five large urban districts through NAEP. The results of Latino reading achievement in the San Diego Unified School District mirrored the national reading achievement of fourth grade children living in poverty (NAEP, 2011). In the San Diego

Unified School District, Latinos represent forty-three percent of the fourth grade student population. Sixty-three percent of these fourth grade Latino students assessed in the TUDA scored below the basic level in reading (NAEP, 2003). In contrast, whites represent twenty-two percent of the fourth grade student population in San Diego Unified and only twenty-one percent of these students assessed were reading below the basic level. The results of the TUDA make it clear that the poor reading achievement of Latino children is a local as well as a national crisis.

Poor achievement in reading has been linked to other problems, especially for the youngest Latino students. For example, children in kindergarten through second grade are most likely to be retained if they are reading below grade level. The most consistent finding is that children who are retained are more likely to drop out of school than those who have not been retained (NASP, 1998). Both foreign and native born Latino students are dropping out at rates higher than any other group, nearly double the eight percent rate of white teenagers (NEA, 2003). This culminating project will address the retention problem by developing a standards-based home-school literacy model that is not a prepackaged curriculum, but rather a systematic process for teaching Latino parents explicit grade level reading skills to reinforce reading in the home. The outcomes of this project will serve as a guide for home-school intervention and partnerships to decrease the retention rate of kindergarten students failing to meet grade level reading standards.

Increasing the reading acquisition level of Latino children requires teachers to work together with their students' parents regardless of the parent's home language or parent's own literacy levels. This partnership needs to specifically reach out and engage parents of children struggling to learn how to read. As teachers are teaching their students how to

read, schools can teach parents the skills to support their children in the process of learning how to read (National Hispanic Family Literacy Institute, 2003).

Emergent literacy research in the last decade consistently shows that parent-child reading interactions, supported by the presence of a wide range of literacy materials in the home, motivate children to read and enhance their literacy in later schooling (Baker, Afflerbach, & Reinking, 1996; Bus van Ijzendoorn & Pellegrini, 1995; Purcell-Gates, 1996). Unfortunately, most Latino children have limited access to a wide range of reading and writing materials at home and few opportunities to engage adults in literacy events. This is especially true for Latino children whose first language is other than English and who live in urban, high-poverty areas (August & Hakuta, 1997; Goldenberg, Reese, & Gallimore, 1992; Snow, Burns, & Griffin, 1998).

Despite the literature and research, most K-12 schools in California are only scratching the surface when it comes to well-planned, comprehensive or long lasting parent involvement that influences Latino student reading achievement (Ulanoff, Vega-Castaneda, & Quioco, 2003). Efforts to support Latino parents needing to improve their own understanding of students' literacy skills and the skills needed to support their children's reading achievement are not consistent nor are they congruent with the parents' socio-cultural frame of reference (Ulanoff, Vega-Castaneda, & Quioco, 2003).

An attempt to address the literacy needs of the Latino community is the *The Latino Family Literacy Project*, a family reading program. This project is a school and community based program promoting literacy activities in the home. This project is not necessarily used as a vehicle for teaching Latino parents the grade level standards, rather, it is designed to help them understand what their children need to master.

Perhaps the most reported research of school-aged Spanish reading children and ongoing parent involvement in reading and writing is Alma Flor Ada's work in the Pajaro Valley School District during the 1990s. Ada's work was based on Paulo Freire's life-long commitment to helping marginalized parents in Brazil internalize that reading and writing were relevant to their own future and their children's success in school. Much of Ada's research is built on creating a culture of literacy in the homes of Spanish speaking Latino children educated in the United States. Today the reality is that not only do schools need to help parents build a culture of literacy in the home, they need to educate parents about the standards children are required to master in each grade level.

The Project

The culminating project will focus on creating a family reading institute for the parents of urban Latino kindergarten students learning how to read. The project is unique because it is an early intervention program aimed at developing students' reading skills, parents' mastery of the skills necessary to help their children learn to read, and the promotion of a parent/school partnership that will last throughout the student's school years. Such a partnership will empower parents to support their children throughout the school experience and become actively involved with the school community. The project will integrate Ada's work to influence parent's skills and knowledge in supporting the development of students not meeting grade level standards in reading. The study will be conducted at a primary school in the Chula Vista Elementary School District with a Latino parent population of 85%. This school was selected because an average of 10% of Latino kindergarten students per year have been retained over the last five years.

The study will target Latino parents. The principal and classroom teachers will personally invite children who have been identified as part of the Student Study Team (SST) as potential retention candidates in kindergarten due to their lack of progress in meeting grade level standards in reading. Parents will be asked to participate in an intensive 7-week family reading institute, which will support parents in the process of reinforcing skills students need in learning how to read. This intensive family reading institute will engage the family and child in activities that are standards-based. The activities in the institute will integrate language, culture, literacy and technology, coupled with parent workshops designed to support an understanding of the skills and behaviors needed to reinforce reading achievement in the home (Appendix E).

The ultimate goal is to design and implement a sustained model K through 6th grade family reading institute that can be successfully replicated with other Latino populations. This institute will embody the beginning steps of a model intervention for other schools to adopt nationwide. A systematic home and school intervention can address low achievement of Latino students in reading. This model family reading institute will also help Latino parents of elementary school-aged children connect in supportive ways to their children's school experience and their own parenting skills. Additionally, the research for this project will help develop a clear understanding of the needs specific to Latino families with struggling readers.

The institute will target approximately thirty Latino kindergarten students at the research site identified by four kindergarten teachers as reading below grade level at the end of the mid-year grading period and formative assessments. The researcher will collaborate with kindergarten teachers, Site Reading Coach, Site Principal and the

District's Bilingual Teacher on Special Assignment to identify student deficiencies in meeting grade level standards in reading based on the mid-year formative assessments and teacher recommendation. The researcher will help teachers analyze student reading achievement data to develop a sequential curriculum. This curriculum will give parents the skills and knowledge to build upon their children's strengths and to support their children's reading progress in the home (Appendix E). This is in stark contrast to the long-standing tradition of Latino parents who bring their children to school but rarely become true partners in educating their children. It is also in contrast to current parent involvement opportunities, which may exclude parents who are not proficient in English or who feel estranged from a different type of educational system than they have been used to in their native country.

By design, the project will be based on Ada's work with parents in Pajaro Valley and Sudia Paloma McCaleb's work with parents in San Francisco to acknowledge the Latino family's social reality. Teachers who understand the positive impact families can have on student learning and who work together with families to address literacy achievement, can stimulate family strengths to support children's success (Valdés, 1998). In a home-school partnership, families and teachers begin to relate to each other with more trust, respect and openness (Ada, 2002).

The institute will include research about skills needed to learn to read (translated for Spanish speaking parents by the U.S. Department of Education (2001), the National Reading Panel (2000), and the Center for the Improvement of Early Reading (2001). Each parent workshop in this seven-week institute will be conducted in English and Spanish. Each workshop will have a specific focus to include strategies to support

language development, phonemic awareness, phonics, reading comprehension, vocabulary development and reading fluency in the home (Appendix E). Teachers will use the district adopted Spanish Houghton Mifflin Reading materials and the Take Home “I Love Reading/*Me Encanta Leer*” books to model and demonstrate strategies to help support their children in the process of learning how to read. The workshops will attempt to systematically engage parents in learning not only these strategies, but also in helping them to see how the strategies learned in the home and school are both necessary to support student learning.

The study will address the following questions:

- 1) After a seven-week family reading institute, to what extent was the institute successful in promoting a home and school partnership with parents who attended all seven sessions as measured by parent interviews?
- 2) After a seven-week Kindergarten Family Reading Institute, to what extent did classroom language and literacy behaviors change for Latino kindergarten students as reported by their classroom teachers in interviews and as measured by district multiple measure assessments and end of the year site administration of the Developmental Reading Assessment (DRA)?
- 3) After a seven-week family reading institute, to what extent did Latino parents who attended all seven sessions implement language and literacy activities in the home as measured by parent interviews?

The research findings will identify factors that can be replicated in other schools to help parents reinforce the skills all kindergarten students need to be at grade level in reading. This study will benefit the site involved by identifying ways to collaborate with

Latino families to support their children in reaching grade level standards in reading and not rely on a prepackaged parent curriculum to address student-learning needs. The outcomes of this study will help identify ways to transform schools into institutions that genuinely serve all students regardless of ethnicity or language origin.

CHAPTER 2

Literature Review

Introduction

The review of the literature provides an understanding of how the achievement gap widens for Latino students who fail to reach grade level benchmarks in reading. The current legal mandates developed by *No Child Left Behind Act of 2001* require that all students be proficient readers by 2014. When reviewing the achievement data, high school graduation rates and literature, one sees that schools in the United States have failed to address the learning needs of Latino students. The literature will address how the child's home culture and the reading curriculum can be made explicit to teach Latino parents how to support reading achievement in the home. Furthermore, the literature will also document the latest finding in how children learn how to read, literacy interventions and family literacy programs that have been used or are currently used to reach Latino students.

Problem

According to Noguera (1999), when groups of students fail for long periods of time, teachers and others start to see failure as normal. The failure then tends not to be seen as the school's problem anymore — it becomes the problem of the child, parents, and society. Such a view, Noguera argues, must change for educators to take responsibility over student outcomes, and to believe that what they do can have an impact on achievement.

In the United States, an academic achievement gap exists between Latinos and non-

minority children. According to The National Assessment of Educational Progress (NAEP, 2011), the nation's report card, 57% of Latino 4th graders have not achieved a basic level in reading. According to NAEP and California's own standards tests (CST), Latinos are over-represented among students scoring at the lowest levels and under-represented among those scoring at the highest levels (Ed Source. 2005).

The Education-Trust West probed beyond the averages put forth in the California Department of Education findings on how students did on the 2004-05 California High School Exit Examination (CAHSEE). State results show that the 88 percent of California's class of 2006 are on track to meet these new graduation requirements. Analysis Highlights on CAHSEE Passing Rates for the Class of 2006 report that on the English Language Arts Proficiency portion of CAHSEE, Latino students made a 19-point gain between 10th and 11th grade (81 percent of juniors passed compared to 62 percent as sophomores). But Latino students continue to lag behind White students by 15 points.

“CAHSEE holds adults accountable for the consequences that ill-prepared high school graduates have borne all along,” said Russlynn Ali, executive director of the Education Trust-West. “Before CAHSEE, the consequences were invisible, except on urban and rural street corners and in unemployment lines. These results represent a call to action for our district and state leaders to target resources and attention to the students most in need if we are to build the 21st century workforce California needs.”

The Achievement Gap

Research has tried to explain the achievement gap for Latino students. Much research points to the gap in vocabulary knowledge as children enter school (Hart &

Risley, 2005). This vocabulary gap confirms earlier findings that family and community differences have a significant impact on student achievement (Jencks, & Phillips, 1998).

In addition to a child's vocabulary knowledge, family background factors that are commonly used to measure risks to children's future academic and socioeconomic outcomes are: (1) having a mother who has less than a high school education (2) living in a family on welfare or receiving food stamps (3) living in a single-parent family, and (4) having parents whose primary language is a language other than English. The early reading and mathematics skills of children with at least one of these risk factors tend to lag behind those children with no risk factors. These risk factors are considerably more common among kindergartners from racial/ethnic minorities, including Latinos than among kindergartners from White families (Zill & West, 2001).

About 7 out of 10 (71 percent) entering kindergartners from Latino families have one or more risk factors, compared to 3 out of 10 (29 percent) of those from White families (Zill & West, 2001). Working on improving the educational, social and economical opportunities of parents is the cornerstone of federal programs such as Head Start, Early Start and Even Start.

It is clear the incoming data for Latino students entering school influences the final outcome of those students who stay in school and those who enter college. For example, in 2001, a total of 50,254 freshmen students were admitted to the University of California and only 3.4% Latino and 10.9% Chicano students were admitted (The Regents of California, 2001) yet Hispanics represented 44% of the total K-12 enrollment during the same year. Asians accounted for 8% of the total K-12 population and 46% of the total UC population in 2001. Whites represented 45% of the total UC enrollment and 35% of

the total K-12 population. In 2001-02, the California Department of Education reported dropouts by ethnic group in its annual California Basic Educational Data System (CBEDS). Hispanics represented over 54% of the total number of students who failed to complete high school. Whites represented 22% of the total dropouts and Asians accounted for only 3% of the total dropouts.

In contrast, Hispanics are widely overrepresented in the California Correctional system. In 2005, 37% were Hispanic, 29% were white, and 29% were black. In the first quarter of 2005 there were a total of 163, 939 prisoners incarcerated in 32 state prisons ranging from minimum to maximum custody; 40 camps; 12 community correctional facilities; and 5 prison mother facilities. The fact remains that prison is more costly than a K-12 education of approximately \$10, 500 spent per pupil, a UC education of \$6, 769 including undergraduate tuition and fees or a CSU education of \$3,102 (California Department of Education, 2004). In contrast, the average yearly cost per inmate is \$30, 929.

Addressing the Achievement Gap

Educators are constantly looking for quick fixes to address the achievement gap of failing students. A common norm that was resurrected in large scale during the 1990s as a result of California Legislation was the practice of retaining children not meeting grade level expectations in reading. The research conducted on the effects of retention concluded, “Research data indicates that simply repeating a grade does not generally improve achievement (Holmes, 1989; House, 1989); moreover, it increases the dropout rate.” (Gampert & Opperman, 1988; Grissom & Sheppard, 1989).

Anderson (1994) analyzed national data from the National Longitudinal Study of

Youth and found that students who repeated a grade were 70 percent more likely to dropout of high school than students who were not retained, even after controlling for the effects of background characteristics. Grissom and Sheppard (1989) found similar conclusions when they examined the long-term effects of retention on dropping out of school. They concluded that when student background, sex and achievement are controlled, retained students are up to 30 percent more likely to drop out of school by ninth grade than those promoted.

The California Department of Education mandate on Promotion and Retention, as outlined in AB 1626, states clearly the research effects on retention, “The implications of these research findings are that early instructional interventions should be used to avoid retention. Good “first teaching” and appropriate supplemental instruction should be the focus of district and school implementation of pupil promotion and retention policies” (California Department of Education, 1998).

In the best of circumstances, a demanding curriculum with strong and qualified teachers still requires students to have a strong social support system that values and promotes academic achievement. Despite policies for equal “opportunities to learn,” minority students often do not have a chance to study as rigorous a curriculum as more privileged students (Oakes, 2005). And according to a report on *Closing the Gap: High Achievement for Students of Color* (2004) by the American Educational Research Association, “Negative stereotypes concerning academic ability can interfere with minority students’ academic persistence.” AERA concludes, “It is not enough just to teach a rigorous curriculum, however, attention also must be given to the social environment. Effective programs surround students with evidence that people they most

care about think academic success and effort are important. For elementary students, this means committed parent involvement.”

Marcelo and Carola Suárez-Orozco’s research in *Children of Immigration* (2001) further exemplifies how parents must become savvy in learning the U.S. educational system and the barriers that they may encounter in order to help their child succeed in school. In order to gain access to better educational opportunities for their children, parents must learn the new rules of engagement in a very complex and high stakes game. They need to know things that middle-class college-educated take for granted. Mastering the rules of the new game is an essential ingredient of parental empowerment, but in some cases not enough. The structural barriers of poor, crowded, violent schools with no meaningful curriculum or pedagogy are for many, especially low status immigrants, simply too much to overcome. Massive investment in troubled schools is needed to update materials, properly train and supervise certified teachers, shrink classroom size, and make teachers and administrators more accountable to the students and families they serve. Providing culturally sensitive information to immigrant families about how to ensure that their children will receive a solid education clearly should be a policy goal (p.152).

Parents play an important role in helping make sure their children get the education they need and deserve. Historically, Latino parents have been excluded from the educational process, because the school system does not know how to reach out to them (Varela, Sanchez-Sosa, Riveros, Vernberg, Mitchell & Mashunkashey, 2004). Schools are in the position to bridge the gap between Latino parents and the school (Noguera, 1999). Enlisting the support of teachers and parents is a starting point to increase the

opportunities afforded by a public education for all students regardless of ethnicity or socioeconomic status.

Impact of Legal Provisions

The provisions of the Civil Rights Act were challenged in the case of *Lau v. Nichols* before the United States Supreme Court in 1974. This was a class-action suit filed by Chinese parents in San Francisco who claimed that because their children did not speak English, the school district's failure to provide them a specially designed program to teach them English was a violation of their civil rights. The Court's unanimous decision in favor of the plaintiff stated that children who do not speak English are nonetheless entitled to "equal access" to the school curriculum. The Court declared that the plaintiffs in the *Lau v. Nichols* case had been foreclosed from receiving "a meaningful and effective education." One means of addressing these rights was through implementation of bilingual education programs that provide students the opportunity to learn academic content in their native languages while gaining competence in English.

In 1998, Proposition 227 ignored *Lau v. Nichols* and attempted to do away with primary language instruction in most of California's public schools. By law, parents are able to request an alternative learning program such as primary language instruction. Only 67% of schools in California provided waiver information to their parents in the first year of implementing Proposition 227 (Gandara, 2000). Many school districts in California continue to be discreet and do not provide parents of English Language Learners information regarding alternative program options.

The demands of the *No Child Left Behind (NCLB) Act of 2001*, exacerbate this concern. In the 2004-05 school year, over 25% of all students in schools receiving

federal funds must meet grade level standards in reading and math. The California Department of Education predicts that over fifty percent of Title I schools in California will fail to meet their Annual Year Progress (AYP) in 2004-05. Schools throughout the country are frantic to find the quick and easy answers to increase student achievement for students failing to meet grade level standards especially children in alternative learning programs. Each year the bar is raised and in the year 2014, 100% of all students are expected to be proficient in both reading and math including language minority students and students with learning disabilities.

The No Child Left Behind Act (2001) updates the federal Title I program and has important provisions for engaging families that schools and school districts must observe to improve student achievement. NCLB is the law of the land and all schools receiving Title I funds must follow these requirements:

Develop a written parent involvement policy with parents and approved by parents. This policy must include how it will build the school's capacity to engage families, address barriers to their involvement, and coordinate parent involvement in other programs.

Notify parents and the community about this policy "in understandable and uniform format."

Use at least 1 percent of the school's Title I funds to develop a parent involvement program. This money can be used for a wide range of activities—to hire parent liaisons, hold workshops and meetings, provide transportation and childcare, and make home visits. The law defines parent involvement as activities that "improve student academic achievement and school performance."

Describe and explain the school's curriculum, standards, and assessment,

Develop a parent-school compact, or agreement, about how families and the school will collaborate to ensure children's progress.

Give parents detailed information on student progress at school.

If a school is identified as low performing, it must:

Notify parents that the school has been designated as needing improvement and explain how parents can become involved in addressing the academic issues that resulted in the low performance.

Schools are held to accountable to rigid provisions outlined above in NCLB.

Although NCLB provides detailed guidelines, schools do not necessarily align their standards-based teaching with parent involvement goals and activities to best target specific educational outcomes. Parents of children not meeting grade level standards would benefit from increased knowledge and skills taught in school to support and reinforce academics in the home. Parents may be generally informed of their child's failure to meet grade level benchmarks, but schools do not systematically engage parents to address specific academic needs that impede students from achieving grade level standards.

According to Reeves (2000), an accountability system must be specific. The people responsible for the education of our children must have a clear idea of what they must do to help all students achieve. Ambiguity leaves the staff demoralized and school leadership guessing what they should do, and frequently working exceedingly hard at precisely the wrong things. The newest and experienced teacher should be able to understand not merely a general desire for good student achievement, but specific strategies that the individual teacher can pursue to achieve that goal. Parents whose first child is entering kindergarten... can understand what they can do to improve student learning and thus how they share in the accountability system of the school. I think we need an equity-oriented framework

Learning to Read

Teaching children to read is the most important thing our schools do (Shaywitz, 2000). For too long, schools have been embroiled in bitter debates about how to teach this most basic skill (Samuels, 2000). Historically, the pendulum has swung back and forth between holistic, meaning-centered approaches and phonics approaches without much hope of resolving disagreements. Meanwhile, substantial scientific evidence has accumulated purporting to shed light on reading acquisition processes and effective instructional approaches (Adams, 1990, Snow, Burns, & Griffin, 1998).

In 1959, researcher Jeanne S. Chall began work on a project that was intended to provide the necessary focus for evaluating existing instructional methods and synthesizing previous research. The project, funded by the Carnegie Foundation, resulted in *Learning to Read: The Great Debate*, which was published in 1967 and reissued in 1983. Chall directed her attention on the causes and effects of alternative instructional programs (Adams, 1990).

Starting with the causes, Chall asked what, explicitly were the assumptions and objectives that underlay alternative programs and what were the differences among them? To gain first-hand answers to these questions, she turned directly to the people responsible for creating and promoting both the reigning reading programs as well as their hottest contenders (Adams, 1990).

Chall looked next to the teachers' manuals and classroom materials themselves, analyzing twenty-two programs including two major basal series and at least one representative of each of the most widely discussed alternative approaches of the day. Chall then visited more than 300 kindergarten, first-, second-, and third grade classrooms

in the United States, England and Scotland. Finally, Chall reviewed the existing research on beginning reading. Chall's data suggested that a complement to connected meaningful reading, systematic phonics instruction was a valuable component of beginning reading instruction (Adams, 1990).

In recent years, scientists have evaluated good reading instruction and curricula to determine how to teach reading skills most effectively to young children. Research from the *National Reading Panel: Teaching Children to Read (2000)*, implies that 95 percent of all children will learn to read if they are taught using—1) Systematic and explicit instruction in phonics, decoding, comprehension and literature appreciation 2) Daily exposure to a variety of texts, both fiction and nonfiction, as well as incentives to read independently and with others 3) Vocabulary instruction that emphasizes the relationships among words and among word structure, origin and meaning 4) Instruction in comprehension that includes predicting outcomes, summarizing, clarifying, questioning and visualizing 5) Frequent opportunities to write.

The research literature also suggests that literacy programs that focus too much on the teaching of phonics and not enough on the reading of meaningful texts are unlikely to be very effective (National Reading Panel, 2000). Eight kinds of instructional strategies appear to be effective for increasing students' reading comprehension:

Comprehension monitoring (readers learn to be aware of their understanding during reading)

Cooperative learning (readers work together to learn reading strategies)

Use of graphic and semantic organizers (readers graphically represent the ideas in the text)

Story structure (readers consider various aspects of the plot)

Question answering (readers answer questions posed by the teacher and are given feedback on correctness)

Question generation (readers ask themselves questions about the text)

Summarization (readers attempt to identify the most important ideas from the text)

Multiple-strategy teaching (readers use several of these procedures in interaction with the teacher)

When teachers use a combination of these strategies, students show general gains on standardized reading comprehension tests (National Reading Panel, 2000).

Many studies have shown that reading ability is related not only to phonemic awareness and phonics skills, but also to vocabulary size (National Reading Panel, 2000; Grabe & Stoller, 2002). These studies suggest that as English Language Learners (ELLs) learn words in English through direct instruction and extensive reading, they build up their knowledge of morphemes (the smallest meaningful units of a word), rimes (the part of a syllable that consists of its vowel and any consonant sounds that follow it), and syllables. Grabe and Stoller (2002) contend that teachers need to focus on increasing ELLs' vocabulary, and that they should not encourage students to skip words that they do not know in order to get the gist of what they have read.

There is an assumption that text is meaning based versus skill based. E.D. Hirsch's underlying assumption is that domain knowledge is what a child brings to the text to be able to comprehend the text. This background knowledge is essential and students are lacking this experience to connect to the text.

According to Hirsch, and most researchers developing literacy programs, fluent

decoding is a prerequisite to comprehension but when text becomes more complex decoding skills decline (2003). Reading comprehension won't improve unless teachers pay attention to building students' word domain knowledge (Hirsch, 2003). Vocabulary development must allow students multiple exposures to the word in new contexts (Moats, 2004). Such exposure is not supplied by a fragmented selection of readings. A formal reading curriculum can be implemented with success when all students are able to activate relevant word and domain knowledge.

E.D. Hirsch identifies three principles that have useful implications for improving students' reading comprehension. These three principles include:

Fluency allows the mind to concentrate on comprehension;

Breadth of vocabulary increases comprehension and facilitates further learning; and

Domain knowledge, the most recently understood principle, increases fluency, broadens vocabulary, and enables deeper comprehension.

Fluency means "flowing" and in this context it also means "fast". According to Campbell (NAEP 1999), a person who reads fast has "automated" many underlying processes involved in reading, and can, therefore, devote conscious attention to textual meaning rather than to the processes themselves. While word knowledge speeds up word recognition and thus the process of reading, domain knowledge speeds up comprehension of textual meaning by offering a foundation for making inferences.

Although some students can read with *automaticity* they may not understand the word meaning. According to Moats (2004), schools must engage all students in enabling kinds of vocabulary building. Schools must structure a learning environment that accelerates incidental acquisition of vocabulary and provides explicit vocabulary

instruction. Isabel Beck (1998) estimates that students can be taught explicitly some 400 words per year in school. According to Beck, a high performing student knows words with different degrees of complexity and precision, and has learned them not by learning 15 words a day, but by accruing word knowledge for each of the thousands of words that he or she encounters every day.

Parent Involvement in Literacy

There are many tools for elementary teachers and literature in English and Spanish for parents to support the desired outcomes on helping children become skilled readers. What is missing is a systematic process for implementing these tools. “Considerable research supports the conclusion that parents of English Language Learners are interested in their children’s education and willing to work with the school to support their children’s literacy learning” (Goldenberg, 1987; Delgado-Gaitán, 1990).

Reading development is strongly influenced by parental and community attitudes toward reading and uses of literacy (Grabe & Stoller, 2002). While English Language Learners (ELLs) perceptions and uses of literacy at home may differ from those of native English speakers (Street, 2001; Szwed, 2001), this does not mean that literacy activities do not take place in their homes. Research shows that rich literacy experiences take place in the homes of many ELLs, often in more than one language. For example, Delgado-Gaitán and Trueba (1991) found that literacy activities in Hispanic households included children telling stories and singing chants and older siblings reading to younger ones.

Researchers contend that children fare better in school when their instruction is congruent with their experiences at home (Au & Kawakami, 1994; Gee, 2001; Moll &

González, 1994). Teachers need to be aware that although ELLs' knowledge base may differ from that of native English speakers, they bring rich funds of knowledge to the classroom (Moll & González, 1994).

The National Reading Panel's findings are currently used to drive a standards-based curriculum reform in reading and writing. "The reviews fail to address the key issues that have made both a battleground for advocates and for "quick fixes." And unfortunately, the reviews are of even less use to parents because they do not touch on early learning and home support for literacy, matters which many experts believe are the critical determinants of school success or failure" (Yatvin, 2000). The literature made available to parents by the United States Department of Education supports all children becoming literate. What is missing is a system to deliver support to parents beyond a glossy brochure.

In the forward to parents published by the United States Department of Education (2000) in *Helping Your Child Become a Reader*:

Years of research show clearly that children are more likely to succeed in learning when their family actively supports them. When you and other family members read with your children, help them with homework, talk with their teachers, and participate in school or other learning activities, you give your children a tremendous advantage.

Other than helping your child to grow up healthy and happy, the most important thing that you can do for them is to help them develop their reading skills. It is no exaggeration to say that how well children learn to read affects directly not only how successful they are in school but also how well they do throughout their lives. When children learn to read, they have the key that opens the door to all knowledge of the world. Without this key, many children are left behind.

At the heart of the *No Child Left Behind Act of 2001* is a promise to raise standards for children and to help all children meet those standards. To help meet this goal, the President and Congress are committed to supporting and promoting the very best teaching programs, especially those that teach young people how to read. Well-trained reading teachers and reading instruction that is based on

research can bring the best teaching approaches and programs to all children and help to ensure that “no child is left behind”. However, the foundation for learning to read is in place long before children enter school and begin formal reading instruction. You and your family help to create this foundation by talking, listening, and reading to your child everyday and by showing them that you value, use, and enjoy reading in your lives.

In addressing English Language Learners (p.9), *Helping Your Child Become a Reader*, highly suggests the parent become involved in supporting reading in the home.

“When you do meet with your child’s teacher, tell the teacher the things you are doing at home to strengthen your child’s speaking and reading in her own language. Let the teacher know how important your child’s reading is to you and ask for support for your efforts.”

Although there are many activities suggested in *Helping Your Child Become a Reader*, there still lacks a clear and systematic approach for schools to show parents how to use these activities in the process of helping all children learn how to read in a standards-based learning environment. Clearly a teacher could facilitate such a forum for discussion and provide an ongoing opportunity to implement many of the suggested activities in *Helping Your Child Become a Reader*.

In *A Magical Encounter*, Ada points out, “Teachers and parents alike stand to gain a great deal from dialogue in which parents are encouraged to reflect critically on their relationship with their children and how they might help the school raise the level of its programs to benefit of those children” (Ada, 2003, p. 135).

“Finding ways to involve working-class parents and, in particular, language minority parents in school programs has been a long-standing concern for a number of reasons. Some are socioeconomic: Many parents work long hours, including graveyard shifts, depend on public transportation, and have younger children to care for. Others are sociopsychological: Many parents either did not have the opportunity to go to school very long or did not do well academically and therefore associate the school with some degree of shame or failure, and many are intimidated by an unfamiliar language and new attitudes that don’t make

feel welcome” (Ada, 2003, p. 135).

Ada further points out the internal struggle Latino children often encounter that may attributes to early school failure.

“From the moment of beginning school and sometimes even before, Latino children are faced with societal prejudice against their home language. Everyone agrees on the value of learning English and learning it well. Conflicts arise when instead of a societal attitude of appreciation of bilingualism and a fostering of the benefit of acquiring two languages in a situation of additive enrichment, children are faced with societal mistrust and lack of appreciation of their home language. They see themselves ridiculed, discriminated against, ignored, or teased for speaking a language other than English” (Ada, 2003, p.50).

Alma Flor Ada’s early work with Spanish-speaking parents in the California Central Valley’s Pajaro Valley Project (1988) was ground breaking in promoting student engagement in reading and writing by using culturally authentic children’s literature in the home and school. Ada’s research reveals that Spanish-speaking parents want to get involved but do not always know where to start and need guidance. Sudia Paloma McCaleb’s experience in *Building Communities of Learners: A Collaboration among Students, Families, and Community* (1994) builds upon Ada’s research and validates that parents of minority children want to provide a home environment supportive of literacy development.

In regards to literacy development, Claude Goldenberg, Leslie Reese, and Ronald Gallimore’s research findings as described in *Effects of Literacy materials from School on Latino Children’s Home Experiences and Early Reading Achievement* (1992) indicates that the school has a large impact on children’s home literacy experiences. This home-school impact supports children’s academic achievement, which results in overall student success in becoming a reader.

Studies show that a wide range of experiences and factors characterize the homes of successful readers. McCaleb further notes (p.9), “There is no evidence that any single form of home literacy practice determines successful literacy development. The most important aspect seems to be that children engage on a regular basis in integrated activities in socially significant ways”. Auerbach points to Taylor and Dorsey-Gaines’s (1988) study in which they observe that literacy events may even be occurring “at the margin of awareness” rather than being consciously structured as specific and isolated activities.

As Henderson and Berla (1994) point out in *A New Generation of Evidence: The Family Is Critical to Student Achievement*, "When schools work together with families to support learning, children tend to succeed not just in school but throughout life. The form of parent involvement is not as critical to the success of children as the fact that it be well-planned, comprehensive and long lasting."

Yet the current reality of *NCLB* (2001) and a standards-driven curriculum fails to address how the school and home can strike a balance in the mastery of discrete skills at each grade level. Although the current research on home literacy practices supports a global approach to literacy development, knowing the reading standards can further provide a common language and specificity to strengthen a partnership between the school and parents of what is expected at each grade level.

With a thorough review of the research on parent involvement and the impact on the reading achievement of Latino children, this researcher could not find any current studies that examine the impact of standards-based family involvement in literacy on Latino student achievement in kindergarten.

Therefore in Chapter 3, the researcher will provide the methodology for a study to determine the influence of standards-based family involvement in literacy on Latino reading behaviors in kindergarten.

CHAPTER 3

Methodology

Introduction

The long-term school performance of Latino youth lags consistently behind that of other ethnic groups (August & Hakuta, 1997; Galindo & Escamilla, 1996). Specifically in the area of reading, the National Assessment of Educational Progress (NAEP) statistics validates this lag. It is clearly evident that Latinos are not learning how to read to grade level standards when nearly sixty percent of fourth grade Latino students in our nation are reading below grade level (NAEP, 2011).

In the traditional Latino culture, parents entrust the schools with the sole responsibility of teaching their children. A common Spanish phrase Latino parents use when leaving their child at school is “*Se lo encargo*”, translated into English as “I leave you in charge to teach my child”. The word educate in Spanish is used exclusively to define both the good and bad habits of behavior learned in the home. Many Latino parents do not necessarily see how the habits learned in the home and school overlap to influence each other and support student learning (Delgado-Gaitán, 1990).

Parent involvement focused on literacy such as family reading night engages parents of K-6 students; yet these workshops are designed as one-night events with little or no follow-up and do not necessarily target the families of struggling readers.

This study will detail the implementation of the seven-week Kindergarten Family Reading Institute designed by kindergarten site teachers, site administrator, and researcher as an intervention to support parents of students identified as struggling readers and retention candidates. A prepackaged or “canned” parent curriculum will not

be used. Existing material written in English and Spanish and disseminated by the United States Department of Education for parents on supporting reading will be included as tools to reinforce how the home environment can support the formal school environment. Teachers will also show parents how to use the Houghton Mifflin Reading and *Lectura* take-home books and Alphafriends and *Alfamigos* chants to support reading in the home. The design of the Institute will also identify and build upon cultural assets such as oral proverbs, songs, sayings (*dichos*), and family traditions as strengths of the home to support the reading achievement of Latino students not meeting grade level standards in reading. The research will focus on initiating a home-school partnership with the intent of increasing the reading achievement of kindergarten students. Using cultural capital and action research, this study will look at the dynamics and outcomes of the home-school partnership.

This study will ask the following questions:

- 1) After a seven-week family reading institute, to what extent was the institute successful in promoting a home and school partnership with parents who attended all seven sessions as measured by parent interviews?
- 2) After a seven-week Kindergarten Family Reading Institute, to what extent did classroom language and literacy behaviors change for Latino kindergarten students as reported by their classroom teachers in interviews and as measured by district multiple measure assessments and end of the year site administration of the Developmental Reading Assessment (DRA)?
- 3) After a seven-week family reading institute, to what extent did Latino parents who attended all seven sessions implement language and literacy activities in the

home as measured by parent interviews?

Design of the Research

A qualitative design can document how the reflexive partnership between the parent and teacher influences student reading achievement. A parent survey alone limits the understanding of a very sophisticated and dialectic process that exists between the home and school. This study will investigate how an effective family reading institute and reciprocal parent and teacher relationship can be put into place to support a child struggling with learning how to read. Critical issues related to fostering a strong parent and teacher partnership requires an in-depth analysis on how a home-school partnership positively influences student achievement in reading. This investigation will document how teachers teach parents how to reinforce reading through an informal home environment and how parents begin to implement what they have learned to support their child's literacy achievement in the home.

Data Collection

Through individual parent and group interviews, this study will identify perceptions about the role of the parent and school in teaching the reading process and how one perception may influence another before and after participating in this Kindergarten Family Reading Institute. This study will also observe the process in which teachers invite parents to participate and how the teacher and parent relationship evolves over a seven-week period to support student learning.

Teachers engaged in this study will work with the principal and researcher to

develop culturally relevant, parent friendly and hands-on materials to give parents the skills to foster phonemic awareness, phonics, vocabulary development, fluency and reading comprehension in the home environment. Teachers and site administrator will work with parents to provide an understanding of grade level standards, target skills and strategies to support literacy development in the home. Teachers will facilitate lessons to engage parent and child in positive intergenerational and culturally appropriate literacy activities that support literacy in the home. Teachers, principal, parents and researcher will begin identifying changes in students' attitudes towards reading and reading behaviors such as letter identification, phonemic awareness, phonics, vocabulary development, fluency, and reading comprehension (Appendix E).

Site Selection and Access

Chula Vista Elementary School District, the largest elementary school district in the state of California does not discourage parents from requesting a bilingual program for Spanish speaking students. With a 67% Latino student population, the Chula Vista Elementary School District ensures that parents are informed of their legal rights regarding alternative programs of instruction.

This study will focus on the parents of Latino students at an elementary school in Chula Vista, California whose children are being taught to read in English and Spanish and are at risk of retention for not meeting grade level standards in reading. The site was selected because of the large population of kindergarten through sixth grade students who are Latino. This study will focus on thirty kindergarten students of mostly Mexican descent who are learning how to read in English or Spanish.

Site and Sample Access

The researcher is an elementary principal in the Chula Vista Elementary School District. The Superintendent and Assistant Superintendent of Student Support Services are both supportive of parent involvement and literacy. Both the Superintendent and Assistant Superintendent of Support Services are supportive of helping the researcher carry out the study at a school site in the district that would benefit from a targeted parent involvement program and also one that could be duplicated at other school sites with high kindergarten retention rates.

The researcher asked the principal of an elementary school in the district to host the research at his school site. This school is one of four schools in the district that offers a school wide K-6 two-way bilingual program for language minority students. (The goal of a two-way bilingual program is to develop literacy in two languages.) The school has also failed to meet AYP for the second year. The researcher will make a presentation to the kindergarten teachers at the school in order to determine the interest of teachers willing to participate in the study. The content of the presentation will share the research to support the impact of parent involvement in supporting student achievement. Teachers at this site are searching for strategies to be more effective and increase student achievement in reading, which may increase their willingness to participate in this study. The school does not have an existing family literacy program and has not offered ongoing support to families in the area of literacy other than occasional family reading nights.

Role Management

The researcher will be working directly with the principal, Assistant Superintendent of Student Support Services, Director of Early Childhood Education and Director of Curriculum to gain access as a researcher and graduate student. The teachers at the school site are pressured by the California Department of Education to raise their test scores and implement interventions that produce results under AYP. The school is motivated to learn strategies that will meet the long-term literacy needs of students. Although the researcher is a principal in the same district, he will present himself as a graduate student pursuing a doctoral degree.

The principal will assist the researcher as an observer when meeting with parents. During the seven-week institute, the researcher will tape record the debrief sessions with the principal.

Unit of Analysis

This study will show what elements are required to implement a Kindergarten Family Reading Institute that results in increased parental involvement in the reading development of their children. It will document the changes in language and literacy behaviors teachers and parents report in their kindergarten students reading below grade level. The study will identify the process to implement the Kindergarten Family Reading Institute with kindergarten students reading below grade level and at risk of retention.

Study Credibility and Trustworthiness

With twenty years experiences as an urban educator, bilingual teacher, *Descubriendo la Lectura*/Reading Recovery teacher, parent involvement specialist,

curriculum developer, elementary administrator, and Spanish children's author, the researcher will bring credibility to this study. The researcher is also a member of the San Diego's South County Chapter of Bilingual Educators and has been able to meet many of the bilingual teachers from the Chula Vista Elementary School District in an informal setting. As an advocate for bilingual teachers and students, the researcher challenged the State Board of Education when the California Department of Education denied schools with bilingual teachers from accessing \$133 million in Reading First funding. As a result of the researcher's advocacy, over \$15 million was designated to train bilingual teachers in Reading First schools. Over the last four years, the researcher trained over one thousand teachers in thirty five-week long Reading First and AB 466 Reading Institutes on how to use the Houghton Mifflin Reading and *Lectura* program. The researcher is grounded in the use of materials that elementary school teachers are expected to use to help their students meet grade level standards.

The researcher was reared in a Spanish speaking home and is a proficient reader, writer and speaker in both English and Spanish. As a teacher and principal, he has presented workshops at site, district and state levels to parents and teachers integrating technology, writing and literature at the site level and state level. The researcher's experiences in literacy and parent involvement have given him the skills to develop and implement a program that provides parents the opportunity and skills to support literacy in the home.

The data the researcher collects will determine if the study changed students' achievement in reading and changed parents' attitudes and behaviors about supporting their children in literacy in the home and also entering into a home/school partnerships to

support their children. The researcher will use multiple qualitative data collection methods including: weekly parent and teacher reflections after each workshop, post parent and teacher reflections on changes in reading behaviors of students identified as working below grade level and student scores on the District's end of year literacy assessment. The researcher will randomly select a sample of parents and teachers to interview to identify themes for focus group questions. The researcher will tape record all interviews and focus groups, transcribe and code all responses to find emerging themes. The researcher will field-test interview questions with other kindergarten teachers working with a similar parent population to increase appropriateness of language used in parent questions.

Ethical Issues

All parents of kindergarten children parents at this site will be invited to participate in the Kindergarten Family Reading Institute. In designing this study, the researcher must take into account that the parent population may be preliterate and have little or no formal education. Outreach to parents for possible participation in the Institute will have to go beyond the written invitation. A verbal teacher and principal invitation for parents of students at risk of retention will help ensure participation of as many eligible families as possible. The study will not discriminate against any families with a child attending kindergarten. The researcher must reinforce to parents and teachers that this study will benefit the children and families involved. The researcher hopes include parent who are not literate. During the workshops, preliterate parents will be provided an overview of the foundations of reading through visuals. There are no other ethical issues for children

and parents. This program is completely voluntary/ parents will be invited. Teachers will not be required to do attend or facilitate workshops in the Institute. Teachers will be compensated for their planning and for any delivery of instruction to parents.

Public Engagement

Currently 1% of Title I funding must go toward parent involvement. It is incumbent on the researcher to consider how the Institute can be sustained beyond this initial study. The researcher must also consider how to build human capacity in the teachers and administration in order to provide ongoing and systematic family literacy support services.

CHAPTER 4

Findings

Introduction

In the spring of 2008, I set out to document the process of developing a family literacy institute to support kindergarten parents with the reading skills of phonemic awareness, phonics, vocabulary, comprehension and fluency, which are the five major components as stated by *Reading First* the national reading reform initiative of *The No Child Left Behind Act of 2001*.

I enlisted the support of a site principal, reading coach and a district teacher on special assignment to deliver seven weekly 90-minute workshops in English and Spanish. The Kindergarten Family Reading Institute (KFRI) targeted kindergarten parents who had children in an extended day all English and Spanish/English bilingual kindergarten classes. The day sessions allowed parents to attend class prior to picking up their children from school followed by lunch with their children. The evening sessions provided the working parents time to attend with childcare and dinner provided for the entire family. Both the morning and evening sessions were offered in English and Spanish to provide parents access to the content regardless of their children's language of instruction.

Throughout the seven weeks I shared research and resources with the site principal, reading coach and district teacher on special assignment. Each week I facilitated a collaborative process in which the principal, reading coach and I co-planned and taught the weekly lessons. The goal was to disseminate informal techniques and strategies to support foundational reading skills to kindergarten parents and record the

impact. The focus of my investigation was to determine what changes, if any, parents and the facilitators experienced in their knowledge and application of supporting reading instruction in a familial context. I sought to answer the following questions:

- 1) After a seven-week family reading institute, to what extent was the institute successful in promoting a home and school partnership with parents who attended all seven sessions as measured by parent interviews?
- 2) After a seven-week Kindergarten Family Reading Institute, to what extent did classroom language and literacy behaviors change for Latino kindergarten students as reported by their classroom teachers in interviews and as measured by district multiple measure assessments and end of the year site administration of the Developmental Reading Assessment (DRA)?
- 3) After a seven-week family reading institute, to what extent did Latino parents who attended all seven sessions implement language and literacy activities in the home as measured by parent interviews?

The findings from this chapter are based on my analysis of the following data: seven weekly (90 minute) workshop observations, weekly parent and facilitator participant reflections, final debriefing interviews with each of the parent participants who attended all seven workshops, a focus group conducted during the final workshop session, as well as facilitators' final one-on-one interviews. Additional data include pre-and-post surveys with 20 kindergarten parents.

This chapter first describes participants, and summarizes the content of the workshop sessions (see Appendix E for a detailed description of the workshops). It then

presents findings organized by my research questions. The findings in this chapter reflect what participants gained from participating in the seven weekly workshops.

Overview of Participants

Table 1. Participant Profiles of parents attending The Kindergarten Family Reading Institute (KFRI)

<i>Name</i>	<i>Number of sessions attended</i>	<i>Language of Child's Kindergarten Instruction</i>	<i>Language of KFRI Workshops</i>
Mrs. Santos	7	English	English
Mrs. Gilbert	7	English	English
Mrs. Medina	7	English	English
Mr. Chavez	7	English	English
Mrs. Gallegos	7	Spanish	Spanish
Mrs. Estrella	7	Spanish	Spanish
Mrs. Cibrian	7	Spanish	Spanish
Mrs. Corona	7	Spanish	Spanish
Mrs. Robles	7	English	Spanish
Mrs. Muñoz	7	Spanish	Spanish
Mrs. Wong	7	Spanish	Spanish
Mrs. Rios	7	Spanish	Spanish

Table 2. Participant Profiles of Facilitators

	<i>Number of sessions facilitated</i>	<i>Language of KFRI Workshop Facilitation</i>	<i>Language of Fluency</i>
Principal Dr. Jorge Ramirez	7	English and Spanish	English and Spanish
District Teacher on Special Assignment (TOSA) Kim Callado	7	Spanish	English and Spanish
Reading Coach Cristina De La Cruz (RC)	7	English	English and Spanish

Table 3. Participant Profiles of Kindergarten Teacher Co-Facilitators

	<i>Number of sessions co-facilitated</i>	<i>Language of KFRI Workshop Facilitation</i>	<i>Language of Kindergarten Instruction</i>
Ms. Clay	2	English	English
Ms. Mendez	3	Spanish	English and Spanish
Ms. Janice	1	English	English

Ninety parents were invited by three classroom kindergarten teachers to attend the Kindergarten Family Reading Institute through personal phone calls and a flyer that went home in English and Spanish providing a general overview of the seven weekly sessions. Based on the sign in sheets, over thirty parents attended three to seven weekly sessions during the mid morning or evening session. Twelve of the thirty parents attended all seven sessions.

Content of Workshop Sessions

Objectives of Kindergarten Family Reading Institute

- To support our students in learning how to read and reading in the home environment
- To incorporate families in the learning community
- To help parents understand the research that guides the reading instruction in our schools
- To empower parents to support their children in the development of phonemic awareness, phonics, fluency, comprehension, and vocabulary development
- To empower parents to become active participants in their child's learning

Table 4. Weekly Workshop Overview Template

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Closing
Welcome	Welcome	Welcome	Welcome	Welcome	Welcome	Welcome	Welcome
Intake Institute Survey	Review last week's learning	Review last week's learning	Review last week's learning	Review last week's learning	Review last week's learning	Review last week's learning	Post Institute Survey Review last week's learning
Getting to know each other activity	Overview of <i>Reading First</i> Model oral story telling	Reading from NCLB with activity to debrief information learned Model reading of picture book	Reading from NCLB with activity to debrief information learned Model reading of picture book	Reading from NCLB with activity to debrief information learned Model reading of picture book	Reading from NCLB with activity to debrief information learned Model reading of picture book	Reading from NCLB with activity to debrief information learned Model reading of picture book	Model reading of picture book
Reading from NCLB book jigsaw activity	Introducing Reading Elements and Phonemic Awareness Activity	Phonemic Awareness Activity	Phonics Activity	Vocabulary Development Activity	Comprehension Activity	Fluency Activity	Review KWL Certificate Distribution
KWL	Pair-share	Practice strategies	Practice strategies	Practice strategies	Practice strategies	Practice strategies	Closing Reflection
Homework	Homework	Homework	Homework	Homework	Homework	Homework	Potluck

Introduction to the Findings

I had piloted a similar study at the school where I was a principal and refined the content to be delivered with the help of my own reading coach and kindergarten teachers. The expectations of *No Child Left Behind* and *Reading First* raised the assessment bar of what kindergarten students needed to know and be able to do by the

end of the school year. Making sense of phonemic awareness, phonics, vocabulary, comprehension and fluency, the five components of *Reading First*, imbedded within the California Kindergarten Standards became the catalyst for the development of the content. In my own experience, I knew that providing dinner and childcare would encourage families to enroll, but keeping them engaged in the Institute and coming back each week would be the challenge.

As researcher, my role was to assist in the planning and debriefing of each workshop session. The principal, reading coach and district teacher on special assignment facilitated each workshop session. In order to build capacity within the site staff, I did not facilitate any of the workshop sessions. I did attend each workshop and made a point to be present as an observer.

After the first week of the study, it became apparent that developing strong relationships between all parents and school employees, regardless of language preference, was an important side effect of the delivery of the content knowledge. Half of the participants attended the seven weekly lessons in Spanish and the other half attended in English. Many of the Spanish-speaking parents had students in classrooms where their children were being taught how to read primarily in English and the majority had their children in an early transitional bilingual program. Each week the two groups met together to review the agenda for the next 90 minutes. In weeks two through seven, we reviewed lessons learned and the action of taking the focus of the weekly lesson to application with their children. The commonalities of experiences brought parents together and broke down language and cultural barriers. Parents made a genuine effort to communicate with each other over lunch, dinner or the opening and wrap up of each

weekly workshop. Friendships were formed and previous relationships strengthened. After a thorough review of the data, which included observations, final parent journal reflections, tape-recorded interviews of three workshop facilitators, and tape-recorded interviews of parents that attended all seven sessions, the following themes emerged:

Creation of a vital community to embrace the needs of students

Access to the principal

Reaching out and empowering parents

Moving from formal learning to informal learning

Emerging parent leaders

Findings will be presented to answer the three research questions.

1. *After a seven-week family reading institute, to what extent was the institute successful in promoting a home and school partnership with parents who attended all seven sessions as measured by parent interviews?*

According to the data, “Creating a vital community to embrace the needs of students” was a unifying theme documented through one-on-one interviews of the principal, kindergarten teachers, facilitators and parents.

In the following section, I will present evidence and some of the factors that made the Institute a success. I will also present how parents were engaged, making them feel safe so they so could learn to help their children.

The classes were designed in collaboration with the researcher, principal, reading coach, district teacher on special assignment. As the researcher, I wanted to build

capacity with the site staff so that after the study, the work we developed would not be dependent on my expertise in reading and parent engagement. The three kindergarten teachers were also consulted weekly and as we debriefed each workshop during their collaboration and planning time.

The classes were designed by the researcher, principal, reading coach and teacher on special assignment to be convenient to fit parents' busy schedules. Evening sessions for the parents who worked in the day, and day sessions for stay at home parents and grandparents enabled everyone to participate. Materials provided to parents at the Institute reinforced what the students had learned throughout the year and what they were going to be learning in the upcoming months. The researcher, principal, reading coach and district teacher on special assignment consulted with the three kindergarten teachers weekly to align workshop sessions with the formal reading curriculum, standards and benchmark assessments.

Each workshop presented the parents with an agenda, take home materials, research related to the topics and how the activities presented would support reading achievement. At the beginning of each session, parents were able to engage in a "sharing" of the week. Such sharing allowed parents to discuss "how it went" implementing the activity from the previous weeks. They asked themselves what worked, what the challenges were, and how their children reacted to the home activities supporting their reading. Mr. Chavez explained in his individual parent interview with the researcher about the sharing, "Most parents had something different to share and it was interesting to hear everyone's experience. The perspective of each parent varied. Some of us struggled with trying something out and for others it made sense."

In field notes, from the second and third workshops, parents said that hearing other parents speak helped them feel included and safe in the discussions. During his final interview with the researcher, Mr. Chavez, the only father to attend the Institute without his spouse, shared that although he had been reading to his daughter each night since she was a born, he now felt empowered to help his daughter succeed academically in school. He also shared in his interview that he felt more patient and better understood her developmental stages as a reader. Mr. Chavez went on to share in his interview, “Before, I wanted to read my daughter a book and never bothered to stop and ask her questions about the story. I sometimes felt guilty because I just wanted to get to the end of the book. Now, I have her follow along as I read. We also go back and we look at words and meanings. Ms. Clay her teacher tested her on the end of year DRA (Developmental Reading Assessment) and said, “She’s now reading at beginning second grade level and she’s only in kindergarten.”

Based on the data from the initial parent intake survey, some parents indicated that they had never read to their children. Field notes from the first workshop indicated that many parents did not see reading as something the home could support. Parent, Mrs. Corona, shared that when she had lived in Mexico, she had seen billboards with the words “*cultura de la lectura*” (culture of reading) on them many times but had paid no particular attention to them. She said that after she had participated in the Institute, she more fully understood that “culture of reading” was actually a *value* that parents modeled and passed on to their children. She told the researcher that the “*cultura de la lectura*” now meant something very personal to her and she felt it was important to share this value with other parents.

Field notes from the first workshop indicate Mr. Chavez shared with other parents that he had made reading a bedtime ritual. In his final interview with the researcher, Mr. Chavez told how he valued reading and modeled reading every night with his daughter. He was the only parent to share with the researcher in his final interview that this was a practice he had consistently implemented since his daughter was only a few months old. What he had felt to be lacking was his understanding of how that modeling directly supported his daughter's reading achievement. After the Institute, he said he not only understood the relationship between reading regularly with his daughter, but he was also able to make the reading and writing connection with his daughter by having her help with reading cookbooks and writing down lists of foods to purchase at the grocery store. He indicated that he now felt confident to have his daughter begin writing her own stories, respond to the books they read each night and also begin to keep a journal.

Mr. Chavez went on to share in his final interview with the researcher, that he considered the Institute his "night out" and was sorry it had ended so soon because he felt that just as he was getting comfortable in his new role, the workshop was over.

Ms. Callado, the district teacher on special assignment (TOSA) told the researcher during the third workshop, "Mr. Chavez is our one parent that consistently requests additional readings, research, websites and activities to help his daughter progress in reading."

Ms. De La Cruz, the school's reading coach (RC) shared in her final interview with the researcher regarding Mr. Chavez, "He wanted more and we were able to give him more. Just like we differentiate for children, we need to be ready to differentiate for parents. His daughter benefited from her father's desire to know how to help her."

Field note observations indicate that after the third workshop on phonemic awareness, parents Mrs. Gilbert and Mrs. Santos both shared that their other children wanted to join in on the “fun” each week while they implemented what they had learned that week with their kindergarten students. Watching the parents engage with their children motivated the facilitators to provide dynamic and engaging lessons. The principal, Dr. Ramirez, indicated to the researcher in his final interview, “We wanted to keep them equally engaged.”

In their one-on-one final interview with the researcher, all twelve parents who had attended all sessions stated that what kept them coming back to each new session of the Institute was “the need to lead by example.” They said that they believed participating in the Kindergarten Family Reading Institute demonstrated to their kindergarten children that school was important even for mom or dad.

In response to her final interview question on what kept her coming back each week, Mrs. Medina stated, “As each week progressed, the presenters’ enthusiasm was encouraging and contagious. The facilitators’ enthusiasm for each lesson gave us parents the confidence to give it a try. We weren’t overwhelmed with so much information. They gave us just enough for the week. Enough for us to want more the next week.” As indicated earlier in this chapter, the researcher, principal, reading coach and teacher on special assignment designed the materials presented to build parents’ knowledge of simple teaching strategies and tools to use with their children that modeled engagement. As observed and recorded in field notes, in all seven workshops, parents indicated that they were provided with the tools to reinforce reading in the home by making it fun and engaging. The researcher noted and recorded that coupled with knowledge of the

standards and the pacing of the reading program, parents could keep up with what was going on in the classroom and learned how they could support the school's formal education in an informal way at home.

All twelve parents attending all seven sessions of the Kindergarten Family Reading Institute (KFRI) were interviewed individually in both English and/or Spanish. Parents stated they felt "confident" and also became "informed advocates" for their children. They also said in their final interview with the researcher that they knew the expectations for exiting kindergarten and got a jumpstart on what their children needed to know for entering first grade. They said they felt "equipped" to engage in informal or formal parent/teacher conferences regarding their children's progress.

All parents stated to the researcher in their final interview that prior to KFRI, they spoke of student achievement or behavior in general terms such as, "How is my child doing?" or "How is my child behaving?" They indicated that after participating in KFRI, their questions were much more specific about academic achievement and especially reading achievement. All parents shared with researcher in their final interview that they better understood phonemic awareness, phonics and fluency, comprehension and vocabulary and how each was being taught in the school and could be reinforced in the home. They also gained techniques and quality activities that said were "fun, engaging, and simple."

Parent, Mrs. Wong, shared in her final parent interview with the researcher, "The principal gave us tools to reinforce reading achievement. It was simple because it was something we could do."

Mr. Chavez shared in his final interview with the researcher, "I did not realize

what I could do with my daughter to support her reading development without books. I thought it was all about books.”

In her final interview, the District Teacher on Special Assignment, Ms. Callado, shared with the researcher about her experience facilitating, “The Institute validated why I became a teacher. I wanted to be a part of making positive changes in our schools. As a team, we became equals with the parents. I started out to deliver valuable content to help them at home but it was the relationship building with the parents that became more vital. The parents began to see that we are not higher and that they hold so much power especially in the process of getting their children to become readers. They bring so much to their child’s learning experience that needs to be acknowledged.”

Ms. Callado shared with the researcher in the first debriefing meeting, “Based on my experience, Latino immigrants turn over their children to the school. You take care of them, I entrust them with you. They say in Spanish, *Se los encargo (I bring them to you)*, which is the typical phrase used when leaving a child at the front gate of the school. What we are doing in the Institute is to create a community where we work together with parents to support children in the process of learning how to read.”

Reaching out and empowering parents

As recorded in the final one-on-one interview, the principal stated that “Empowerment is significant and not tangible but can be observed and documented. We related to the family, and they knew we cared.”

Ms. Callado commented to the researcher in her final interview, “English learner parents need so much help to get incorporated and feel part of the community. The

Institute allowed for the principal, teachers and parents to build a community and build relationships. As a result of the Institute, parents have a different view of the school, the role of the teachers, the role of the principal and also how parents can help the school. It helped define and solidify their own role as their children's first teacher."

As observed and recorded in field notes from the first, second, third and sixth workshops, with positive feedback from the facilitators, parents were encouraged and eager to help their children in reading. The interactions that evolved among the parents, between the teachers and parents and parents and principal created a synergy that impacted reading instruction. The principal fostered a value of acceptance and urgency for being present and engaged at the weekly workshops. When parents realized they were actually an important part of the community of learners and teachers, the results were a lessening anxiety, self-consciousness or embarrassment about taking risks and believing that they were true partners with professional educators. There was a sense of unity as parents came together to learn and also build an understanding of the curriculum expectations in their children's classrooms based on the rigor of the state reading standards.

As observed and recorded in field notes, and observed and shared in the one-on-one interviews with the principal, reading coach and teacher on special assignment, one of the most surprising elements of the Institute was observing how parents reached out to other parents and invited them to attend and keep coming back each week. They indicated that parents reaching out to each other was not only helpful in maintaining attendance and enthusiasm for the Institute, but in some cases, was more effective than the classroom teacher's intervention or receiving a general flyer. They noted that the

Institute demonstrated how parents are able to reach out to support each other, strengthening the community of support for their children in the school's academic program.

Dr. Ramirez confided to the researcher in the final one-on-one interview, "Perhaps in the next round, recruiting parents from the previous Institute to personally contact kindergarten parents would provide a better turnout since only one third of the kindergarten parents participated in this Institute."

Access to the principal

The Institute is what brought parents, teachers and the principal together. Parents repeatedly indicated in the field notes that they felt a greater connection to the school since they felt they had **access to the principal** and were building a meaningful and trusting relationship with him. The teachers and principal also noted in their interviews that they were developing a relational context based on credibility with parents. Parents in the Institute said during interviews that they felt comfortable approaching the site principal with any concern. In interviews, parents stated, "He makes time for us to give us the tools to help our children and wants what is best for our children." "He is approachable." "He is an advocate, a teacher first and instructional leader." "He is a listener."

As noted from researcher's observations and field note meetings with the site principal prior to the Institute, the principal stated that he has to "own" everything that goes on in the school. He said that he believes he is responsible for setting the tone and climate of the school. According to Dr. Ramirez from the researcher's field notes during

his first meeting with the principal, “Everything is your job.” He stated that he believes many principals are managers and few are instructional leaders. In his final interview with the researcher, the principal said, “Few educators actually see the benefit of getting parents involved or building relationships with them. One-night events become routine from year to year. It gets the parents out but little is done to build sustainability or equip parents with knowledge to help their children.”

Field notes from the third, fifth and seventh workshops and the final interview with the reading coach and teacher on special assignment indicate that they believed parents had not previously experienced the principal as instructional leader. They indicated that many parents understood that the principal knew about teaching and learning, but none had the experience of having the principal reach out to teach them.

As observed and recorded in field notes during the first and third workshop, many of the parents were experiencing school in their parental role in the United States for the first time. Parent, Mrs. Corona, who had been a teacher in her native country, shared in her final interview with researcher, “In Mexico as parents, we left the students at the front gate. We did not even enter the school. It was not allowed. Here, the principal makes himself available to us during the day and even teaches how to help our kids in school.”

All parents interviewed in their final one-on-one interviews with the researcher stated in various ways how they felt validated and welcomed as partners simply by the fact that the principal devoted several hours out his busy week to facilitate the two family literacy workshops with kindergarten parents. From the researcher’s first meeting with the principal, Dr. Ramirez indicated he viewed his time with the Institute as a valuable investment in his parents. He said, “I wanted to make a strong up front investment with

my families. Working with my kindergarten parents, many were either new to the (United) states or new to being a parent of a kindergarten child. I needed to give them a good first start.” As noted by the Institute’s facilitators, the site reading coach and district teacher on special assignment, the outcome of this investment by the principal dramatically impacted a mutually supportive home and school relationship.

Parents, Mrs. Robles, Mrs. Santos, and Mrs. Medina stated in their final interviews with the researcher that they felt the principal had high expectations for his students and families. Mrs. Medina summed it up in her final interview that, “He wants us to know what we need to know to help our children be successful in school,” and that the principal was viewed as being genuinely interested in building parent knowledge and capacity.

The following observation field notes were documented prior to the Institute and before the second, third and fifth workshops. Although the principal had an open door policy, not all parents felt empowered to meet with him. Within the first week of the Institute, however, kindergarten parents did come to see him. In his final interview, the principal stated that he felt a barrier had been broken down because the parents did not feel intimidated to approach him. One parent indicated that he thought any parent that needed clarification could come see Dr. Ramirez to review a workshop or strategy. Dr. Ramirez noted in his final interview that there were a few parents that tended to visit with him in pairs after the morning drop off or after kindergarten dismissal. The principal also stated that he encouraged parents to meet with him for a make up session of approximately 30 minutes.

Dr. Ramirez shared with the researcher before the third workshop that, “Parents

did not want to miss out on a strategy or follow up on a workshop discussion.”

All three facilitators shared with the researcher in their final interview that there was a sense of accountability of parents to each other. At the beginning of each workshop, parents were asked to debrief the strategy they implemented from the previous workshop, using such protocols as “think, pair and share” (*think* of a strategy you used, *pair* up with another parent, and *share* your strategy and how it worked) or “wagon wheel” (parents form and face each other in two concentric circles – one an “inner” circle and one an “outer” circle. The wagon wheel circles turn in opposite directions as parents interact with the parent in front of them before the two circles move again). Parents received ideas and input from each other during these protocols and afterwards could also get clarification from the facilitators if necessary.

Ms. Callado, the district teacher on special assignment, shared with the researcher in her final interview, “There was one grandmother who attended and participated but could not read. The principal made sure she was given resources to learn her sounds. Her granddaughter thought she was playing with her grandmother but in fact, grandma was also learning her sounds and sight words in Spanish too.” As recorded in field notes, the grandmother shared with the group at the first session that she had not learned how to read. One parent volunteered to pair off with her and read aloud all of the readings that were given. Ms. Callado went on to explain, “This was just one of relationships that were brokered and would not have come to fruition if the principal did not have an open door policy and parents felt comfortable actually meeting with him. This grandmother did not know what she bargained for when she committed to participating in the Institute.”

Dr. Ramirez shared in his final interview with the researcher, “It was beautiful to witness this older grandmother begin to learn how to read. She had wonderful listening comprehension and but had never learned how to decode. This grandmother reinforced to the class that retelling a story and good listening comprehension is equally as important as learning how to break the code. She had immigrated to the states without speaking the language. She has four grown children and now is helping with her grandchildren. She has a sincere desire to learn and help her granddaughter succeed in school. She demonstrated that it is never too late to learn.”

2. After a seven-week Kindergarten Family Reading Institute, to what extent did classroom language and literacy behaviors change for Latino kindergarten students as reported by their classroom teachers in interviews and as measured by district multiple measure assessments and end of the year site administration of the Developmental Reading Assessment (DRA)?

Ms. De La Cruz the site’s reading coach recalled in her final interview with the researcher, “Using too much educational jargon can be intimidating and confusing to parents. The content needs to be sheltered with the objective in mind. What do we want them to know and do? These were some of the questions we had to keep in mind - that some of parents had limited schooling and we did not want to scare them away.”

Ms. Callado the district teacher on special assignment stated in her final interview with the researcher, “There can be a disconnect with the techniques teachers use at school and how children perceive their parents’ competence to reinforce the formal curriculum in the home. Sometimes kids say, ‘That is not how my teacher taught me.’ The Institute

reinforced the idea that as parents, they are not necessarily limited to a book, a desk or a classroom. Learning can happen anytime and everywhere.”

As recorded in field notes from the first, third and seventh workshops, parents were taught strategies that reinforced and extended what was occurring in the classroom. The strategies modeled in the Institute were designed to compliment and reinforce the formal curriculum; they did not replicate what the teachers were doing nor were they intended to be forced or limiting. At the same time, knowing what was occurring in the classroom and the particular curriculum being taught became important knowledge parents needed to have to work with their children at home.

As recorded in field notes taken at a kindergarten grade level meeting a week prior to the last session, teachers noted that a strong connection between parents who attended the KFRI and their students’ academic achievement was evident when teachers began reviewing their end of the year student data and when those same parents began spending time volunteering in the classroom. Ms. Clay a Structured English Immersion (SEI) kindergarten teacher shared with the researcher, “The questions parents began to ask and also during parent conferences was evidence that they better understood our challenges in kindergarten. They just did not ask how their child was doing or behaving. They wanted to know specifics and were able to articulate what they were doing at home to reinforce what we were doing at school. We also had the second highest kindergarten multiple measure scores in the entire district. The only school to out perform us was an east side school with a much higher socio economic student make up. Discovery Charter only scored .6 of a percentage point higher than us on the end of the year kindergarten local measures for reading. Most schools are investing in grades second through sixth

because of the C.S.T. (California Standards Test) and this kind of achievement for kindergarten is unheard of for a west side school because this sets the kids up for success in the next grade levels.”

Dr. Ramirez explained to the researcher in his final interview, “Parents were not prompted to inquire about the success of their children, but did so on their own. In each session we made it clear that these were the standards and expectations. We also gave them the resources to go home and practice the formal curriculum informally.”

As indicated in observation field notes from the second, third and sixth planning meetings with kindergarten teachers, the kindergarten teachers verbally showed their appreciation when the researcher, principal, reading coach and district teacher on special assignment reached out to inquire what the kindergarteners were learning each week during the kindergarten teachers’ collaboration and planning time. The kindergarten teachers also noted that they supported the goal of KFRI to provide fun and engaging activities to reinforce reading instruction in the home. Before the Institute began, all kindergarten teachers were asked to reach out to parents to support the Institute. The one teacher who did the most recruiting happened to be a long-term substitute for the bilingual class. Out of the three kindergarten classrooms, the researcher observed that Ms. Mendez became a “walking invitation” for each of the seven evening workshops. She also attended three of the sessions along with her students’ parents. The reading coach and principal confided separately with the researcher in their final interview, “Two kindergarten teachers attended the Institute initially out of obligation but not necessarily because they saw a connection to their own classroom.”

Dr. Ramirez commented to the researcher in his final interview, “It was not until

the kindergarten teachers knew we were also trying to help them that they understood it was not a ‘make it and take it’ workshop but rather an honest attempt to align what they were doing in the classroom to parent education and parent involvement. I don’t think this was realized until we administered the multiple measures and got the results back from the district.”

Field notes from the first meeting with the principal prior to the first workshop indicate that the principal said he did not want to overwhelm the teachers with “one more thing to do” but he also stated that he believed the children and the teachers would benefit from the Institute if he could enlist them to get parents to attend. Even with a phone script and letter home in both English and Spanish, not all parents that could have attended the Institute attended. In his final interview, Dr. Ramirez said he felt that getting teacher buy in and participation from the beginning would have made the recruitment easier.

In her final interview, Ms. Callado, district teacher on special assignment, explained to the researcher, “Having gone through this one, the next time we have an Institute, the kindergarten teacher will need to be more hands on in the process of working with our parents. They too will benefit from our own experience of meeting with the kindergarten parents. Developing those relationships blossomed into kids seeing their moms and dads learning from their teachers and principal.”

When discussing the impact of KFRI and any other changes to the kindergarten program, the site principal shared his insights with the researcher during his final interview, “Although it is difficult to measure the impact of the KFRI on student achievement, in the last decade, this site had never achieved in the top ten in the district’s

year end kindergarten reading multiple measures assessment.” He also indicated there were three additional variables that he thought had an impact on the students’ success: Two of the three teachers were new to kindergarten; Ninety minutes of in classroom reading support from a qualified teacher or an experienced library clerk was provided; and, The kindergarten day was extended by an additional ninety minutes.”

The principal shared with the researcher that Ms. Beltran had moved from third grade bilingual to kindergarten bilingual and Ms. Clay had moved from a sixth grade classroom to a Structured English Immersion (SEI) kindergarten classroom. Both teachers had never taught kindergarten prior to the school year of the KFRI and as the principal pointed out in his final interview, they were more likely to ask for advice and support than the third teacher who had spent many years teaching kindergarten.

Additionally, two credentialed impact teachers provided support to Ms. Mendez’s bilingual class and Ms. Clay’s SEI kindergarten classroom for 90 minutes daily. The school library clerk provided support for 90 minutes daily to Ms. Janice’s SEI class.

As the researcher, I wanted to better understand the level of support from the kindergarten teachers who had agreed to participate in KFRI and the dynamics of their grade level team. All three teachers did provide information on what should be taught during the Institute. As recorded in field notes during the planning of the second workshop, the facilitators were frustrated regarding a disconnect that they perceived with the kindergarten teachers. As recorded in field notes after the second workshop, the facilitators indicated that it was a challenge to transmit what the parents were sharing to the kindergarten teachers when the teachers did not attend the seven sessions. As the researcher, I met with the site principal, reading coach, district teacher on special

assignment and kindergarten teachers weekly during the teachers' grade level planning time. I was also welcomed into the kindergarten classrooms by the kindergarten teachers and could then observe the dynamics of the grade level meetings. Additionally, I questioned the principal and reading coach regarding their understanding of the grade level dynamics of the kindergarten teachers. Following are observations from the field notes and interviews regarding the Kindergarten teachers:

Ms. Janice

As noted by the principal in his first meeting with the researcher, "Ms. Janice has over thirty-five years experience teaching kindergarten. She has excellent classroom management and her seasonal art projects are a hit with the parents." Parents often requested that their children be placed in her classroom because she was experienced. As reported by the principal in the first meeting with the researcher, "Her approach to teaching kindergarten was not in alignment with the district's vision." Ms. Janice was clear from her first meeting with the researcher that she believed that learning to read was developmental and that play was just as important as an extended day for the kindergarten students. According to principal's first meeting with the researcher, "She supported change to a greater emphasis on the academics of reading on the surface but little in her classroom actually changed." The reading coach, Ms. De La Cruz, reported to the researcher in our first meeting that Ms. Janice had said in a teacher's meeting, "These poor babies cannot handle it". Ms. De La Cruz said Ms. Janice referred to her students as "poor babies" because Ms. Janice said they were unable to deal with the change to a more rigorous reading curriculum that she believed was not developmentally appropriate. Ms. Janice confided with researcher on his second visit to the classroom,

that she felt that if she “did not get different results, she would be moved to a different grade.” Her partner teacher had retired a year previously and the two kindergarten teachers that shared a room next door had been moved to different grades. The other two kindergarten teachers were new as previously reported. According to field notes on second visit to Ms. Janice’s classroom, Ms. Janice said she did not like the changes in teaching assignments at the kindergarten level.

Ms. Mendez

Based on multiple classroom observations and field notes from the first, second and third visits to Ms. Mendez’s classroom, the researcher observed that Ms. Mendez’s approach to teaching personified patience and rigor. Ms. Mendez had taken over the kindergarten class six weeks into the school year, replacing long time teacher, Ms. Beltran. The reading coach confided in the researcher during their first meeting that “Ms. Beltran went out on medical leave after feeling ‘badgered’ by a pair of crying and physically aggressive kindergarteners.”

On her first day as the long-term sub, Ms. Mendez was able to control the students’ behavior and they stopped crying. The researcher observed during classroom visits that Ms. Mendez followed the reading program with fidelity and implemented coaching suggestions by the principal and the reading teachers. The reading coach responsible for inputting data confided prior to the Institute with the researcher, “When Ms. Mendez’s reading scores made a significant jump mid year, she said that she was given the “cold shoulder by some of the long time staff.” She noted that Ms. Clay was an exception as was a former kindergarten teacher who claimed, “I, too was pushed out of kindergarten by the long time kindergarten teachers.”

The principal confided in his first meeting with the researcher, “There is an undercurrent of resentment not necessarily stemming from Ms. Mendez’s high expectations or results but also from her excellent rapport with parents.” He indicated, “Teachers came up to me wanting to know why Ms. Mendez had become ‘so close’ with her parents.” As noted by the researcher on his final visit to the site to meet with the principal, at the end of the school year parents also submitted a petition that Ms. Mendez be hired as the new bilingual kindergarten teacher. According to the principal, “The petition was not well received by the teachers’ union and Ms. Beltran came out of stress leave to question the petition and requested a move to a different site.”

Ms. Clay

According to Dr. Ramirez in his first meeting with the researcher, “Ms. Clay requested kindergarten but was surprised when I actually assigned her to a kindergarten class.” He noted that Ms. Clay was proud of her students’ gains over the last decade. She had told the principal that she was proud of taking long-term English learners ‘stuck’ in the lower *basic score* band on the California Standards Test to *proficient* and *advanced* levels.

Ms. Clay accepted the challenged of moving to kindergarten and Dr. Ramirez quoted her in an interview with the researcher as saying, “Oh boy, be careful what you wish for!” Field notes from first meeting with the principal indicate that Dr. Ramirez stated, “The idea of moving to kindergarten was her idea and as the principal I honored her request. It did cause another kindergarten teacher to be moved to 6th grade. The

teacher that was moved, however, put in a transfer to an east side school and transferred out within six weeks.”

Dr. Ramirez went on to state, “During those six weeks, Ms. Clay got more than a mouthful from a colleague she thought had been her friend. Ms. Clay begged me to move her back to 6th grade but I refused knowing that high expectations began in kindergarten and that Ms. Clay was an excellent teacher.”

Based on the researcher’s multiple observations in Ms. Clay’s classroom, rigor was evident in the consistent level of student engagement and the high reading levels of students. Field notes and notes from the first meeting with Ms. Clay prior to the Institute indicate that Ms. Clay expected good results from her students. Ms. Clay shared with the researcher in first meeting that she understood high expectations because she was educated in a high achieving school district that had high expectations for its students. Additionally she said she had grown up in a blue-collar family where hard work was valued. She indicated that these high expectations were in her “teaching tool chest” when she began her first two years of teaching in New Orleans with Teach for America. She said she was not about to lower her expectations for kindergarteners. Ms. Clay made a point to share that she did not call her students “babies”. She clearly stated to the researcher in her first meeting that she moved from teaching upper grades to kindergarten to make sure students learned how to read well and were ready for first grade. She said she knew that students on the west side of the school district were as capable as their peers on the more affluent east side of the district and she did not want to be proved wrong. She proudly shared that over 90 percent of her students were at or above on end of the year reading benchmarks. She noted that the two students who had not achieved

the benchmark status had arrived in April with limited schooling. However, Ms. Clay noted that this did not lower her expectations. She said she kept these two students after school for the last two months of school year to give them additional instruction.

In the closing interview with the principal, Dr. Ramirez shared the high end of the year multiple measure scores of the kindergarten students with the researcher. He noted that he felt the students' success was a combination of the impact of the Kindergarten Family Reading Institute that helped parents become partners with the school staff in teaching reading, the high expectations of the two new kindergarten teachers, the extra classroom help in reading, and the extended kindergarten day. All of the three teachers involved in the Institute shared with the researcher during their final interviews that they were interested in participating more the following year and reported that the parents' participation in the Institute had made their jobs easier because the parents were more supportive of what they were doing in the classroom.

The reading coach, Ms. De La Cruz recalled to the researcher during her final interview, "When a parent shared with me that her daughter had asked her for a book instead of toy, I knew we were beginning to make an impression on the parents and students through the Institute. The mom was pleasantly surprised that her daughter wanted a book to get 'information' when she routinely asked for toys. This was a first and the mom was not sure how or why it happened. Maybe it was because she saw her mom reading more at home."

Ms. De La Cruz went on to share in her final interview with the researcher, "There was a shift of parents going to Borders or the public library instead of to McDonalds or a playground." Based on field notes from the fourth, fifth and sixth

workshops, the parents' value for reading and books became apparent when they began sharing on their own the location of good book stores or asking when the school's book fair was scheduled. Parents also shared that reading for pleasure was reintroduced into their own daily routines and many said it was a brand new routine.

During her final interview, Ms. De La Cruz shared her thoughts with the researcher about how the increase in the kindergarten day and an emphasis on rigor in the curriculum along with a focus on parent engagement impacted student achievement. She said, "A few teachers resisted extending the kindergarten day because they felt they didn't have enough time for planning." She indicated that one teacher had cried when she was asked to pack up the play kitchen when Reading First was introduced. She said, "Gone are the days of the one night events where we can be content with serving milk and cookies, wearing our pajamas and reading a few books for an annual Dr. Seuss Family Reading Night."

3. *After a seven-week family reading institute, to what extent did Latino parents who attended all seven sessions implement language and literacy activities in the home as measured by parent interviews?*

From formal learning to informal learning

The principal, reading coach and district teacher on special assignment shared with the researcher in their final interview, that the parents understood that **learning could be formal learning in the classroom and informal learning at home**. They said they felt the parents valued the skills, strategies and techniques they learned in the Institute that helped them engage their children in reading. Field note observations from

the first and last workshop indicate that parents wanted information on how to help their children succeed as readers. Interviews with the seven parents who attended all sessions of the KFRI confirmed that they felt the Institute helped them understand that while the school taught reading in a formal way, they could support the school at home by teaching in an informal way using the techniques they were learning in the Institute. Both the reading coach and district teacher on special assignment shared in their final interviews with the researcher, “We were not sitting down and giving a formal reading lesson but finding fun and creative ways for parents to support the formal reading curriculum. Parents saw themselves supporting reading in an informal and engaging context.” The principal confirmed with the researcher during his final interview, “The parents we were working with wanted to help their children but didn’t know how. They needed to be taught the skills to reinforce the formal reading curriculum at home in an informal way.”

Field notes from the second, third and sixth workshop and final interview with all three facilitators indicate that the Kindergarten Family Institute (KFRI), equipped parents with engaging, fun and simple techniques and activities to reinforce the formal curriculum in the home. During the Institute, parents and students were introduced to the use of a “plastic phone”, which was actually plastic tubing from Home Depot. When students spoke into one end of the tubing and put the other end in an ear, they could clearly hear their own voices, which helped them in learning to articulate clearly the 44 phonemes used in beginning reading. Parent, Mrs. Santos, shared in her final interview with the researcher, “My boys fought over who would take the plastic phone to bed.” Four parents shared with the researcher in their final interview that their children had not paid attention to what their voices sounded like prior to picking up the plastic tube. Field

notes taken during the third workshop on phonemic awareness indicate that with the “phone” tube, students practicing the 44 phonemes learned to clearly articulate, hear and repeat the sounds with their parents. During the fourth workshop, researcher notes, parents also told about how their child used the tube for creative play and to “talk” to relatives in Mexico. Parent, Mrs. Gilbert, shared during her final interview with the researcher, “It was like a toy. It became a personal cell phone”. Dr. Ramirez shared in his final interview with the researcher, “Over the last decade, the expectation of what students must know in reading has increased drastically. We need to find how to get parents involved and support what we do at school. It can’t feel like formal school and it must be fun and engaging. The little ‘plastic phone’ was a hit in helping parents help their kids.”

Parent, Mrs. Corona, confided with the researcher about her experience in the Institute during her final interview, “My daughter can distinguish the letters very well, she knows all of her sounds but I feel she lacks in fluency and comprehension. We are working on both fluency and comprehension at home. I even have my older children working with her on summarizing what she has read. I tell her stories when we are walking to school and ask her questions while I am telling her the story and afterwards. Developing her listening comprehension is just as important as learning sounds.”

Mrs. Corona explained her daughter’s reading progress to the researcher in her final interview. She said she felt a greater ownership over her daughter’s reading achievement. Prior to the Institute, all parents reported that they only had vague ideas about how their children were achieving in reading. Mrs. Corona elaborated by saying, “When we talk about being a team, I now feel that those words mean something. Being a

team: parent, teacher and principal for the benefit of our children.” She reiterated that the words “being a team” were not empty. Field notes confirm from all seven workshops that parents were given practical, timely and useful tools to engage their children in concepts of print, phonemic awareness, phonics, fluency, vocabulary development and comprehension.

Parents also indicated that they wanted to know what to do when reading books with their children and how to help them with becoming better readers. Dr. Ramirez explained in his final interview, “They want to talk about the process, share their successes and challenges of making their children readers. They want to know the reading standards for their child’s grade level and helpful tips for supporting the standards in the home and for the next grade level.”

Field notes indicate that Mrs. Corona, the mother of eight, shared that she wished she had known how to make reading more engaging and less of a chore when her other seven children were kindergarten age. She said she knew it was important for learning reading to be engaging and regretted that when she told her children to go read on their own, it probably felt like a punishment to them. Overwhelmingly, the parents that attended all seven sessions shared with the researcher during their final interviews that they had learned the value of helping their children with reading and that had kept them coming back to each session of the Institute.

Mrs. Santos, the mother of three, shared with the researcher during her final interview, “If you think something is important, then you do it. You just want to do it for your child.”

Emerging Parent Leaders

Ms. De La Cruz explained to the researcher after the fourth workshop, “Parents want to help but sometimes they just don’t know how.” Dr. Ramirez shared with the researcher during his final interview, “The greatest outcome of the Institute was the willingness of the kindergarten parents to volunteer in the classroom and also become involved in important school committees like the School Site Council (SSC) and the English Language Learner Committee (ELAC). These parents became **emerging parent leaders**.” Dr. Ramirez said he observed that parents who attended the Institute seemed to feel that the campus had “opened up” to them, meaning that they felt welcome to volunteer at the school in other ways, not just in the classroom.

He also pointed to an important shift in the school’s leadership that took place. Previously, he said, teachers had traditionally held all of the power in the school’s School Site Council, a site based shared decision-making organization made up of teachers, parents, and the principal that allocated state funding to different school programs. Several parents who had attended the Institute were elected to the School Site Council leadership.

The principal shared with researcher during his final interview that an interesting dynamic had taken place when the parents who had participated in the Institute joined the School Site Council. He said that over the last decade, the School Site Council had invested their allocated funds in a credentialed computer teacher who provided a weekly 45-minute computer class for students that was also a free period planning time for teachers when they brought their students to the computer lab. He said that his school was the only school of the district’s 46 elementary schools to use categorical funds in this

manner. Other schools were using the funds for “impact teachers” who provided reading intervention support to struggling readers. He said that after much discussion, the parents on the School Site Council asked to reconsider the benefit of the computer teacher position as there was no evidence that the position positively impacted student achievement. The principal said that the teachers argued that they needed their weekly 45-minute planning time, calling it a “sacred” time. However, as the principal pointed out, there was no link between student success in reading and weekly computer time or the planning period. In the end, the School Site Council representatives voted to change the computer position from a certificated position requiring a credentialed teacher to a classified position, requiring a much less expensive aide. The remainder of the funding was allocated by the School Site Council to support struggling readers in grades two, three, and four. He noted that when the parents decided they wanted to support the school by being part of the School Site Council, they did not know that they would be responsible for voting on how over \$250,000 of funding would be spent for the following school year. He said that the parents’ wanted to do what was in the best interests of children not what had been based on a long time tradition.

Ms. Callado, the district teacher on special assignment who worked with the District English Learner Advisory Committee (DELAC) disclosed during her final interview with researcher, “Many Spanish-speaking parents who participated in the Institute ended up becoming members of the school sites’ English Learner Advisory Committee (ELAC) and also became part of the District English Learner Advisory Committee (DLAC).”

Parents who had become part of the DELAC reported feeling “reassured” to see

Ms. Callado at their first district meeting. The rapport and trust that had been established in the Institute and at the site ELAC carried into the district committee. Ms. Callado shared, “The parents shared with other DELAC members what they had been doing in the Institute and about the impact on their relationships with their children’s teachers and the site principal.”

The principal revealed to researcher, “As a result of getting involved in the School Site Council the ELAC, and the DELAC, categorical funds were spent to better support student achievement.” He said that the new parent leaders on the School Site Council had been tactful in expressing their concerns about the computer teacher position but the attitude of “go along” with what had always been done came to a stop. He indicated that parents began to actively question if there were better ways to spend allocated funds to impact struggling readers in the second, third and fourth grades.

Ms. De La Cruz, the reading coach and also a member of the School Site Council shared with the researcher in her final interview, “The parents understood the importance of catching students before they fell further behind in reading.” Additionally, Dr. Ramirez confided to the researcher in his final interview, “It was extremely selfless when kindergarten parents on the School Site Council voted to allocate funding to help second, third, and fourth grade students instead of their own kindergarten students. He said that some staff members reported feeling blindsided by the “sudden interest” of these parents in struggling readers.

CHAPTER 5

Summary of Findings, Discussion, and Recommendations

Introduction

An early part of my life was spent on the San Pasqual Indian Reservation where I lived with my mother and some of my extended relatives. Because of this connection, I have always been fascinated with the great Native American, the Peacemaker, who in the 12th century brought five warring Indian nations together and formed the powerful Iroquois Nation. Addressing the leaders of the five nations, the Peacemaker warned them that to be strong, they must work together. I have always thought that to be excellent advice and it has become the basis for my belief that creating partnerships among education's stakeholders will make our system strong and successful.

I began this project for my dissertation because throughout my career as an educator, I have been convinced of the positive power that parents can have in the school system when they understand and embrace their role as important partners in furthering the academic success of their children.

When I started school in the United States, I was a kindergartener who did not have full command of English. As an English Language Learner, I relied on my teachers, the principal, and most importantly on my mother, a single parent, to make sure that I learned what I was supposed to learn. My mother was a tenacious parent. She made sure I did my homework, behaved in class, and above all, she was actively involved in what was going on at my school. She was my "home" teacher. My mother was involved because she felt empowered by the staff and by the support of other parents.

What if my mother had been discouraged or worse yet, marginalized as a parent who did not speak English well herself? I believe that the result of 13 years of mandatory public education would have been quite different for me. After I finished my university education and became a teacher, my mother told me of her pride that I had decided to dedicate my life to teaching. But she also told me stories that I will never forget about her initial difficulties being an “English learner parent” with my older sisters in the new and often daunting environment of the California public school system in the early 60s. My mother was fortunate because the school which I attended valued and supported parents. But there were other parents she told me about who weren’t as fortunate. Some of them from other district schools were “advised” by school staff to “let the school take care of things” and that they need not be involved. What a shame it would have been to lose the involvement of my mother and other parents who contributed so much through their thoughtful presence and hard work on School Site Councils, English Language Learner committees, school fundraising committees, and school academic committees because they did not feel wanted or empowered to serve.

I believe the power of this study is in the findings, which clearly debunk the attitude of some teachers and administrators that parents are a problem, not a potential source of help and support or that the students are the problem – poor “babies” to be coddled, not challenged. This study shows that when parents, teachers, and administrators are engaged as true partners in helping children take the most important step of their lives, the results can be outstanding.

Summary of Findings

Findings from this study show that parents, teachers, and a principal who collaborate in the interests of students can have a visible impact on improving students' ability to read.

The Kindergarten Family Reading Institute distinguished itself from previous programs in the school by empowering parents to communicate with teachers and the school principal through weekly ninety minute workshops, which helped them learn techniques and activities to support reading in the home.

Key Findings

1. Kindergarten students made reading advances greater than were expected.
2. The process of working together with their children in home reading activities increased parental confidence in their ability to help their children in reading.
3. Trusting relationships were fostered during the Institute, which helped parents confidently enter into partner relationships with their children's teachers and the principal.
4. The collaborative work of the Institute helped develop the parents' capacity to take on leadership roles on the School Site Council (SSC) and English Language Advisory Council (ELAC), which helped change the school's culture.

Key Finding #1: Kindergarten students made reading advances greater than were expected.

As a group, the kindergarten teachers shared in their final one-on-one interviews that they did not see the full benefit of the Institute until they tested their students on the district's year end multiple measures and the Developmental Reading Assessment (DRA). The kindergarten student cohort as a group had the second highest multiple measures reading scores of the 46 schools in the district. The only school to out perform the students at the target school did so by half a percentage point. That school is a charter school on the east, more affluent side of the district with 80.9% of its kindergarten students white and from high socio-economic levels.

The increase in reading scores was indicative that something different had occurred because the school had never made it to the "top ten" on the kindergarten multiple measures reading scores. Although the Institute was not the only significant change at the school as has been previously noted in this dissertation, the kindergarten teachers said they believed that by attending the Institute, parents were empowered to work with their students on reading at home, which made a positive impact in the success of their classroom reading programs.

In this era of high-stakes accountability, the shift in the responsibility for student learning to teachers *and* parents provides evidence that effective parent engagement can transform how schools function and how students perform academically in reading. While the findings do not diminish the school's role or responsibility, or the success of the other interventions as noted, they do support the veracity of the importance of the family's influence on children's reading success.

Key Finding #2: The process of working together with their children in home reading activities increased parental confidence in their ability to help their children in reading.

Parents in this study indicated that they had traditionally been informed of the academic progress of their children through report cards three to four times a year, a parent/teacher conference in the fall and graded work sent home from school. Some parents shared that at times, teachers sent home more frequent reports but that they did not discuss these with the teachers.

As a group, they had not been actively engaged by the school to see themselves as their children's first teacher. Instead, they were passive recipients of information sent to them about their children. The majority of parents interviewed shared, prior to the Institute, that they believed, "No news from the teacher was good news." When there was communication through a note or a phone call, parents said that it was usually to inform them of an academic or behavior problem.

The Kindergarten Family Reading Institute was a *sustained* parent engagement model. The Institute increased the home and school dialogue by teaching parents how to use simple and engaging techniques in the home to support their students in learning to read. Parents commented that the tools they were given to reinforce reading achievement were simple and something they could accomplish at home. After participating in the Institute, parents indicated they realized they could meet with their children's teachers or the principal about their children's progress in reading or about their children's successes or challenges because of the new knowledge they had.

Some parents, such as Mrs. Corona and Mr. Chavez, had an "aha" moment. Mrs.

Corona’s moment came when she realized the true meaning of the signs she had seen on Mexican billboards touting the “*Cultura de la Lectura*” or the Culture of Reading. This phrase became something very personal to Mrs. Corona when she realized its meaning in her own life – building a culture of reading in everything she did with her child.

For Mr. Chavez, his “aha” moment came when he understood that there was much more he could do with his daughter to promote her reading success than reading to her every night. Mr. Chavez shared his ideas with other parents in the Institute. This happened often as the facilitators planned many protocols to promote the sharing of ideas, successes and challenges among the parents. The sharing in the Institute led to an unexpected consequence, which was that parents began to reach out to and support each other inside and outside of the Institute.

Key Finding #3: Trusting relationships were fostered during the Institute, which helped parents confidently entered into partner relationships with their children’s teachers and the principal.

One of the key factors in the success of any organization is the trust that develops among its members. The Institute promoted building trusting relationships because the curriculum was based on sharing – facilitators with parents, teachers with parents, principal with parents, and parents with parents. The goal was to work with parents to empower them with the tools to help their children learn to read, which would promote a home/school partnership.

Comments from parents, the principal, and teachers attest to the building of trust and partner relationships. All twelve parents who attended all seven sessions said they felt “equipped” to engage in informal or formal parent/teacher conferences regarding

their children's progress. Parents had high praise for the principal because they came to know him as an advocate for their children. One parent stated, "He makes time for us to give us the tools to help our children and wants what is best for our children." Many parents noted that they felt validated and welcomed as partners simply by the fact that the principal devoted several hours out of his busy week to facilitate the workshops.

Teacher, Ms. Callado, said in an interview that teachers, facilitators and parents became a "team" and facilitators and teachers became "equal" with parents. She said she believed the Institute created a "community" where staff and parents worked together to support children.

Key Finding #4: The collaborative work of the Institute helped develop the parents' capacity to take on leadership roles on the School Site Council (SSC) and English Language Advisory Council (ELAC), which helped change the school's culture.

Parents who participated in the Institute became more confident in themselves as leaders during the process of the seven weeks of the Institute. Gaining this confidence led to parents seeking out how to get involved in school leadership. Some of the parents who participated in the Institute were elected to the School Site Council. Others joined the English Learner Advisory Committee and one parent became the school's representative to the District English Learner Advisory Committee.

The parents on these committees were instrumental in changing the culture of the school. The most dramatic example of this was the shift of power from teachers to parents on the School Site Council. Using the power of their votes, the parents removed support for a credentialed teacher in the computer lab who provided a "prep period" for

teachers and allocated the School Site Council funding to help struggling second, third and fourth grade children in reading.

This is just one more piece of evidence to support the truth of what many of the Spanish speaking parents said: They felt *capacitados*, enabled and empowered by the experience. They were no longer passive but active voices in important decisions affecting their children's school and the school district. As the principal pointed out in his final interview, the attitude of "go along" came to a stop and parents began to actively question the allocation of funds and how they should be spent.

Discussion

In Spanish the word *educar* (to educate) translates as the *values* often reserved to be taught in the home by family. *Enseñar* translates as to *teach* subjects such as arithmetic, history, and reading. The Kindergarten Family Reading Institute brought the home and school together to teach children to read. This accomplished the purposes of *educar* and *enseñar* because as a parent so powerfully pointed out, the "culture of reading" was not only a subject to be taught, it was a value that parents modeled and passed on to their children.

When schools work together with the family regardless of the child's language, socioeconomic status or background there are only benefits to reap for the child, teacher and parents. Consequently, future generations can be impacted by this collaborative, inclusive and trusting relationship.

Overall, the Institute required preplanning, planning, and ongoing follow up. The site reading coach, district teacher on special assignment, principal, and I met weekly to

discuss the content of each workshop and the take-home activities. The team wanted to give the parents the safety, confidence and support to implement the reading activities at home. Our credibility as presenters was dependent on the parent's success to implement what we were asking them to do at home.

Activities were not meant to duplicate the school's formal reading curriculum but rather support and extend the learning in an informal, fun and engaging setting. Our goal was to contextualize literacy in a safe environment for the family and provide sustained parent engagement over the course of a seven-week period.

Leadership: Is everyone on board?

In the closing interviews with parents and teachers, a reoccurring theme was the importance of having the principal champion authentic and ongoing family engagement centered on reading. The principal in the study was viewed as an instructional leader who brought authority and significance to the Institute by his support and presence and also validated the importance of the collaborative process in working together to support learning how to read. In their closing interviews both parents and teachers said the Institute gave parents the confidence to see themselves as their children's first teacher.

The principal allocated time during the week to meet with facilitators to plan, debrief, and present to parents. The principal was willing to "roll up his sleeves" and co-present with facilitators. He said he wanted to instill and model the value of life-long learning to parents and staff. The principal saw the benefit of investing time in building trusting relationships with parents focused on collaboration to support children. There was full support and buy-in from the principal in the planning, delivery and debriefing of the Institute.

As has been noted, an indirect benefit of investing in parent engagement was that parents developed knowledge that helped them become parent leaders in the school, in the district and in their parent community. The cycle of capacity building and confidence was strengthened when the principal and teachers also invested in the furthering parents' knowledge of how the home can support the school's role and function in the process of teaching children how to read.

The social implications for creating a community of learners centered on reading can have positive results beyond the classroom. As has been noted, parents who participated in all seven workshops reported their confidence levels as partners in the formal education of their children increased as a result of the Kindergarten Family Reading Institute. Although it was not part of the study, on multiple occasions when visiting the site and classrooms, I observed how the students of the parents who participated in the Kindergarten Family Reading Institute were interacting with their teachers. The interactions were positive, non-abrasive and there was an understanding of working together. There appeared to be a greater increase on task behavior and fewer discipline problems in the classroom. The children of the parents I had come to know over the seven weeks also appeared to better understand the classroom boundaries and expectations.

Limitations

While this study provides encouraging data about developing meaningful parent engagement and collaborative relationships with families, there exist several limitations to the study.

Generalizability. In this study, I worked with a principal, a reading coach, and a teacher on special assignment. All were bilingual. We planned, presented and debriefed together. Additionally, participation in this study was voluntary. The principal and teachers sought out the learning this study offered because they had identified parent engagement as an area they felt needed improvement. Because of the small sample size, I recognize that the findings from the study cannot be broadly applied to all kindergarten parents in all contexts. However, also because of the small sample size, I was able to collect rich data, which would have not been possible with a larger sample. Therefore, I expect that the results from this study can be used to add to the knowledge base on professional development in parent engagement in the area of supporting school aged children in the process of learning how to read.

Reactivity I recognize that my role as a co-facilitator of the workshops as well as my developing relationships with the principal, teachers and parents may have caused some reactivity in the study. Parents may have been more willing to participate in the study, more forthcoming with sharing their experiences, and more apt to make changes in their practice because of their desire to please me. To address this issue, I used multiple data sources to document the findings of the study.

Methods Kindergarten teachers knew I would be coming into their classrooms to observe their instruction and also participate in their grade level collaboration and planning time. The purpose was to better support the planning of parent workshops. The observations were not random, and this may have impacted how kindergarten teachers planned and taught that day. To address this limitation, I used multiple data sources such as the scope and sequence of skills taught in the Houghton Mifflin Reading

and *Lectura* program and also the Reading First professional development modules. I wanted to make sure my input to the workshop planning was authentic to the instruction occurring in the classroom.

Recommendations

Recommendation #1: Kindergarten teachers should actively assist in planning, presenting, and debriefing the lessons along with the principal and other facilitators.

They should be present at the seven workshops with the principal and other facilitators. The kindergarten teachers agreed to participate in the Institute and they provided input but since they were teaching the majority of the time during which the facilitators met to plan, their input was limited and they did not facilitate any of the workshops.

If I were to repeat this study, I would engage the kindergarten teachers early on in the process of planning, presenting and debriefing. The kindergarten teachers bring authority, experience, and knowledge to share with parents. Additionally, I believe the kindergarten teachers would benefit from developing a closer relationship with the parents of their students, which would help develop stronger partnerships with parents focusing on the process of teaching their students to learn how to read.

I believe the likelihood of reading gains and increased parent engagement is greater when teachers participate with parents as partners in the process. The principal, reading coach and teacher on special assignment all validated during their final one on one interviews that the kindergarten teachers were not as fully invested in the Family Reading Institute as they should have been.

Recommendation #2: Ensure that the principal has conviction for meaningful parent engagement that is collaborative and ongoing.

The support of the principal and the principal's engagement as a co-facilitator was one of the most important foundations of the Institute. The principal must believe that the parent can help his or her child in the process of learning how to read. In their final interview, parents repeatedly shared how the principal's influence made them see themselves as their child's first teacher. Additionally, parents noted how important it was for them to develop a partner relationship with the principal.

Recommendation #3: Create a model curriculum that is blended; part online and part face-to-face.

Since so much of the Institute was dependent on the home and school working together to support students in the process of learning how to read, I recommend creating a curriculum model that is part online and part face-to-face curriculum. The blended approach would allow for continued communication between the principal, teachers, parents and students and would give access to quality online resources for parents and children.

Providing the proper equipment for accessing content for blended learning and interacting with the school should not be a barrier or an excuse. The equipment could be as simple as an inexpensive tablet, a computer, or a device connected to the television. Funding could be both public and private in conjunction with the United States Department of Education, The Partnership for Assessment of Readiness for College and Careers (PARCC), The Smarter Balanced Assessment Consortium, Educational Testing

Service (ETS), The Governor's Association, The National Reading Council, The National Teacher's Association, The Association for Supervision and Curriculum Development (ASCD), and the National Parent Teacher's Association.

Digitally recorded, podcast presentations with themes related to home and school connection and literacy could be used to help parents at home. Such presentations could help non-English speaking parents assisting their children with reading instruction. They could also be used to supplement homework in order to make it more meaningful and engaging, not endless fill in the blank worksheets akin to the Ford factory production line but rather, significant home activities that teach and reinforce skills learned at school and promote innovation, creativity, reasoning and critical thinking. With parents actively engaging their children with such home activities, they will not fail to learn how to read because we will not have failed to make learning purposeful, important and relevant to them.

The Kindergarten Family Reading Institute could be use as part of a district's impementation of the Common Core State Standards. A panel of reading experts could design the criteria for the content of the parent institutes and the actual workshops could be filmed in local public schools using participating teachers, parents and principals.

Currently *A Parent's Guide to 21st-Century Learning*, which can be used as part of the Institute. The Guide can be downloaded on the *edutopia* website for free. The Guide supports collaboration, creativity, communication, and critical thinking and helps parents understand what 21st Century education should look like in today's classrooms. It provides a Home-to-School Connection Guide, which could also be used in the Institute because it focuses on how parents can help educators accomplish their goals, bringing

parents into the conversation about improving education. The guide could be used with the common core standards, technology and blended learning to deliver future Kindergarten Family Reading Institutes to parents in schools throughout our nation.

Recommendation #4: Offer a sequence of Family Institutes unpacking the Common Core Standards focused on reading, writing, and math for all grade levels beginning with kindergarten.

Additional Institutes could be planned for other grade levels using the Kindergarten model by scaffolding the content of the common core English Language Arts Standards and Math Standards. Scaffolding the standards for career and college readiness will make the content of common core standards accessible to all parents. Meeting face-to face-with the principal, other parents and teachers is just as important as having relevant online resources available to access and complement the workshops.

Dissemination

The Family Reading Institute is ideal for schools wanting to close the reading achievement gap and initiate robust parent engagement. The overall goal of the Institute was to build the capacity of parents to help their children learn to read. Implementing the Family Reading Institute required thoughtful planning and a commitment of time and funding from the site leadership. I would suggest schools use categorical funding or grants to support the replication of this study beginning with a kindergarten cohort and adding a grade each year. The Family Reading Institute model would engage and support high priority, low performing schools as a tool to get parents actively involved in the

academic part of parenting education and foster a positive and collaborative home/school relationship.

The local county offices of education could become clearinghouses and provide schools and districts support in monitoring implementation and provide technical assistance. Developing collaborative relationships with state, county and local educational support systems will allow the Family Reading Institute to emerge as an effective means for closing the reading achievement gap. To build the capacity and dissemination of the Family Reading Institute, local county offices of education can also provide leadership, resources and support to district leaders as well as a forum for discussion and professional learning. This will connect them with relevant tools and resources that support transformational improvement and could also help staff engage in action research on the most current leadership and teaching practices that support improved student reading achievement and parent collaboration.

An ongoing goal of the Family Reading Institute would be identifying and providing school and district professional development around the Family Reading Institute model as well as compiling information for county teams and convening learning communities across the region to identify, strengthen and expand program improvement expertise.

A recommendation for future workshops would be to allow for a longer period for the workshop series and an earlier start in the school year. An additional seven weeks of meeting time each trimester for a total of twenty-one weeks in the school year would afford the facilitators the opportunity to develop additional techniques to support reading in the home beyond those used in the study.

A possible follow up study would be to investigate the social impact on student achievement when there is a symbiotic community of learners engaged on supporting the academic development of the child. The classroom and the world outside the classroom converge to support learning how to read in an organic and meaningful context.

Sharing the Work

I believe the rich parent to parent, parent to teacher, and parent to principal discussions about parents helping their children learn to read would benefit parents, teachers and principals in my county. I therefore plan to implement a three-phase process of sharing the work of this study with my professional community.

First, I plan to meet with the principal from the Institute to share the results of the study. Kindergarten teachers will receive an executive summary of the findings, and the principal will receive a hard copy and an electronic link with all of the lessons, readings, activities and accompanying materials created for the Institute. During meetings with the principal and teachers, I will offer support in the planning of future Institutes aligned to the common core standards. In addition, I will plan to provide teachers with a summary of findings for teachers and additionally, a bilingual parent-friendly summary. This will allow teachers to share the results with other teachers and their current families as a recruitment tool for a fall/winter Institute.

Second, in my role as a principal, I plan to offer the Kindergarten Family Reading Institute at my site and offer to train my colleagues in my district. I will further expand the Institute by designing the second and third seven-week session of workshops for kindergarten parents.

I believe in the potential in this program and the relationships it develops over

time. This is not a “canned program” as it will change with the needs and desires of the school. I have developed a framework for lessons and a structure to the workshop. There is a protocol to the flow of the workshops with norms and expectations. The content of the Institute and the activities provide the opportunity to empower parents, which, according to parents, is the most important thing they took away from the Institute. The symbiotic relationship motivated the principal, reading coach, teacher on special assignment and parents to collaborate in the process of having each child reach benchmark on the district’s multiple measure assessments.

Looking Back, Moving Forward

During my masters program I developed a series of workshops to have parents document family histories and also learn how to use the computer in a meaningful context. The site where I conducted my study implemented the workshops with fidelity to my design. For several years I attended the workshops as a “fly on the wall” and was only introduced at the last potluck session. The school continued to offer this series of workshops and later went on to receive several prestigious awards at the state level because of it.

As I move forward, I envision re-working the writing workshops and using them to engage parents in writing and technology in a meaningful context. As I sequence the workshops, I will take into account the following: blended learning, online resources technology, the common core standards, and 21st century skills and expectations. The workshops will begin with seven weeks of listening and speaking in the fall, reading in the winter, and ending with writing in the spring. I will also make sure the content of the

workshops is accessible and culturally inclusive to parents of languages other than English.

As we transition to the common core standards across our nation, the Family Reading Institute can be part of the sustained and systematic family engagement capacity building that is required of our schools if our students are to be college and career ready.

As a member of the California Association of Bilingual Educators (CABE) and the Association of California School Administrators (ACSA) I will further disseminate the findings of the study. Upon filing my dissertation, I will contact Colorín Colorado and Reading Rockets, both highly regarded websites to promote the Kindergarten Family Reading Institute and encourage schools and districts to invest in ongoing and sustained parent engagement.

Appendix A:

Primary Researcher's Facilitator Recruitment Script:

My name is Carlos Ulloa; I am a graduate student in the Educational Leadership program at UCLA. I would like to invite you to participate as a facilitator in a research study I am conducting for my doctoral dissertation under the direction of Dr. Buzz Wilms and Dr. Diane Durkin. I will be working at your school to offer kindergarten families a seven-week family reading institute in English and Spanish beginning _____ and ending _____. Each workshop will be held each Friday during the school day over a seven-week period. This study focuses on providing families tools to support reading in the home and to build the capacity for schools to deliver a standards based family reading institute.

As a facilitator you will work with me in preparing and presenting the following seven topics over a seven-week period:

1. For the Love of Reading: Instilling the value of reading through music, stories and poetry.
2. Breaking the Code: Helping your child hear the sounds in words.
3. Breaking the Code: Helping your child make the connection from sounds to letters.
4. Breaking the Code: Helping your child make the connection from letters to words.
5. Make and Take: Fun and simple games to increase your child's knowledge of letters.
6. Make and Take: Fun and simple games to increase your child's knowledge of letter sounds.
7. Make and Take: Fun and simple games to make and break word.

Over the seven-week institute, your time commitment as a facilitator would be no more than four hours each week as follows: Approximately one hour a week to meet with the primary researcher to prepare for each workshop, approximately two hours each week to present each workshop in English or Spanish and approximately an hour each week to debrief each workshop with the primary researcher immediately following each workshop.

All families that participate in the Kindergarten Family Reading Institute will be asked to attend seven weekly two hour workshops, complete a pre and post survey, participate in a post one-on-one interview and a post group interview with the primary researcher. The pre and post survey and post one-on-one interviews and group interview will cover the following:

1. How to support the value of reading in the home.
2. How to help your child with hearing the sounds in words.
3. How to support your child make the connection from sounds to letters.
4. How to support your child make the connection from letters to words.

If you choose to facilitate the Kindergarten Family Reading Institute, you will be asked to participate in a one-on-one post interview that will take approximately an hour to complete with the primary researcher.

Your participation as a facilitator is completely voluntary but would be very much appreciated, as it will help me gather needed information for my doctoral study. Your decision to participate or not participate will not preclude you from attending the Family Reading Institute or your relationship with Chula Vista Learning Community Charter School. If you choose to participate, you will receive a selection of children books for kindergarten students valued at over \$100.00, in appreciation for taking time out of your busy schedule. May I sign you up to facilitate this seven-week Family Reading Institute? Thank you for your time.

Appendix B:

KINDERGARTEN PARENT RECRUITMENT FLYER

Dear Kindergarten Parent:

My name is Carlos Ulloa and I am a student in the Educational Leadership Program at UCLA. I would like to invite you to participate in a family reading institute at your child's school as part of the research I am conducting for my doctoral dissertation under the direction of Dr. Buzz Wilms and Dr. Diane Durkin. The seven two-hour workshops are being conducted for a research study. Participation in this study is completely voluntary. If you choose to participate, you will receive a selection of children books for kindergarten students valued at over at \$40.00, in appreciation for taking time out of your busy schedule. The decision to participate will not affect your child or your relationship with the Chula Vista Community Charter School.

If you volunteer to participate in this study, we would ask you the following:

- Attend and participate in seven weekly sessions at your child's school. Each session will focus on supporting reading achievement in the home.
- Complete a pre and post thirty-minute survey on the content covered in each workshop in the seven-week Family Reading Institute.
- In addition to participating in the seven workshops, you will be asked to participate in a one-on-one thirty-minute interview and an hour-long group interview focusing on your experience, the content and delivery of each workshop in the Kindergarten Family Reading Institute. The interview will take place at your child's school site and will be tape-recorded.

By participating in these seven workshops offered in English or Spanish, you may learn helpful and practical ways to engage yourself in the process of supporting your kindergartener in learning how to read.

If you are interested in participating in this study, please return the bottom portion by _____ to your child's teacher. If you have any questions, please contact me at 619-422-5301 or at Carlose30@aol.com. Dr. Buzz Wilms may be contacted at wilms@gseis.ucla.edu via email, or at (310) 825-8385. Dr. Diane Durkin may be contacted at durkin@humnet.ucla.edu via email or at (310) 825-0614.

I look forward to your participation in these highly engaging family reading workshops.

Sincerely,

Carlos Ulloa

VOLANTE PARA RECLUTAR PADRES DE FAMILIA DE KINDERGARTEN

Estimado Padre de Familia de Kindergarten:

Mi nombre es Carlos Ulloa y soy estudiante en la Escuela de Graduados de Educación y Estudios Informativos en UCLA. Me gustaría invitarlo a participar en un estudio investigativo que estoy realizando para la disertación de mi doctorado bajo la dirección del Dr. Buzz Wilms y la Dra. Diane Durkin en la escuela de su hijo. Si decide participar, recibirá una selección de libros para niños y material de lectura para estudiantes de kinder con un costo de \$40.00. Participación en este estudio es completamente voluntario. Su participación es completamente voluntaria. La decisión de participar o no hacerlo no afectará la relación del alumno o del padre de familia con la escuela Chula Vista Learning Community Charter.

Si acepta participar como voluntario en este estudio, le pediríamos lo siguiente:

- Asistir y participar en siete sesiones semanales en la escuela de su hijo-a des de _____ hasta _____ cada _____ de _____.

Cada sesión se concentrará en proporcionar apoyo para lograr avances en el área de lectura en el hogar. Los siguientes temas se llevaran acabo siete semanas en el Instituto de Lectura Familiar del Kinder:

1. Por el amor a la lectura: Inculcarles el valor de lectura por medio de la música, cuentos y poesía.
2. Descifrar el código: Ayudando a su hijo/a oír sonidos en las palabras.
3. Descifrar el código: Ayudando a su hijo/a entender cuál es la conexión entre sonidos y letras.
4. Descifrar el código: Ayudando a su hijo/a entender cuál es la conexión entre letras y palabras.
5. Hágalo y lléveselo: Juegos sencillos y divertidos para subir el conocimiento de las letras.
6. Hágalo y lléveselo: Juegos sencillos y divertidos para subir el conocimiento de los sonidos de las letras.
7. Hágalo y lléveselo: Juegos sencillos y divertidos para el hacer y deshacer de las palabras.

- Completar una encuesta duración de media hora previa a los talleres y una posterior sobre los siguiente temas:

1. Como apoyar el valor de la lectura en el hogar.
2. Como ayudar a su hijo/a oír los sonidos en las palabras.
3. Como apoyar a su hijo/a entender cuál es la conexión entre sonidos y letras.
4. Como apoyar a su hijo/a entender cuál es la conexión entre letras y palabras.

- Además de estar a cargo de los siete talleres, participar en dos entrevistas: una individual de media hora y otra de una hora con padres que participarán en la entrevista de grupo del

Instituto de Lectura para Familias de Kindergarten. Las entrevista individual y en grupo se concentrará en la experiencia, y enseñanza de los siguientes temas:

1. Como apoyar el valor de la lectura en el hogar.
2. Como ayudar a su hijo/a oír los sonidos en las palabras.
3. Como apoyar a su hijo/a entender cuál es la conexión entre sonidos y letras.
4. Como apoyar a su hijo/a entender cuál es la conexión entre letras y palabras.

La entrevista individual o de grupo se llevará a cabo en la escuela de su hijo-a y será grabada.

Al participar en estos siete talleres ofrecidos en inglés y español, quizás aprenderán maneras prácticas y útiles de involucrarse en el proceso de apoyar a su hijo-a de kindergarten en el aprendizaje de la lectura. Si decide participar, recibirá una selección de libros para niños y material de lectura para estudiantes de kinder con un costo de \$40.00.

Si está interesado en participar en este estudio, favor de regresar la forma adjunta antes de _____ a la maestra de su hijo/a. Si tiene alguna pregunta, por favor póngase en contacto conmigo al 619-422-5301 o via email a Carlose30@aol.com. También podrán comunicarse con Dr. Buzz Wilms via email a wilms@gseis.ucla.edu o al (310) 825-8385 y con la Dra. Diane Durkin via email durkin@humnet.ucla.edu o al (310) 825-0614.

Espero contar con su participación en estos talleres de lectura para familias que prometen ser sumamente atractivos.

Sinceramente,

Carlos Ulloa

Appendix C:

Principal's Phone Script:

To Recruit Parents, Guardians, Grandparents and Primary Caregivers to participate in the Family Reading Institute

Hello this is Dr. Jorge Ramirez the principal of CVLCC may I speak with the parents of_____. I would like to invite you to participate in a research study conducted by Carlos Ulloa a doctoral student at UCLA, family literacy expert and principal in our district. The doctoral dissertation research is under the direction of Dr. Buzz Wilms and Dr. Diane Durkin. I will be working with Carlos Ulloa and our reading coach at our school to offer kindergarten families a seven-week family reading institute beginning _____ and ending _____.

This study focuses on providing families tools to support reading in the home. As part of this study we will be doing a pre and post survey that will take approximately 30 minutes to complete. All families that participate will also be invited to participate in a group interview and a one-on-one post interview. The interviews will provide the researcher information regarding your experience in the Family Reading Institute. Each interview will take approximately 30 minutes to complete. Your participation is completely voluntary. Your decision to participate or not participate will not preclude you from attending the Family Reading Institute or your child or your relationship with Chula Vista Learning Community Charter School. If you choose to participate, you will receive a selection of children books for kindergarten students valued at over at \$40.00, in appreciation for taking time out of your busy schedule. May I sign you up to participate in this seven-week Family Reading Institute? Thank you for your time.

Guión telefónica del director:

Para reclutar padres de familia, abuelos, y tutores para participar en el Instituto de Lectura para Familias

Habla el Dr. Jorge Ramirez el director de CVLCC, se encuentra los padres de _____? Me gustaría invitarlo/la a participar en un estudio investigativo realizando para la disertación de Carlos Ulloa un alumno graduado en le program Lederazgo Educativo en UCLA, experto de lectura familiar y director en nuestro distrito escolar. El estudio investigativo se realiza bajo la dirección del Dr. Buzz Wilms y la Dra. Diane Durkin. Estaré trabajando con Carlos Ulloa y nuestra maestra de lectura de la escuela de su hijo/a para ofrecer a las familias de kinder un instituto de lectura durante siete semanas empezando_____ y terminando_____.

El estudio se enfoca en proveer a las familias con heramientas para apoyar la lectura en el hogar. Como parte del estudio realizaré una encuesta familiar inicial y una al final que tomará aproximadamente 30 minutos para completar. Todas las familias que participen también se les invitará a participar en una entrivista grupal e individual que tomará aproximadamente 30 minutos. Su participación es completamente voluntaria. La decisión de participar o no hacerlo no afectará la relación del alumno o del padre de familia con la escuela Chula Vista Learning Community Charter o su participación en el Instituto de Lectura para Familias. Si decide participar, recibirá una selección de libros para niños y material de lectura para estudiantes de kinder con un costo de \$40.00. ¿Puedo apuntarlo para que participe en este Instituto de Lectura para Familias de siete semanas? Gracias por su tiempo.

Appendix D:

University of California, Los Angeles

CONSENT TO PARTICIPATE IN RESEARCH

Kindergarten Family Reading Institute
Parent

You are asked to participate in a research study conducted by Carlos Ulloa, under the direction of Buzz Wilms, Ph.D. from the Department of Education and Information Studies, Educational Leadership Program at the University of California, Los Angeles. The results of the research study will contribute to Carlos Ulloa's dissertation toward his doctoral degree. As a parent of a kindergarten student at Chula Vista Learning Community Charter School, you were selected as a possible participant in this study. Participation is completely voluntary. The decision whether or not to participate will not affect the child or parent's relationship with the Chula Vista Learning Community Charter School.

You can choose whether or not to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind.

- **PURPOSE OF THE STUDY**

This research project will focus on creating a family reading institute targeting the parents of Latino kindergarten students learning how to read. Although targeting Latino families, this research project will not exclude non-Latino parent or English speaking families. This project will integrate Socio-cultural pedagogy to teach parents the skills to support their child's development in learning how to read. The parents in this study will be asked to participate in an intensive 7-week family reading institute, integrating language, culture, and literacy. The institute will support the parent and child in activities making the goals of the *No Child Left Behind Act of 2001* and the California Language Arts Standards accessible and meaningful to reinforce in the home. The ultimate goal of this research project is to design and implement a model family reading institute that can be successfully replicated with other Latino populations. This family reading institute will help Latino parents of elementary school-aged children connect in supportive ways to their children's school experience and own parenting skills.

- **PROCEDURES**

If you volunteer to participate in this study, we would ask you the following:

Attend and participate in seven weekly sessions at your child's school. Each session will focus on supporting reading achievement in the home.

Complete a pre and post thirty-minute survey on the content covered in each workshop in the seven-week Family Reading Institute.

Participate in a one-on-one thirty-minute interview and an hour-long group interview focusing on your experience, the content and delivery of each workshop in the Kindergarten Family Reading Institute. The interview will take place at your child's school site and will be tape-recorded.

- **POTENTIAL RISKS AND DISCOMFORTS**

If you participate in the study, you may feel uncomfortable participating in the seven weekly sessions focused on supporting reading achievement in the home or due to the final one-on-one interview format.

- **POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY**

Your participation in this study will benefit other schools implementing a sustained family reading institute targeting the parents of Latino children in kindergarten.

The research may ultimately contribute to the body of knowledge on how to implement and sustain a family reading institute bridging the goals of the *No Child Left Behind Act of 2001*, the California Language Arts Standards with Latino families.

- **PAYMENT FOR PARTICIPATION**

You will receive no payment or financial compensation for participating in this study. If you choose to participate, you will receive a selection of children books and reading supplies for kindergarten students valued at over at \$40.00.

- **CONFIDENTIALITY**

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. All participants will be asked to keep what is said between the participants only. However, complete confidentiality cannot be guaranteed.

If you elect to participate in an interview, the interview will be audio-taped and you have the right to review, edit, or erase the research tapes of your participation in whole or in part. At the conclusion of this study, all written or recorded information will be destroyed.

Confidentiality will be maintained by means of coding procedures. Names of individuals and the school site used in the interviews and study will be changed and biographical information that could identify individuals and the school site will be left out. The data will be safeguarded by being in one location by Carlos Ulloa and only accessible to him.

- **PARTICIPATION AND WITHDRAWAL**

You may refuse to answer any questions you don't want to answer and still remain in the study.

- **IDENTIFICATION OF INVESTIGATORS**

If you have any questions or concerns about the research, please feel free to contact Carlos Ulloa at (619) 384-1963 or 3088 Via Maximo, Carlsbad, CA 92009. Alternatively, you can contact Buzz Wilms, Ph.D. at (310) 206-1673 or care of Educational Leadership Program, 1029 Moore Hall Mailbox 951521, Los Angeles, California 90095-1521.

- **RIGHTS OF RESEARCH SUBJECTS**

You may withdraw your consent at anytime and discontinue participation without penalty. You are not waiving any legal claims, rights to remedies because of your participation in this research study. If you have any questions regarding your rights as a research subject, contact the Office for Protection of Research Subjects, 2107 Ueberroth Building, UCLA, Box 951694, Los Angeles, CA 90095-1694, (310) 825-8714.

SIGNATURE OF RESEARCH SUBJECT

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been a copy of this form.

Name of Subject

Signature of Subject

Date

SIGNATURE OF INVESTIGATOR

In my judgment, the subject is voluntary and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.

Signature of Investigator

Date

CONSENTIMIENTO PARA PARTICIPAR EN INVESTIGACIÓN

Instituto de Lectura para Familias de Kindergarten

Padre de Familia

Se le está solicitando su participación en un estudio de investigación conducido por Carlos Ulloa bajo la dirección del Dr. Buzz Wilms del Departamento de Educación y Estudios Informativos, Programa de Liderazgo Educativo de la Universidad de California en Los Ángeles. El resultado del estudio de investigación contribuirá a la disertación de Carlos Ulloa para la obtención de su doctorado. Como padre de un alumno de kindergarten en la Escuela Chula Vista Learning Community Charter, usted fue seleccionado como candidato para participar en este estudio. Su participación es completamente voluntaria. La decisión de participar o no hacerlo no afectará la relación del alumno o del padre de familia con la escuela Chula Vista Learning Community Charter.

Usted decide si participa en este estudio o no. Si voluntariamente decide participar en este estudio, puede darse de baja en cualquier momento sin ninguna consecuencia para usted.

- **PROPÓSITO DEL ESTUDIO**

Este proyecto investigativo se concentrará en crear un instituto de lectura para familias dirigido principalmente a los padres de familia de estudiantes latinos de kindergarten que están aprendiendo a leer. Aunque esté dirigido principalmente a familias latinas, este proyecto investigativo no excluirá a padres de familia no latinos o familias donde sólo se habla inglés. Este proyecto integrará una pedagogía sociocultural para enseñar a los padres las técnicas para apoyar a su hijo-a en el aprendizaje de la lectura. En este estudio, se les pedirá a los padres de familia que participen en un instituto de lectura intensivo para familias con una duración de siete semanas, integrando lenguaje, cultura y alfabetización. El instituto apoyará a los padres de familia en actividades que hagan que las metas de la ley *No Child Left Behind* del 2001 y de los Estándares de Artes de Lenguaje sean accesibles y comprensibles para poder reforzarlas en casa. La meta final de este proyecto investigativo es diseñar y poner en práctica un instituto de lectura modelo para familias que pueda realizarse exitosamente con otras poblaciones de latinos. Este instituto de lectura para familias ayudará a los padres de familia latinos con hijos en edad escolar a nivel primario a establecer un enlace de apoyo con la experiencia escolar de sus hijos y sus propias habilidades para ser padres.

- **PROCEDIMIENTOS**

Si acepta participar como voluntario en este estudio, le pediríamos lo siguiente: Asistir y participar en siete sesiones semanales en la escuela de su hijo-a. Cada sesión se concentrará en proporcionar apoyo para lograr avances en el área de lectura en el hogar.

Completar una encuesta duración de media hora previa a los talleres y una posterior a los mismos.

Participar en una entrevista individual con duración de media hora y una entrevista en grupo con duración de una hora que se concentrará en la experiencia, los temas y enseñanza de cada taller y el que haya tenido en el Instituto de Lectura para Familias de Kindergarten. La entrevista se llevará a cabo en la escuela de su hijo-a y será grabada.

- **RIESGOS POTENCIALES E INCOMODIDADES**

Si usted participa en este estudio, puede que se sienta incómodo por el hecho de participar en las siete sesiones semanales enfocadas en brindar apoyo para lograr un mejor aprovechamiento en el área de lectura en el hogar o debido a que la entrevista que se realizará al terminar los talleres sea personal.

- **BENEFICIOS POTENCIALES PARA LOS SUJETOS Y/O PARA LA SOCIEDAD**

Su participación en este estudio beneficiará a otras escuelas que estén llevando a la práctica un instituto de lectura para familias destinado a los padres de niños latinos de kindergarten.

Finalmente, la investigación puede contribuir al conocimiento de cómo poner en práctica y mantener un instituto de lectura para familias que establezca una conexión entre los Estándares de Artes de Lenguaje de California, La Ley del 2001 *No Child Left Behind* y las familias latinas.

- **REMUNERACIÓN POR PARTICIPAR**

Usted no recibirá pago o compensación monetaria por su participación en este estudio. Si decide participar, recibirá una selección de libros para niños y material de lectura para estudiantes de kinder con un costo de \$40.00.

- **CONFIDENCIALIDAD**

Cualquier información que se obtenga en relación con este estudio y que pueda ser asociada a usted, permanecerá en calidad de confidencial y podrá ser revelada sólo con su autorización o si la ley así lo requiere.

Si decide participar en una entrevista, ésta será grabada en cinta de audio y usted tiene el derecho de revisar, editar o borrar las cintas de la investigación donde usted haya participado, ya sea en parte o en su totalidad. Al terminar este estudio, toda la información obtenida por escrito o grabada, será destruida.

Se mantendrá la confidencialidad por medio de procedimientos de codificación. Los nombres de las personas y de las escuelas utilizados en el estudio y las entrevistas serán cambiados y la información biográfica que pudiera identificar a los individuos y a las escuelas no será incluida. La información será salvaguardada en un solo lugar por Carlos Ulloa quien será la única persona con acceso a ella.

- **PARTICIPACIÓN Y DARSE DE BAJA**

Usted puede negarse a contestar cualquier pregunta y seguir participando en el estudio.

- **IDENTIFICACIÓN DE LOS INVESTIGADORES**

Si tiene preguntas o dudas acerca de la investigación, comuníquese con Carlos Ulloa al (619) 384-1963 o en 3088 Via Máximo, Carlsbad, CA 92009. Como alternativa, también puede comunicarse con el Dr. Buzz Wilms al (310) 206-1673 a cargo del Programa de Liderazgo Educativo, 1029 Moore Hall Mailbox 951521, Los Angeles, California 90095-1521.

- **DERECHOS DE LOS SUJETOS DE INVESTIGACIÓN**

Usted puede cancelar su consentimiento en cualquier momento y no continuar con su participación sin consecuencia alguna. Al participar en este estudio investigativo, no está renunciando a ningún reclamo legal al que pudiera tener derecho. Si tiene cualquier pregunta con relación a sus derechos como sujeto de investigación, comuníquese con la Oficina de Protección para los Sujetos de Investigación, 2107 Ueberroth Building, UCLA, Box 951694, Los Angeles, CA 90095-1694, (310) 825-8714.

FIRMA DEL SUJETO DE INVESTIGACIÓN
--

Entiendo los procedimientos descritos anteriormente. Mis preguntas han sido contestadas a mi entera satisfacción y estoy de acuerdo en participar en este estudio. Tengo en mi poder una copia de esta forma.

Nombre del Sujeto

Fecha

Firma del Sujeto

Fecha

FIRMA DEL INVESTIGADOR

A mi juicio, el sujeto voluntaria e intencionadamente está dando su consentimiento para participar en este estudio investigativo en base a la información recibida y tiene la capacidad legal para hacerlo.

Firma del Investigador

Fecha

Appendix E:

Kindergarten Family Reading Institute Instituto de lectura de familias del Kinder

Agenda Week 1 Orden del día Semana 1

Welcome
Bienvenida

Getting to know each other
Conociéndonos

Materials Distribution
Distribución de materiales

Parent Survey
Encuesta Familiar

Institute objectives
Metas del instituto

KWR Chart
Cartelón KWR



Kindergarten Family Reading Institute

Instituto de lectura de familias del Kinder

Agenda Week 2

Orden del día Semana 2

Welcome
Bienvenida

Parent Survey
Encuesta Familiar

Helping Your Child Become a Reader
Cómo ayudar a su hijo a ser un buen lector

Becoming a Reader
Cómo se llega a ser un buen lector

Typical Language Accomplishments
Etapas de desarrollo del lenguaje

Phonemic Awareness
Conocimiento fonémico

Homework: Practice the phonemic awareness activities you've learned with your child

Tarea: Practicar las actividades de conocimiento fonémico que han aprendido



Kindergarten Family Reading Institute

Instituto de lectura de familias del Kinder

Agenda Week 3

Orden del día Semana 3

Welcome
Bienvenida

Story telling
Contar un cuento

Chatting with Children
Cómo charlar con los niños

Phonemic Awareness
Conocimiento fonémico



Homework:

- Chose a story to tell to your child
- Make a list of words from the story
- Practice the phonemic awareness activities you've learned with your child
- Prepare to share and bring any questions you may have

Tarea:

- Elija un cuento para contarle a su hijo/hija
- Haga una lista de palabras del cuento
- Practicar las actividades de conocimiento fonémico que han aprendido
- Prepárese a compartir y traiga cualquier pregunta que quiera aclarar

Kindergarten Family Reading Institute

Instituto de lectura de familias del Kinder

Agenda Week 4

Orden del día Semana 4

Welcome
Bienvenida

What we applied from our learning
Lo que aplicamos de lo aprendido

Review Strategies
Repasar estrategias

New Phonic Strategies/Decoding Strategies
Phoneme Segmentation
Phoneme Deletion

Nuevas estrategias de fonética
Segmentación de fonemas
Quitar fonemas

Reading together (pages 22-26)
Write On!
Leer juntos (páginas 22-26)
¡A escribir!

What is Phonics Instruction?
¿Qué es la instrucción fonética?

Homework:
Making words with and without the mat.
tapete.

Tarea:
Hacer palabra con y sin el



Kindergarten Family Reading Institute Instituto de lectura de familias del Kinder

Agenda Week 5 Orden del día Semana 5

Welcome
Bienvenida

What we applied from our learning
Lo que aplicamos de lo aprendido

Review Strategies
Repasar estrategias

Knowing our High Frequency Words with Automaticity
Saber las palabras de uso frecuente automáticamente

What is Fluency Instruction?
¿Qué es la instrucción de fluidez?

Homework:
Practice High Frequency with Matching Game.

Tarea:
Practicar palabras de uso frecuente con el juego de pares.



Kindergarten Family Reading Institute Instituto de lectura de familias del Kinder

Agenda Week 6 Orden del día Semana 6

Welcome
Bienvenida

What we applied from our learning
Lo que aplicamos de lo aprendido

Review Reading Elements
Repasar los elementos de lectura

What is Reading Comprehension Instruction?
¿Qué es la instrucción de comprensión de lectura?

Reading Comprehension Strategies
Estrategias de comprensión de lectura

Homework:
Practice a reading comprehension strategy with a book or oral story.

Tarea:
Practicar una estrategia de comprensión de lectura con un libro o sobre un cuento oral.



Kindergarten Family Reading Institute

Instituto de lectura de familias del Kinder

Agenda Week 7

Orden del día Semana 7



Welcome
Bienvenida

What we applied from our learning
Lo que aplicamos de lo aprendido

Review Reading Elements
Reparar los elementos de lectura

Review Reading Comprehension Instruction
Reparar la instrucción de comprensión de lectura

A Picture is Worth a Thousand Words (page 19 & 20)
Una imagen vale más que mil palabras (página 19 & 20)

Vocabulary Development
Desarrollo del vocabulario

Vocablary Development with your child
Desarrollo del vocabulario con su hijo/hija

Homework: Practice building your child's vocabulary with a book or oral story.

Tarea: Practicar el desarrollo de vocabulario con un libro o sobre un cuento oral.

Appendix F:

FAMILY SURVEY

1. In the last week, which of the following activities did you do with your child?
(Check all that apply)

- read a book
- read a newspaper
- read a magazine
- read a recipe, cookbook or instructions
- write a card or invitation
- write a note or phone message
- write a grocery list
- write an email
- read a map
- play a board game

- watch television, video or movie
- play a video game
- play a game outside
- talked about a book read at school
- talked about a book read at home
- asked questions about the meaning of a word
- engaged in a two way conversation while driving, walking, shopping or cooking

2. Do you currently have a public library card?
(Circle one)

yes no

3. Does your child have a public library card?
(Circle one)

yes no

4. If your child has a library card, how often do you take your child to the library?
(Circle one)

never	1-2 times a year	3-4 times a year
every other month	once a month	at least once a week

5. During the last week, which of the following activities did you do in the presence of your child either driving?

(Check all that apply)

- read a book
- read a newspaper
- read a magazine
- read a recipe, cookbook or instructions
- write a card or invitation
- write a note or phone message
- write a grocery list
- write an email
- read a map
- play a board game
- watch television, video or movie
- play a video game
- play a game outside

6. How often do you or another adult in the home read a book with your child and for how long?

(Check one)

- never
- once a month
- twice a month
- every other week
- once a week
- 3-5 times a week
- every day

_____ time spent reading together

7. Does your child have access to any of the following writing supplies in your home?

(Check all that apply)

- paper
- markers
- crayons
- finger paints/water colors/tempera paint
- pencils
- colored pencils
- pens
- chalk
- scissors
- paste, glue or tape

8. Does the child use any of the following items in your home?

(Check all that apply)

- blocks or Legos
- beads
- clay or playdough
- puzzles
- board games
- CD/ audio cassette player
- video game
- dolls or action figures
- television
- VCR/DVD

9. Is your child able to sing the letters of the alphabet? (Phonemic Awareness)
(Check one)

yes no I don't know

10. Is your child able to write the upper case letters of the alphabet?
(Letter Identification)

(Check one)

yes (If yes, approximately how many upper case letters can your child write?)

no

I don't know

11. Is your child able to write the lower case letters of the alphabet?
(Letter Identification)

(Check one)

yes (If yes, approximately how many lower letters can your child write?)

no

I don't know

12. Is your child able to write his or her name beginning with a capital letter followed by lowercase letters
(Writing)?

(Check one)

yes no I don't know

13. When writing does your child leave space between words?
(Check one)

yes no I don't know

14. Approximately how many one syllable words or high frequency words can your child read? (Decoding and Word Recognition)?

15. Does your child have a favorite story, book or folktale?
(Check one)

yes no I don't know

If yes, what is the name of the book?

16. Does your child have a favorite song, poem or rhyme?
(Check one)

yes no I don't know

If yes, what is the name of the song, poem or rhyme?

17. Can your child identify the front cover, back cover and title page of a book?
(Concepts of Print)

(Check one)

yes no I don't know

18. Does your child ask to read the same book or books more than once (over than over)?

(Check one)

yes (if yes what book(s)?)

no

I don't know

19. Does the child play role-play or pretend to be a favorite book character(s)?

(Check one)

yes (if yes what book character(s)?)

no

I don't know

20. Does the child role-play or pretend to be a favorite singer, television character or movie character?
(Check one)

yes (if yes what singer, television or movie character?)

no

I don't know

21. Do you play games with your child that involves listening to beginning letter sounds or rhyming games (Phonemic Awareness)?

(Check one)

yes no

If yes, describe the game you play:

22. Does your child like to retell familiar stories (Comprehension)?

(Check one)

_____ yes

_____ no

If yes, what story does your child like to retell?

23. When reading with your child, what are some questions you ask your child about the story or text (Comprehension)?

24. Does your child make predictions before and while reading based on the pictures and words (Comprehension)?

(Check one)

_____ yes

_____ no

25. On average, how many hours does your child spend watching television on a daily basis?

(Check one)

_____ 0

_____ 1

_____ 2

_____ 4

_____ 6 or more

26. On average, how many minutes does your child read on a daily basis?
(Check one)

- 0 minutes
- 10 minutes
- 20 minutes
- 30 minutes or more

ENCUESTA FAMILIAR

1. Si tiene más hijos en edad escolar, ¿a qué escuela van y en qué idioma aprendieron a leer? (anote los nombres y edades de esos hijos)

2. ¿Cuál es su país de origen? (Nombre del país, estado y ciudad/pueblo)

3. Durante la semana pasada, ¿cuál de las siguientes actividades realizó usted en presencia de su hijo? (Marque todas las que correspondan)

- leyó un libro
 leyó el periódico
 leyó una revista
 leyó una receta
 escribió una tarjeta o invitación
 escribió una nota o mensaje
 escribió la lista del mandado
- escribió un mensaje electrónico
 consultó un mapa
 jugó algún juego de mesa
 vio televisión o una película
 jugó un juego de video
 participó en un juego afuera de la casa

4. ¿Tiene credencial de la biblioteca pública?

_____ sí _____ no

5. ¿Tiene su hijo credencial de la biblioteca pública?

_____ sí _____ no

6. Si su hijo tiene credencial de la biblioteca, ¿con qué frecuencia lleva a su hijo a la biblioteca?

_____ nunca _____ 1-2 veces al año _____ 3-4 veces al año
_____ un mes sí,
el otro no _____ una vez al mes _____ por lo menos
una vez por semana

7. Durante la semana pasada, ¿cuál de las siguientes actividades hizo con su hijo?

(Marque todas las que correspondan)

- _____ leyó un libro
- _____ leyó el periódico
- _____ leyó una revista
- _____ leyó una receta, libro de cocina o instrucciones
- _____ escribió una tarjeta o invitación
- _____ escribió una nota o mensaje telefónico
- _____ escribió la lista del mandado
- _____ escribió un mensaje electrónico
- _____ consultó un mapa
- _____ jugó algún juego de mesa
- _____ vió televisión, un video o una película
- _____ jugó un juego de video
- _____ participó en un juego afuera de la casa
- _____ platicó acerca de algún libro que se leyó en la escuela
- _____ platicó acerca de algún libro que se leyó en casa
- _____ hizo preguntas acerca del significado de alguna palabra
- _____ se involucró en una conversación con su hijo mientras manejaba, caminaba, iba de compras o cocinaba.

8. ¿Qué tan seguido usted o algún otro adulto en casa lee un libro con su hijo y por cuanto tiempo?

- nunca
- una vez al mes
- dos veces al mes
- una semana sí, la otra no
- una vez a la semana
- 3-5 veces a la semana
- diariamente

_____ tiempo que pasan leyendo juntos

9. ¿Tiene su hijo acceso en casa a cualquiera de los siguientes artículos para escribir?

(Marque todos los que correspondan)

- papel
- plumones
- crayolas
- pintura dactilar / pinturas de agua / tempera
- lápices
- colores de madera
- plumas
- gis
- tijeras
- engrudo / pegamento, goma o cinta adhesiva

10. ¿Usa su hijo en casa cualquiera de los siguientes artículos?

(Marque todos los que correspondan)

- cubos o legos
- cuentitas
- plastilina o masa para modelar / moldear
- rompecabezas
- juegos de mesa
- aparato para tocar discos compactos o grabadora
- juegos de video
- muñecas o monitos de personajes de acción o súper héroes
- televisión
- video casetera o aparato para ver DVD

13. ¿Puede su hijo cantar las letras del alfabeto? (Conciencia Fonética)

sí no no sé

14. ¿Puede su hijo escribir las letras mayúsculas del alfabeto?
(Identificación de las Letras)

_____ sí _____ no _____ no sé

Si su respuesta es sí, aproximadamente cuantas letras mayúsculas puede escribir su hijo? _____

15. ¿Puede su hijo escribir las letras minúsculas del alfabeto?
(Identificación de las Letras)

_____ sí _____ no _____ no sé

Si su respuesta es sí, ¿aproximadamente cuántas letras mayúsculas puede escribir su hijo? _____

16. ¿Escribe su hijo su nombre empezando con letra mayúscula seguida de letras minúsculas? (Escritura)

_____ sí _____ no _____ no sé

17. Cuando su hijo escribe, ¿deja un espacio entre las palabras?

_____ sí _____ no _____ no sé

18. Aproximadamente, ¿cuántas palabras de uso común puede leer su hijo?
(Descifrar y Reconocer Palabras)

19. ¿Tiene su hijo algún libro, cuento o historia tradicional que sean sus favoritos?

_____ sí _____ no _____ no sé

Si contesto que sí, ¿cuál es el nombre del libro?

20. ¿Tiene su hijo alguna canción, poema o rima que sean sus favoritas?

_____ sí _____ no _____ no sé

Si contesto que sí, ¿cuál es el nombre de la canción, poema o rima?

21. ¿Puede su hijo identificar la portada, contraportada y página de título de un libro? (Conceptos de Impresión)

_____ sí _____ no _____ no sé

22. ¿Pide su hijo leer el mismo libro o libros más de una vez?

_____ sí _____ no

Si contesto que sí, ¿cuál es ese libro o libros?

23. ¿Juega su hijo al teatro representando distintos papeles o simula ser el personaje de alguno de sus libros favoritos?

_____ sí _____ no _____ no sé

Si contesto que sí, ¿cuál personaje?

24. ¿Actúa su hijo como su cantante favorito, ó como algún personaje de televisión o de películas?

_____ sí _____ no _____ no sé

Si contesto que sí, ¿cuál cantante, personaje de televisión o películas?

25. ¿Realiza juegos con su hijo que impliquen escuchar los sonidos iniciales de las palabras o rimas?

_____ sí _____ no

Si contesto que sí, describa el juego que realiza:

26. ¿Le gusta a su hijo repetir historias conocidas? (Comprensión de lo que se escucha)

_____ sí _____ no

Si contesto que sí, ¿qué historia le gusta repetir a su hijo?

27. En algún momento cuando usted le está leyendo en voz alta a su hijo, ¿detiene la lectura par hacerle alguna pregunta a su hijo acerca del cuento?

_____ sí _____ no

Si contesto que sí, ¿cuáles son algunas de las preguntas que le hace a su hijo acerca del cuento o texto? (Comprensión)

28. ¿Hace su hijo predicciones antes de leer y mientras lee basándose en los dibujos y las palabras? (Comprensión)

_____ sí _____ no

29. En promedio, ¿cuántas horas pasa su hijo viendo televisión diariamente?

- 0
- 1
- 2
- 3
- 4
- 6 o más

30. En promedio, ¿cuántos minutos lee su hijo diariamente?

- 0 minutos
- 10 minutos
- 20 minutos
- 30 minutos o más

Appendix G:

University of California, Los Angeles

CONSENT TO PARTICIPATE IN RESEARCH

Kindergarten Family Reading Institute
Facilitator

You are asked to participate in a research study conducted by Carlos Ulloa, under the direction of Buzz Wilms, Ph.D. from the Department of Education and Information Studies, Educational Leadership Program at the University of California, Los Angeles. The results of the research study will contribute to Carlos Ulloa's dissertation toward his doctoral degree. As a bilingual reading coach at Chula Vista Learning Community Charter School, you were selected as a possible participant in this study. Participation is completely voluntary. The decision whether or not to participate will not affect your relationship with the Chula Vista Learning Community Charter School.

You can choose whether or not to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind.

- **PURPOSE OF THE STUDY**

This research project will focus on creating a family reading institute targeting the parents of Latino kindergarten students learning how to read. Although targeting Latino families, this research project will not exclude non-Latino parent or English speaking families. This project will integrate Socio-cultural pedagogy to teach parents the skills to support their child's development in learning how to read. The parents in this study will be asked to participate in an intensive 7-week family reading institute, integrating language, culture, and literacy. The institute will support the parent and child in activities making the goals of the *No Child Left Behind Act of 2001* and the California Language Arts Standards accessible and meaningful to reinforce in the home. The ultimate goal of this research project is to design and implement a model family reading institute that can be successfully replicated with other Latino populations. This family reading institute will help Latino parents of elementary school-aged children connect in supportive ways to their children's school experience and own parenting skills.

- **PROCEDURES**

If you volunteer to participate in this study, we would ask you the following:
Attend weekly planning sessions with the Researcher and facilitate seven weekly parent sessions with the Researcher. Each session will focus on supporting parents in supporting the reading achievement of their child in the home.

Participate in an hour-long post interview focusing on your experience facilitating the Kindergarten Family Reading Institute. The interview will take place at the school site and will be audio tape-recorded.

- **POTENTIAL RISKS AND DISCOMFORTS**

If you participate in the study, you may feel uncomfortable participating in the seven weekly sessions focused on supporting reading achievement in the home or due to the final one-on-one interview format.

- **POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY**

Your participation in this study will benefit other schools implementing a sustained family reading institute targeting the parents of Latino children in kindergarten.

The research may ultimately contribute to the body of knowledge on how to implement and sustain a family reading institute bridging the goals of the *No Child Left Behind Act of 2001*, the California Language Arts Standards with Latino families.

- **PAYMENT FOR PARTICIPATION**

You will receive no payment or financial compensation for participating in this study.

- **CONFIDENTIALITY**

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law.

If you elect to participate in an interview, the interview will be audio-taped and you have the right to review, edit, or erase the research tapes of your participation in whole or in part. At the conclusion of this study, all written or recorded information will be destroyed.

Confidentiality will be maintained by means of coding procedures. Names of individuals and the school site used in the interviews and study will be changed and biographical information that could identify individuals and the school site will be left out. The data will be safeguarded by being in one location by Carlos Ulloa and only accessible to him.

- **PARTICIPATION AND WITHDRAWAL**

You may refuse to answer any questions you don't want to answer and still remain in the study.

- **IDENTIFICATION OF INVESTIGATORS**

If you have any questions or concerns about the research, please feel free to contact Carlos Ulloa at (619) 384-1963 or 3088 Via Maximo, Carlsbad, CA 92009. Alternatively, you can contact Buzz Wilms, Ph.D. at (310) 206-1673 or care of Educational Leadership Program, 1029 Moore Hall Mailbox 951521, Los Angeles, California 90095-1521.

- **RIGHTS OF RESEARCH SUBJECTS**

You may withdraw your consent at anytime and discontinue participation without penalty. You are not waiving any legal claims, rights to remedies because of your participation in this research study. If you have any questions regarding your rights as a research subject, contact the Office for Protection of Research Subjects, 2107 Ueberroth Building, UCLA, Box 951694, Los Angeles, CA 90095-1694, (310) 825-8714.

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been a copy of this form.

SIGNATURE OF RESEARCH SUBJECT

Name of Subject

Signature of Subject

Date

SIGNATURE OF INVESTIGATOR

In my judgment the subject is voluntary and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.

Signature of Investigator

Date

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