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AUTHOR(S): Maria Dixson

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Dr . Christiane Wood
COMMITTEE CHAIR

DocuSigned by:
Dr. Christiane Wood
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SIGNATURE

12/2/2017
DATE

Erika Daniels
COMMITTEE MEMBER

DocuSigned by:
Erika Daniels
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12/4/2017
DATE

COMMITTEE MEMBER

SIGNATURE

DATE

COMMITTEE MEMBER

SIGNATURE

DATE

Pre-literacy Readiness: Predictors and Effects of Parental Involvement
within Low Socioeconomic Communities

Maria Dixon

California State University, San Marcos

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Abstract

The importance of parent involvement in children's early literacy development has been identified repeatedly as a critical factor contributing to children's school success. Research indicated that when parents engage with their children in learning activities at home, provide basic needs, and communicate with the school, their involvement can mitigate the negative impacts of poverty and prevent students from dropping out. This mixed methods study examined the impact of teacher-parent partnerships and parental involvement on children's early literacy readiness. The study specifically analyzed the relationship between parent involvement in early literacy development and their children's academic achievement in reading. The study included a series of workshops following the Latino Family Literacy Project curriculum, where eight parents of incoming kindergarteners were invited to join an eight-week workshop to teach them about the importance of early childhood literacy, English oral language development, as well as specific literacy skills to work on at home. Student data were later compared between those students with parents in the workshop and those who did not have parents involved to determine if there was significant growth in pre-literacy readiness of those with direct parent involvement compared to those that did not. Results indicated that students with parents in the Latino Family Literacy Project had a higher growth rate in their pre-literacy readiness scores in the first trimester, compared to students in a control group who did not have parents involved.

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Chapter One

Introduction

I have taught within the Oceanside School District for the last five years. Within this timeframe, I have experience teaching in the upper middle-class as well as the lower socio-economic communities. Based upon my experience and observations, I recognize that all students enter their academic career with a variety of learning strengths and needs. However, one of the major inconsistencies is the difference of parental involvement in their child's academics.

Turney and Kao (2009) found a positive correlation between parental involvement and increased academic success. Nevertheless, this research also confirmed that the rates of parental involvement are significantly higher among middle and upper-class parents than in low-income family households. "School readiness is critical to later academic achievement because differences on school entry have long-term consequences...most American students who start school significantly behind their peers can never close the readiness gap" (Engle & Black, 2008, p. 2) The vast difference in involvement even within the single district I have taught in, is what sparked my initial concern, which was validated by a review of the literature.

Within the context of pre-literacy readiness skills, students' levels of readiness vary based on socioeconomic class. Children of low socioeconomic status are at risk for lower academic achievement through their educational journey (Barnard, 2004). For this demographic, the lack of parent involvement in the home and/or in the classroom only leaves these students further behind. Incoming kindergarteners throughout the district are beginning their educational career with vastly different personal experiences and academic prior knowledge.

Purpose of the Study

For children growing up in poverty, finishing high school is a critical move toward economic success later in life. Research by Barnard (2004) has indicated that in urban neighborhoods with high concentrations of poverty, 40% or higher rates of high school dropout occurs. The school at which this study was conducted was comprised of 86.5% Latinos according to the 2015-2016 School Accountability Report Card (SARC) as well as, 96.5% (SARC) are socioeconomically disadvantaged.

With this knowledge in mind, this study analyzed the relationship between parent involvement in early literacy development, specifically kindergarteners from low socioeconomic households, and their pre-literacy readiness.

The following research questions were addressed in this study:

- 1.) With a high percentage of parents being Latinos and/or socioeconomically disadvantaged, what obstacles do parents within my school site face that impact their parental involvement: school based and/or home based?
- 2.) With teacher support through parental education on the importance of literacy readiness, does parental involvement increase in school or home setting, and are students academically prepared to be on grade level in the first trimester?

My initial observations showed that the incoming kindergarten classes at my school do not come prepared with early literacy readiness, nor do I see adequate parental involvement within the home or school setting to support their future success. Academically speaking, these students are already entering school at a disadvantage before they have even begun. This study intended to fill in the gap of understanding why there is minimal parental involvement in school and/or in the home, and if parent support is given can we increase students' literacy readiness to be on grade level in the first trimester.

Preview of Literature

This review of existing research highlighted the importance of early literacy readiness, the ways in which parental involvement plays a role, and how incoming kindergarteners from low socio-economic communities are at risk of being far below grade level. Alleyne (1998) stated that the early childhood years are crucial in children's literacy development because the development of language and literacy begins at birth. This means that parental involvement with their child's language development begins immediately. The existing research drove my study because after recognizing my school had a high Latino population as well as a high low socio-economic population, I realized the incoming kindergarteners were entering school already with barriers to overcome. My research aimed to identify what and/or why *these* precise demographics have a low rate of parental involvement; and more specifically this review uncovered predecessors and factors that create barriers between parents, their school community, and their child's pre-literacy readiness.

"Elementary school is an important part of the life course because it is a critical period for long term educational outcomes...Children's experiences in kindergarten and Grade 1 lay a fundamental foundation...parents are key in determining their children's experiences" (Turney & Kao, 2009, p.1). This study explored one way to better bridge a parent community with their child's school community with a hypothesis that cultivating parental involvement and practices would better improve academic competencies, specifically pre-literacy readiness.

Based on existing research, "parental involvement is determined first and foremost by how parents construe their role in children's education" (Calzada & Keng - Yen, 2015, p.1). Parental involvement in low SES communities is based on three factors: parent cultural characteristics and acculturation, socioeconomic characteristics, and teacher characteristics.

Family involvement in education is identified as a beneficial factor in young children's learning (U.S. Department of Education 2000) and a key component of national educational policies and early childhood programs. The National Research Council encourages, "that early childhood programs build relationships with parents to develop equally beneficial learning environments for young children at home and at school" (NRC, 2001). Overall research indicates that creating parental intervention practices and developing communication between teacher and parents despite a cultural barrier and/or socio-economic status are key factors to enhancing the academic success for all students. The review of existing literature acknowledged how to promote parental involvement in a community where barriers are present including cultural, socio economic, educational attainment and school-parent partnerships.

Preview of Methodology

To best explore the research questions guiding this study, I utilized qualitative and quantitative methods to conduct a mixed methods study of one group of kindergarteners' pre-literacy readiness at my school. I used an experimental group of eight students picked based on participants in the Latino Family Literacy Project workshop, as well as eight students selected at random as a control group. I used baseline scores on letter names/sounds/concepts about print/sight words to assess students' prior knowledge coming into kindergarten. The purpose of the study was to determine if parental education on early literacy readiness impacted their child's literacy scores enough to see existential growth compared to those students without targeted parental involvement. To gain targeted parental involvement, I conducted an eight-week parenting/early childhood literacy workshop with parents using the Latino Family Literacy Project curriculum to highlight the importance of early literacy readiness. The course also motivated and encouraged a relationship between home and school, parent, and teacher. The purpose of the workshop was to take the

findings from my literature review and provide direct resources to help parents become more involved at home regarding their child's early literacy development as well as create a relationship between home and school. After the eight-week workshop, I assessed both the experimental group and control group on the first trimester literacy assessment requirements including the same pre-literacy readiness skills: letter names/sounds/concepts about print/sight words to determine the amount of growth and if the LFLP workshop impacted student readiness compared to students without parents in the workshop. I gave a pre-questionnaire at the beginning of the workshop and a postquestionnaire to participants in the LFLP to note any changes in parental involvement and/or reading practices at home.

Summary of Chapter

Overall, I existing research identified SES status and culture are major factors that affect parental commitment in early childhood education which has been identified as a vital factor in early literacy readiness. Fantuzzo (2004) advocated that school organizations should promote relationships that will encourage parental involvement and participation to support children's social, emotional, and academic development. One key insight from the literature is the need to research and answer *what* are the connections between low socioeconomic communities and the amount of parental involvement in my community; as well as what are the steps teachers might take to remedy the gap in parental involvement to increase my student pre-literacy readiness.

Definitions

Parental Involvement

According to Epstein's (1996) framework, parental involvement is defined, "across six domains: parenting, learning at home, communication, volunteering, decision making in the school, and collaborating with the community" (Durand, 2011, p.2). Consequently, Durand (2011) clarifies its definition to include both home (i.e. reading, discussion, and educational activities) and school

(presence in school) interactions. School based parental involvement is defined as a parent volunteering within the school site. Home-based involvement is defined as providing educational support and activities within the context of the home or outside environment. Epstein's (2002)

Model for Parental Involvement is broken down into the following six domains:

- **Parenting.** Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. Assist schools in understanding families' backgrounds, cultures, and goals for children.
- **Communicating.** Communicate with families about school programs and student progress. Create two-way communication channels between school and home.
- **Volunteering.** Improve recruitment, training, activities, and schedules to involve families as volunteers and as audiences at the school or in other locations. Enable educators to work with volunteers who support students and the school.
- **Learning at Home.** Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities. Encourage teachers to design homework that enables students to share and discuss interesting tasks.
- **Decision-Making.** Include families as participants in school decisions, governance, and advocacy activities through school

councils or improvement teams, committees, and parent organizations.

- Collaborating with the Community. Coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities. Enable all to contribute service to the community”.

This study will use Epstein’s model for parental involvement, unless specified directly.

Early-Literacy Readiness

In this study, the terms pre-literacy readiness and/or early literacy development are used interchangeably. To have a clear understanding of what academic early-literacy readiness looks like, this study used the National Association for the Education of Young Children’s (2003) definition of early literacy. Early Literacy is what children know about reading and writing before they read or write. Six common concepts linked with early literacy readiness include: concepts about print: I know my way around books, Vocabulary: I know words, Narrative Skills: I tell stories orally, Phonological Awareness: I hear sounds, Print Awareness: I see words, and Letter Knowledge: I know letter names.

The Latino Family Literacy Project (LFLP)

The curriculum that I implemented with parent participants for the eight-week workshop, (I am READY / ¡LISTO!) used age-appropriate books for preschool age kids (2-5). The program was designed to encourage Latino parents to learn to read with their children, pose questions and teach school readiness skills to their children. Parents and their child were exposed to English vocabulary and simple English language grammar through the handpicked bilingual texts provided.

Low Socioeconomic Status (SES)

The American Psychology Association (2017) defines socioeconomic status as the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation. What related to this definition was the addend of “examinations of socioeconomic status often reveal inequities in access to resources, plus issues related to privilege, power and control” (The American Psychology Association, 2017). In this context, I analyzed the inequities of living in a low socioeconomic community including educational resources, and parent education of early literacy readiness to determine barriers of parental involvement.

Chapter Two

Review of Literature

Positive oral language experiences contribute to incoming kindergarteners' developing abilities to read and write. Similarly, literacy develops as children gain experience with oral language and print (Alleyne, 1998). This review of existing research raised the following questions regarding the incoming kindergarteners at my school. Why is this demographic of students coming into kindergarten without rich oral language or an existing knowledge of environmental print? Much of the research emphasized the importance of parents exposing students to print and oral language way before they enter kindergarten; as well as exposing them to it in mindful and meaningful ways. This concept directly ties into the present study about parental involvement; if students are entering school without this prior knowledge, I might conclude parents are not exposing students to print or engaging in rich oral language. Many researchers have asked the question, *why?* What barriers do the Latino parents in our low socioeconomic community encounter that would hinder their parental involvement in their child's pre- literacy readiness?

The following research uncovered specific barriers to and/or predictors of parent involvement. The existing research was then used to design this present study to build upon existing knowledge. Socioeconomic disadvantage was associated with lower home-based involvement, and several factors were found to be associated with higher involvement, including parents' connection to their culture of origin and to U.S. culture, and engagement practices by teachers. Results of the research aided in providing suggestions for promoting involvement among the families of incoming kindergarteners at Laurel Elementary School.

Pre-Literacy Readiness

To understand the definition of early literacy readiness stated above, one must understand the process early childhood literacy development. This literature review began looking at the process of literacy development. According to Alleyne (1998), a critical point in a child's literacy development is when they obtain the ability to use language to communicate using new vocabulary words. She emphasized that this is a developmental landmark that differentiates "school ready" children from infants and toddlers. Alleyne (1998) also emphasized that early literacy readiness includes oral language being plentiful. This is significant because there is a strong link with learning to read and write.

Another key milestone in pre-literacy readiness is "the process of becoming literate — learning about all the print forms of language and using them to communicate" (Alleyne, 1998, p.1). Research indicated that in literate communities' children begin to come across written language from birth. For example, when parents intentionally brought their children into contact with print (e.g., when they read aloud to children or provide toys with print). This ability to construct meaning from environmental print is another layer of early literacy readiness.

Alleyne (1998) added that children need to see reading and writing as purposeful and meaningful activities such as seeing their parents using literacy in real-world ways (e.g., writing notes, referring to shopping lists, reading for pleasure, and following traffic signs). Parents modeling the literacy behaviors was key to children picking up these pre-literacy concepts.

Parental Involvement linked to Culture

Nationally, Latinos are currently the largest racial/ethnic minority group in the United States, whom represent 16.3% of the total population in 2010 (U.S. Census Bureau, 2011). The literature on parental involvement proposes that there are variances in how parents describe their role in their children's education based on cultural and socioeconomic status (Chrispeels & Rivero, 2001).

“Minority immigrant parents, compared with native-born parents, reported more barriers to participation and were subsequently less likely to be involved at school” (Turney & Kao, 2009, p.1).

For Latino parents, both U.S. American cultural competence and ethnic identity were positively associated with school based parent involvement (Calzada & Keng - Yen, 2015). Research stated that a barrier for parental involvement among Latino parents stems from how parents construe their role in children’s education. Culture shapes parenting beliefs, attitudes, values and behaviors (Calzada & Keng - Yen, 2015). Within the Latino community, beliefs, attitudes, and values may not always merge with those of their school community regarding involvement and academic activities. Specific research stated that, “ethnic minority parents could display different types of involvement in children’s schooling than middle -SES, Euro-American parents because they may differ in regard to their habitus (internalized or cultural perceptions, beliefs and actions) around the construct of involvement, and because they may experience significantly more situational and personal barriers that limit their ability to be involved in the ways that are legitimized by the school or most strongly associated with academic achievement” (Durand, 2011, p.5). Turney and Kao (2009) also emphasized that Hispanic immigrant parents may be less likely to be involved in their child’s education because they do not know that they are expected to be based on cultural norms.

Researchers emphasized the potential importance of acculturation in the study of parent involvement in immigrant families; acculturation refers to the adaptation to mainstream culture (Calzada & Keng - Yen, 2015). If a parent is an immigrant, his/her lack of involvement could originate from the lack of familiarity with the new language, customs, and norms (Calzada & Keng - Yen, 2015). Turney and Kao (2009) revealed that foreign- born Hispanics were 2.5 times more likely than native-born to report they did not feel welcome in their child’s school. English speaking

parents were more likely to ask to volunteer in the classroom versus those that spoke only Spanish (Calzada & Keng - Yen, 2015).

To engage in the “traditional” school involvement practices, such as volunteering in a child’s classroom or assisting children with their schoolwork at home, parents must have the cultural knowledge of these practices and have the willingness and opportunity to partake in them (Durand, 2011). Immigrant parents who have not lived in the United States for very long are less familiar with the educational system and norms (Turney & Kao, 2009). For example, research has studied the Latino culture; and determined that many feel it is the teacher’s job to initiate opportunities for involvement out of respect to the teacher (Durand, 2011).

Chrispeels and Rivero (2001) explored the effect on immigrant parents’ sense of place in their children’s education when they were afforded the chance to learn about the American educational system through a series of eight parent education classes offered by the Parent Institute for Quality Education (PIQE, 2001). The findings concluded that specifically with homework, “most parents indicated they were not supervising or helping with homework prior to attending the PIQE” (Chrispeels & Rivero, 2001, 152). Parents attributed this lack of supervision or assistance to (a) lack of knowledge, (b) not understanding the language, (c) limited time to assist, and, (d) lack of clarity about how they could help (Chrispeels & Rivero, 2001).

Parental Involvement linked to Socio-Economic Status and Educational Attainment
Beyond culture, parental involvement in education is also linked to socioeconomic and educational background characteristics (Brotman & Calzada, 2011). Immigrant parents are inclined to be less educated, attain lower-paying jobs with inflexible schedules, and live in poverty (Calzada & Keng - Yen, 2015). Calzada and Keng (2015) argued that time availability is a barrier that primarily affects low socioeconomic status parents. Inflexible schedules and/or unpredictable hours

often prevent parents from being involved with their child's school during school hours; the times and in ways that are "culturally" most honored. Mothers who work part-time compared to their full-time partner are more likely to get involved with their child's school, meaning that at least one parent can be active in the educational experience. Parents from lower SES or single parent households do not usually have this option (Turney & Kao 2009). Also, parents that deal with the financial stress of living in poverty constrains parents' ability to dedicate time to parenting, let alone academic support (Brotman & Calzada, 2011). Socioeconomically disadvantaged homes also differ from homes of higher income in the quantity and quality of support they can give to their child at home (Magnuson & Schindler, 2016).

Turney and Kao (2009) stated that, for parents, SES is positively associated with parental involvement in schools. Parents with higher educational attainment are more involved than parents of lower educational attainment. For Latino families who speak or have limited proficiency in English due to lack of education, the language barrier poses a substantial blockade in parents to communicate and be confident in school involvement practices (Durand, 2011). According to Durand's (2011) study, the Early Childhood Longitudinal Study-Kindergarten Class of 1998-1999, which analyzed all incoming kindergarteners nationally, maternal education contributed to the most significant variance to parents' involvement at home. Turney and Kao (2009) also concluded that foreign-born Hispanics were 5.5 times more likely than native-born Whites to report that language was a barrier to their involvement.

Parental Involvement Linked to Teacher- Parent Relationships

When discussing what Teacher-Parent or School-Parent relationships include, Magnuson and Schindler (2016) defined this relationship based a variability of formal and informal activities teachers and schools use to involve, support, and educate parents. More formal practices include, for example, parent volunteers in the classroom, Back to School Night, and regular parent-teacher

conferences. Informally, “teachers may ask children to share classwork or other materials with their parents, and they may tell parents what children are learning or how positive behavior is being supported in the classroom. Teachers may also send home educational materials to be used in the home, such as a book with suggestions about how parents can extend their children's reading” (Magnuson & Schindler, 2016, p. 209).

Teacher-Parent partnerships stood out as a significant barrier among the Latino community. Researchers Chrispeels and Rivero (2001) found that Latino parents frequently feel intimidated by teachers and that teachers are often unaccustomed to the cultural norms of Latino families, which immediately created a barrier between the Teacher-Parent partnership. Researchers also often argued that “teachers’ perceptions that Latino families do not care about their children’s education often derive from misunderstandings of actions by these families” (Chrispeels & Rivero, 2001, p. 5). As previously researched and explained in the previous paragraphs of this review, parent perceptions of what parent involvement should look often clash with those of teachers, more familiar with the United States cultural norm.

Parental Involvement as a Precursor for Academic and Behavioral Competencies

Researchers, Magnuson and Schindler (2016) emphasized the importance of parental involvement on the general development of a healthy child. They highlighted the fact that since young children are often in their parents’ care for much of their early development, parents are considered their first teachers. The negative association between low socioeconomic status and childhood development has been documented in a multitude of research (Brotman & Calzada, 2011). Research indicated that, “when parents engage with their children in learning activities at home, provide for basic needs, and communicate with the school, their involvement can mitigate the negative impacts of poverty and prevent students from dropping out” (Chrispeels & Rivero, 2001,

p.1). When students enter kindergarten, it is usually their first experience in an academic setting. Therefore, many months are tailored to teaching students the basic routines, procedures, and foundations of school. However, students that come from homes where “the role of positive reinforcement, scaffolding, and proactive parenting as contributing to the development of social, emotional, and academic competencies” are lacking, academic achievement is hindered (Brotman & Calzada, 2011, p.259). Students may not receive or master the academic content if emotional and social behaviors are not in place.

School based parental involvement can benefit students in a multitude of ways. Students are aware of family supervision when their parent is also within the classroom which can lead to a strengthened respect for parents. Parents that volunteer also lead to a good or improved attendance rate of the student (Epstein, 2002). Parental supervision in the classroom minimizes behavioral problems as well as improved attendance leads to further academic success.

Not only can a child improve his/her academic and behavioral competencies, parents that volunteer can experience and gather knowledge from their observations while working in the classroom. Important skills taught in the classroom can be carried over into the home, as well as increased comfort in school which strengthen school-home partnerships. Parents’ self-confidence about their ability to work in the school and with children can increase and/or encourage one to take steps to improve own education (Epstein, 2002).

Given the greater educational risks that children living in poverty come across, parental involvement in education is especially important. Further literature was reviewed to determine how to effectively promote parental involvement within a low socioeconomic community.

The National Research Council encourages schools to promote partnerships that will increase parental involvement and participation (Fantuzzo & McWayne, 2004). Chrispeels and Rivero (2001) understood the contrasting perceptions of the role of parents in their children's education that teachers have compared to the role the parents believe they should take. To increase parental involvement and strengthen the school-home relationship among Latino families one must look at "how the cultural divide might be bridged" (Chrispeels & Rivero, 2001, p.2). Perceptions, roles, and actions of parents and teachers, need to be reformed to facilitate collaboration. Research done by Calzada and Keng - Yen (2015) clarified that teacher-initiated communication, such as explicit invitations to volunteer may be more successful to involve parents and increase school-based involvement. The benefits of this direct communication can impact student academic achievement because teachers most often can provide important resources on how to support children's education in the home. (Calzada & Keng - Yen, 2015).

Christenson (2004), made a distinction between parental involvement *activities* versus parental involvement *actions*. Culturally, "good parental involvement" puts emphasis on activities executed in school to involve families in education. The idea of parental involvement in school should shift and emphasize actions instead of activities; or ways that school personnel can stay involved with families as "partners" over time (Christenson, 2004). Fantuzzo and McWayne (2004) also stressed that it is up to the school community to clearly highlight parents as fundamental partners in the educational development of their children through their attitudes, policies, and practices. One researcher rejects the common parent volunteer program, in that "to assist teachers is at minimum a narrow and perhaps wrong conceptualization of volunteering" (Christenson, 2004, p.2). Specifically, this would relate to parents of low socioeconomic or immigrant status that understand a different cultural norm to volunteering. One move to bridge the gap between Latino

families and their school community would be focusing less on families that are not able to uphold the “volunteering” involvement but place emphasis on parent involvement programs concentrating on improving the home-based involvement which increases children’s motivation and self-efficacy (Fantuzzo & McWayne, 2004). Through continued attention to the family-school relationship, educators can build more effectively on the competencies that children and their families bring to the classroom context” (Fantuzzo & McWayne, 2004,11).

Elementary school parent programs should encourage parents to support their children's academic growth that is parallel with the classroom's instructional content and practices (Magnuson, & Schindler, 2016). These programs frequently emphasize promoting a parenting behavior, such as reading books with their children regularly. One study identifies a crucial focus for these types of programs in that “all programs strive to communicate effectively with parents, because to support learning, parents must first know which sets of their children's skills are developing, including what areas need more work” (Magnuson & Schindler, 2016, p. 207)

Summary of Chapter

The importance of parent involvement in children’s early literacy development has been identified repeatedly through this literature review as a factor for academic success. Epstein and Sanders (2002) indicated that when parents engage with their children in educational activities at home, connect with their child’s school, and provide basic needs, their contribution can alleviate the adverse imprints living in poverty can have on a child’s future academic attainment and prevent these students from dropping out of school later in life.

Equally, low socio-economic status and parent educational attainment, immigrant status and acculturation strongly impact the nature and levels of parent and school interaction. The predicament is especially critical among Latinos (26.2% of whom have low incomes, compared to

11.6% of non-Latinos). This was specifically important because Latinos make up 86.5% of the population in the school identified for this study. According to the National Center for Educational Statistics (1992) only 51% of Latinos graduate from high school, and those who earn a diploma frequently are unprepared for higher education. School staff and Latino parents, however have often found it difficult to form partnerships that would ensure greater partner involvement and student success (Chrispeels & Rivero, 2001). Therefore, to bridge the parent-school organizational gap, the following study was designed to educate parents in how they can support their young learner at home.

Chapter Three

Methodology

This study examined the impact of teacher-parent partnerships and parental involvement on children's early literacy readiness. I conducted a series of workshops following the Latino

Family Literacy Project curriculum, where parents of incoming kindergarteners were invited to join an eight-week workshop to teach them about the importance of early childhood literacy, English oral language development, as well as specific literacy skills to work on at home. The Latino Family Literacy Project offered both educational and family support activities because one of the predictors of parental involvement in Latino communities was the lack of partnership between school and the home (Calzada & Keng - Yen, 2015). This curriculum was chosen based on a grant the school was given as well as the following demographics of the school. Student families at the school being studied included 86.5% Latinos according to the 2015-2016 School Accountability Report Card (SARC) as well as 96.5% (SARC) were socioeconomically disadvantaged. Most of families were immigrants from Mexico. Regarding this study, the previous research that was collected on immigrant families was specific to Latino families and their culture because they held the majority population at the school described in this study.

Research Design

With this knowledge in mind, this study analyzed the relationship between parent involvement in early literacy development, specifically kindergarteners from low socioeconomic households, and their pre-literacy readiness. The following research questions were addressed in this study:

- 1.) Do due the high percentage of parents being Latinos and/or socioeconomically disadvantaged, what obstacles do parents within my school site face that impact their parental involvement: school based and/or home based?
- 2.) With teacher support through parental education on the importance of literacy readiness, does parental involvement increase in school or home setting, and are students academically prepared to be on grade level in the first trimester?

Qualitative and quantitative research methods were used in this mixed-methods study to answer the research questions. The data for parental involvement growth was collected through a parent pre/post questionnaire given during the workshop. The data for student literacy readiness and/or improvement were collected through baseline and first trimester literacy assessments.

Setting/Participants

The study was conducted at a school located in Southern California. Participants used in the study were parents of incoming 2017-2018 kindergarteners, Latino immigrants and/or parents living in a lower socio-economic status. The criterion of parents selected for the study connected to the purpose of analyzing the effects of addressing the gap in school parent partnerships among Latino parents, as well as educating parents of low socio-economic status on the importance of parental involvement and their role in their child's early literacy readiness. For logistical reasons, parents that understood English were preferred to ensure they would benefit from the content being provided during the workshop. Bilingual parents were accepted as well.

Twenty-four parents were invited to participate, however only eight attended the entire series of workshops. The incoming kindergarteners whose parents attended the workshop constituted the student participants. Eight randomly selected students were chosen to be part of the control group. Only standard classroom data were collected therefore no consent form was needed for either student participant group.

Instruments / Measures

Data collection procedures for this study included the following: (a) pre-questionnaire for parents, (b) post-questionnaire (c) student baseline literacy scores (d) student 1st trimester literacy scores.

The pre-questionnaire and post questionnaire used was taken from the Latino Family Literacy Project curriculum. The pre-questionnaire consisted of eight questions (see appendix A). A question regarding quantity of minutes read every night was included in the questionnaire because according to K12Reader.com (2016), reading aloud to your child is critical to help him develop phonemic awareness; the concept that words are made up of specific sounds that establish meaning. This is the precursor to reading. Reading with your child helps her learn that print is a representation of the words you say aloud.

As stated previously in this paper, children develop a sense of literacy based on exposure to authentic forms of print (e.g. parents reading the newspaper, shopping lists, names of restaurants). “Authentic literature provides students with natural language texts that continually help them develop and expand their own language structures” (Cooper, 2001, p. 5) The questionnaires also gathered information on the types of literacy that parents are exposing their children to.

Access to books is crucial to the amount of reading that is happening in the home. Question three on the questionnaire provided insight to whether parents have access to a public library. Krashen (2012) indicated that children of low socio-economic status commonly have little access to reading material. They have fewer books in the home. Increasing access to books through a library card, increases the amount of reading they do, and therefore increased reading leads to improved literacy achievement. This question also gave insight to how teachers might further assist parents in providing support in creating a literacy rich environment at home.

The post questionnaire contained a total of twelve questions (see appendix B). The first eight were identical to the pre-questionnaire. Questions nine through twelve included questions to gain further insight to the effects of the workshop and literacy skills they learned from the program. These last four questions contained multiple choice options as well as open-ended responses.

The student baseline assessments included concepts about print, letter names, letter sounds, and sight words. All assessments were given one to one. The concepts about print assessment was based off a 12-point scale which included questions regarding parts of a book, print carries meaning, and concepts of first and last. The letter names assessment was a combination of uppercase and lowercase letters resulting in a score out of 52. The letter sounds assessment was out of 26. The sight word assessment was based off the district's 60 sight words kindergarteners need to know by the end of the school year.

The first trimester assessments were identical to the baselines, however, depending on student literacy readiness growth during the first trimester assessments, students whom mastered all letter name and at least 20 sounds were assessed on their guided reading instructional level and this data was included in the study. Guided Reading Instructional level assessments were based on the Jan Richardson's (2009) *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* running records.

Student assessments were considered meeting grade level based on the district's Foundational skills and Reading rubric (see appendices C & D). The rubric is based on a four-point scale. All kindergarten students were given pre-literacy baseline assessments in September and first trimester literacy assessments were given in November.

Procedures

To begin the study, the Latino Family Literacy Project workshop was open to all twenty-four of my kindergartener parents from this 2017-2018 school year. Parents were invited to join the Latino Family Literacy Project through an All-Call made by the school's Office Community Liaison informing parents of the purpose of the workshop, time commitment, and location. A flyer was sent home with all kindergarten students relaying the same information also with a RSVP slip

to return if interested in participating (see appendix E). The RSVP slip included their name, phone number and child's name and teacher. Seven parents enrolled in the workshop series. A second All-Call text was sent out after the first week to try to enroll more participants. One more parent enrolled. The LFLP ran for a total of eight weeks which correlated to eight workshop sessions. This correlated with the instructional time in the classroom between the baseline assessments and District first trimester assessment reports due in November.

During the first class, parents were briefed on the purpose of the workshop as well as their invitation to participate in this study. A Program Introduction to the "Family Stories" program was included to provide a clear outline of the Latino Family Literacy Project (see appendix F). Cooperation and enrollment in the study was obtained through consent forms which I read through, explained, and clarified if needed. Consent forms included purpose of the study, data that would be collected, and possible risks along with the safeguards in place. Participants were notified that partaking in the study was optional and that their questionnaire data or conversation contributions would not be included if requested. It was clarified that parents could attend the workshop without having to participate in the study if wanted. Consent forms were asked to be returned by the following week. All participants were willing to participate and signed consent forms with participant's signature.

The data collection took place during the LFLP one-hour workshop for parents over the course of eight weeks and the student assessments were given during classroom instructional time. Baselines were collected during the first week of the school year in August and the first trimester scores were collected in the first week of November. The data to assess improvement in parental involvement was collected through a parent pre-and post-questionnaire during the first and last workshop. The participants remained anonymous for the pre-questionnaire because no names were

included. Because one participant joined the second week, the consent form due date was extended to the third session. The pre-questionnaire was given during the second week for this participant.

The workshop ran for eight weeks and covered multiple topics regarding early literacy readiness, while building family community. The program emphasized the Latino heritage and bilingual considerations in its text choices. Each session was outlined in the same way. A sample lesson can be seen in appendix G. During the last session the post questionnaire was given. All participants remained anonymous with no names being included. The conversation revolved around the participants' takeaways from the workshop. A small pot luck was given to celebrate the parents' participation and dedication to the workshop. Individual certificates were passed out and the remainder of the session was spent sharing each other's Family Albums.

Data Analysis Processing

In the qualitative phase of the research, a pre-questionnaire was given at the beginning of the Latino Family Literacy Project workshop to all participants. All questions in the questionnaire were analyzed by percentage of selected answer choice to determine initial level of involvement. The pre-questionnaire was given in paper form. The Post-Questionnaire was given at the end of the eight-week workshop. It was given in paper format. Answers to each question were collected and imputed into pie charts and then compared to the same answer from the pre-questionnaire to determine if there was a percentage of increase in parent involvement. Increase reading time, contact with teacher, and increased exposure to test types were considered an increased in parent involvement.

Quantitative data for student academic literacy readiness and/or improvement were collected through baseline and first trimester literacy assessments. Percentage of growth was the focus of my analysis. Student data was initially gathered through the literacy baseline assessments given during the first month of school. After the eight-week Latino Family Literacy Project workshop, the same

pre-literacy readiness assessments were given at the first trimester. The experimental group's raw baseline scores were compared with the control groups raw baseline scores to establish initial pre-readiness knowledge and to determine whether the two groups entered kindergarten with similar prior knowledge. The first trimester raw scores were compared as well. Score growth was noted for both groups. Lastly, the difference from the baseline and first trimester scores were found for both the experimental and control groups for each pre-literacy readiness assessment to determine the rate of growth from the baseline to the first trimester. These quantitative data were analyzed by comparing the experimental group's rate of growth for each assessment to that of the control groups to determine if the LFLP workshop had significant impact on student's early literacy readiness.

Positionality

During the Latino Family Literacy Project workshops, I navigated between two modes: researcher and teacher. During the workshop I facilitated as a researcher to gather data and information regarding the research questions of the study. I also facilitated as a teacher during the workshop providing and modeling specific early literacy skills to the parents. During the data collection and analysis portion of the study, I separated my role from being a teacher and focus on the data. To keep consistency in teaching, student participants and parent participants were selected based on enrollment from just my class. All assessments were collected anonymously, meaning I copied the literacy assessments excluding their names. All parent questionnaires were kept anonymous and participants turned in questionnaires to a basket, so I was not able to identify which questionnaire belonged to each participant.

Summary of Chapter

This study explored the impact of building teacher-parent partnerships and providing additional support to parents from low socio-economic status on their child's early literacy

readiness skills. An eight-week parent workshop following the Latino Family Literacy Project commercial curriculum was implemented. The Latino Family Literacy Project workshop offered both educational and family support activities to bridge the barrier between Latino communities and their children's school organizations (Calzada & Keng - Yen, 2015). The workshop focused on teaching parents the importance of early literacy development and gave specific activities and books to read with their child at home to practice the taught skill.

This study used both qualitative and quantitative data in a mixed method study to determine if teacher initiated connections and parent education on the importance of pre-literacy readiness can significantly increase student academic readiness. Students' baseline data was compared with their first trimester data to determine the rate of growth.

Chapter 4

Data Analysis

This study analyzed the effects of parent involvement in early literacy development, specifically kindergarteners from low socioeconomic households, on their pre-literacy readiness.

The following research questions were addressed in this study:

- 1.) Do due the high percentage of parents being Latinos and/or socioeconomically disadvantaged, what obstacles do parents within my school site face that impact their parental involvement: school based and/or home based?
- 2.) With teacher support through parental education on the importance of literacy readiness, does parental involvement increase in school or home setting, and are students academically prepared to be on grade level in the first trimester?

Based on these initial questions, I used qualitative and quantitative methods to conduct a mixed methods study of selected incoming 2017-2018 kindergarteners on their pre-literacy readiness. I used an experimental group of eight students picked based on participants in the Latino Family Literacy Project workshop, as well as eight students selected at random as a control group. I used baselines scores on letter names/sounds/concepts about print/sight words to assess students' prior knowledge coming into kindergarten. I conducted an eight-week parenting/early childhood literacy workshop with parents using the Latino Family Literacy Project curriculum to highlight the importance of early literacy readiness. The course aimed to motivate and encourage a relationship between home and school, parent and teacher.

The purpose of the class was to take the barriers identified regarding parental involvement from my literature review and provide resources to help parents become more involved at home and create a better relationship between home and school. After the eight-week workshop, I analyzed

the first trimester literacy assessments of both the experimental group and control group including the same pre-literacy readiness skills: letter names/sounds/concepts about print/sight words/running record. I looked for the level of growth in each group, specifically focusing on whether the LFLP impacted student literacy readiness for the experimental group compared to students without parents in the workshop. I also compared parent pre-questionnaires with parent post questionnaires and noted any changes in parental and/or reading practices at home. To keep student scores confidential, numbers were given to each student. A letter preceding the student's number was given, either an E for experimental or C for control. So, student 1 in the experimental group was labeled E1 and so on.

Pre-Literacy Readiness Baseline Knowledge Coming into Kindergarten

The data analysis began by collecting data on what pre-literacy knowledge students had entering kindergarten. Baseline assessments were given on Concepts About Print/Letter Names/Letter Sounds/and Sight Words. The purpose of collecting baseline scores from both the experimental and control groups was to determine their initial knowledge base.

Figure 1 represents the raw baseline scores for the literacy readiness assessments. The average Concepts About Print scores revealed that students averaged at a 3.6 out of 12. This indicated that students were coming into kindergarten with low concepts about print knowledge. The Letter Names score indicated that on average this group knew more than half the letter names. Students were less familiar with letter sounds, averaging 9 letter sounds. On average, students knew 1.6 of the 60 kindergarten sight words. Figure 1 indicates that one student knew 13 words. This student previously had a year in Transitional Kindergarten, where kindergarten sight words are explicitly taught. It can be concluded that the other students had no formal education on sight words. Interestingly, the students who had high letter name and sound knowledge did not have equitable Concepts About Print scores.

Figure 1. Experimental Group Baseline Scores

<i>Student Name</i>	<i>Concepts About Print</i>	<i>Letter Names</i>	<i>Letter Sounds</i>	<i>Sight Words</i>
<i>Student E1</i>	5	52	16	0
<i>Student E2</i>	3	50	18	0
<i>Student E3</i>	6	5	0	0
<i>Student E4</i>	5	30	12	0
<i>Student E5</i>	3	0	0	0
<i>Student E6</i>	5	48	25	13
<i>Student E7</i>	0	3	0	0
<i>Student E8</i>	2	43	3	0
<i>Average Score</i>	3.6	28.7	9	1.6

The control group's raw baseline scores of the pre-literacy readiness assessments given can be seen in Figure 2. Similarly, to the experimental group, the control group has an average Concepts About Print score of 2.6 and a Sight Word assessment score of 0.8. Their Letter Names scores were an average of 6.3 and their Letter Sounds average score was 3.5. All but one student scored a 0 for letter sounds. No student scored above a 4 out of 12 for Concepts About Print.

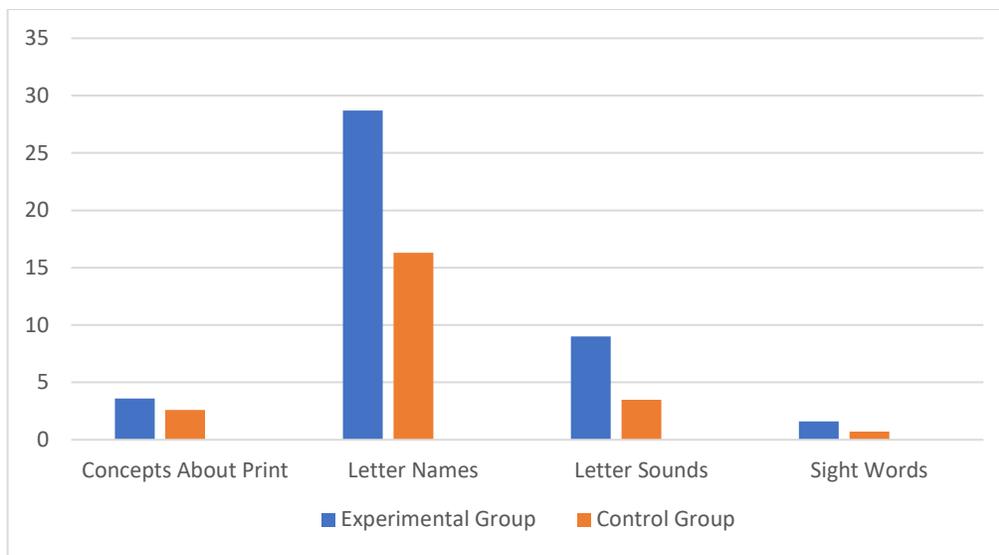
Figure 2. Control Group Baseline Scores

<i>Student Name</i>	<i>Concepts About Print</i>	<i>Letter Names</i>	<i>Letter Sounds</i>	<i>Sight Words</i>
<i>Student C1</i>	2	5	0	0
<i>Student C2</i>	1	7	0	0
<i>Student C3</i>	3	3	0	0
<i>Student C4</i>	3	7	0	0
<i>Student C5</i>	4	24	2	0
<i>Student C6</i>	4	49	26	6
<i>Student C7</i>	2	2	0	0
<i>Student C8</i>	2	6	0	0
<i>Average Score</i>	2.6	16.3	3.5	0.8

The Experimental group's raw baseline scores were then compared to the control group's baseline scores to determine if they came into kindergarten with similar pre-literacy

readiness. The findings from the baseline scores of the two groups are shown in a visual representation in Figure 3, which revealed that they entered kindergarten with similar concepts about print knowledge. Both groups scored within a point of each other, 2.6 and 3.6 on a 12-point rubric scale. Similarly, both groups had minimal Sight Word knowledge. Interestingly, the experimental group's Letter Sound knowledge had a substantial increase, knowing an average of 9 sounds, where the control group entered kindergarten knowing an average of only 3.5. The experimental group had a higher Letter Name score, an average of 28.7 compared to the control group's 16.3. Although both groups entered kindergarten with similar low concepts about print, the experimental group entered with higher letter name and letter sound knowledge. This is noteworthy because it sparks the question if the parents in the Latino Family Literacy Project were already providing pre-literacy support to their children and therefore more willing to be involved in the LFLP workshop compared to the control group of students with parents that did not attend the workshop.

Figure 3. Experimental Group vs. Control Group Average Baseline Scores



Pre-Literacy Readiness Knowledge at First Trimester

After the LFLP eight-week parent workshop concluded, both the experimental and control groups were reassessed on the same literacy concepts. The first trimester scores, seen in Figure 4 and Figure 6 also include a running record score. Students were given a running record if they had mastered all letter names and at least 20 sounds. If students had not received a 52 for letter names or a score of 20 for letter sounds they were given a score labeled Pre-A. However, one student in the control group recognized 10 sight words but knew 19 letter sounds, so I gave him a running record.

The experimental group's first trimester assessments were then compared to their baseline scores. Overall this group of students' average scores increased; therefore, there was a growth in their pre-literacy readiness, as seen in the visual graph in Figure 5. Looking at the table in Figure 4, three students specifically E3, E5, E7 increased their letter name score by more than 45 letters and increased their sound scores by a minimum of 20 sounds. Seven of the eight students mastered their letter names and sounds score as well as at least 10 sight words to give them a running record. Students that had originally had high letter name and sound scores, were able to pass a running record at a text Level B or higher. Those students that did not have high letter name and sounds scores, such as students E3, E5, and E7 did master all their letter names and sounds as well as at least 18 new Sight Words.

According to the district's pacing guide, (see appendix C), running record letter score determine a students' overall reading score. As stated in Chapter 3, a running record level D is considered on grade level for the end of the year. For the first trimester, students reading at a level B were considered approaching grade level. Five out of the eight students were on track approaching grade level with a running record score of a level B or higher. This could be since

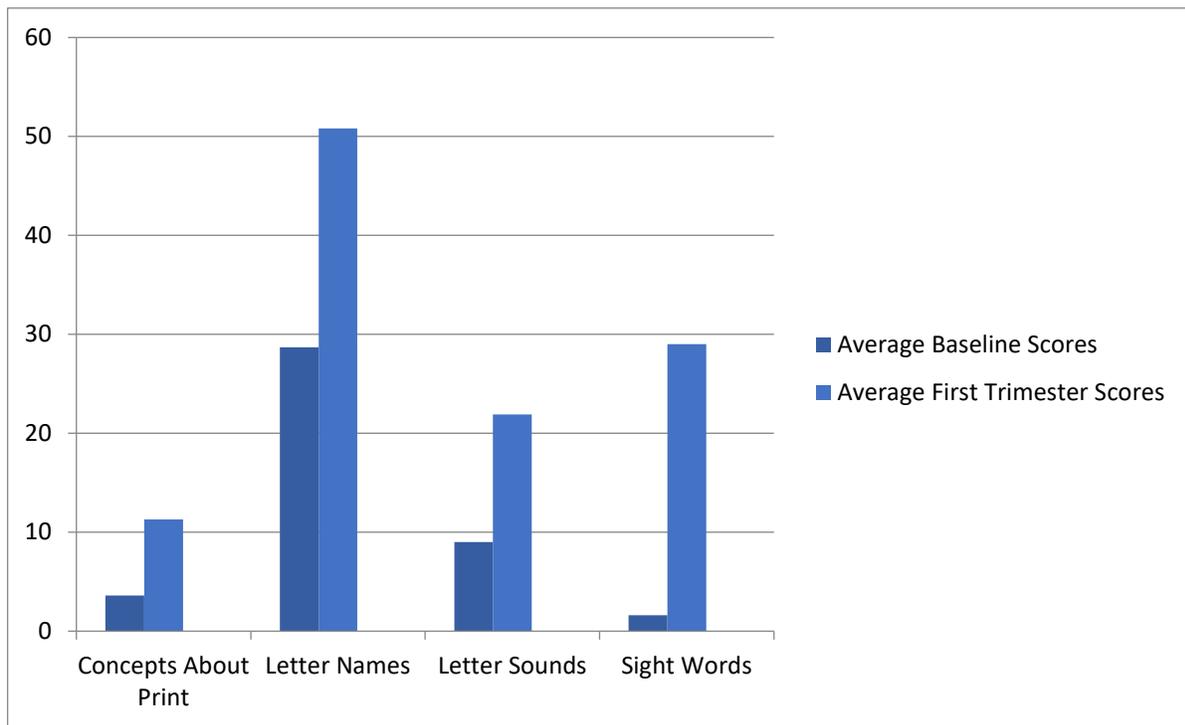
many of these students already had a solid letter name and sound foundation coming into kindergarten and with the help of the parental reading support at home due to the LFLP, they were able to increase their overall reading score.

Students in the experimental group learned an average of 29 sight words. Their increased sight word and letter sound knowledge is comparable to their running record score. Students E1 and E2 mastered 57 and 38 sight words and were able to read a text at a level C. Student E8 went from knowing 3 sounds to knowing 16 sounds and was able to identify only 12 sight words was still labeled a pre-A reader. Student E5 had the greatest growth, coming into kindergarten knowing 0 letter names/letter sounds/ and sight words. He mastered all letter names/letter sounds and could identify 30 sight words. He could complete a running record at a level A.

Figure 4. Experimental Group First Trimester Scores

<i>Student Name</i>	<i>Concepts About Print</i>	<i>Letter Names</i>	<i>Letter Sounds</i>	<i>Sight Words</i>	<i>Running Record</i>
<i>Student E1</i>	12	52	26	57	C
<i>Student E2</i>	12	52	26	38	C
<i>Student E3</i>	12	50	24	18	B
<i>Student E4</i>	11	52	26	18	B
<i>Student E5</i>	12	52	26	30	A
<i>Student E6</i>	12	52	26	42	C
<i>Student E7</i>	8	46	21	18	A
<i>Student E8</i>	12	50	16	12	Pre-A
<i>Average Score</i>	11.3	50.8	21.9	29	

Figure 5. Growth of Experimental Group: Baseline Averages Compared to First Trimester Averages

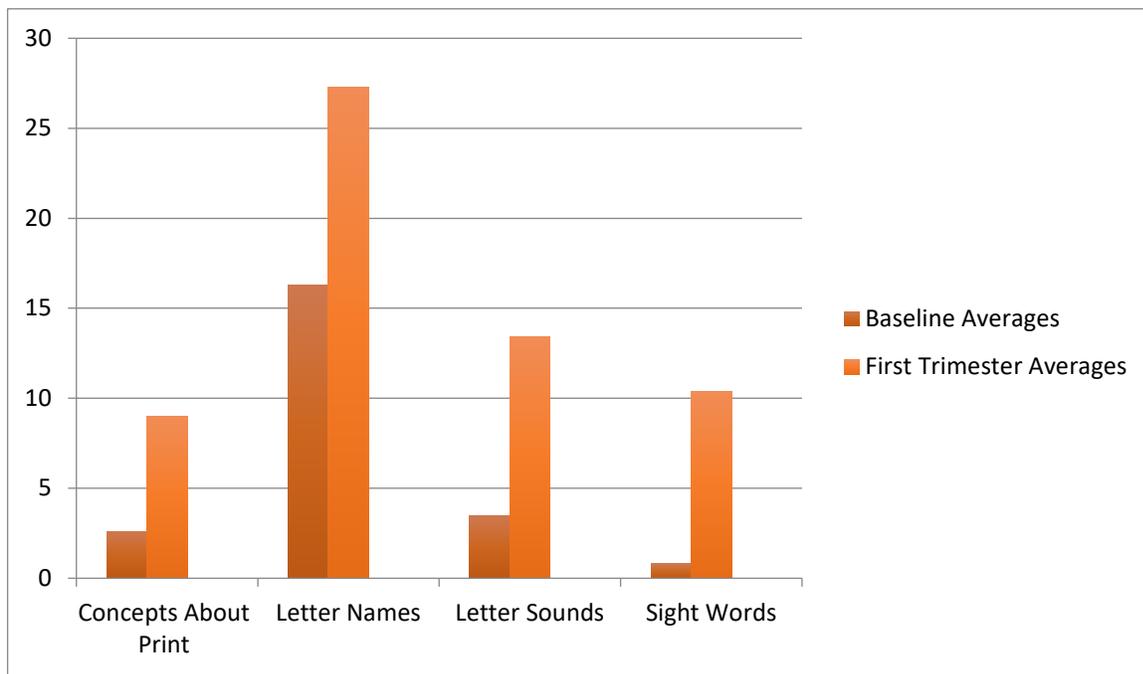


Students in the control group increased on average in all pre-literacy assessment areas as seen in the visual graph in Figure 7. The table in Figure 6 seen below is a visual table of the raw first trimester scores. The concepts about print score increase from an average of 3.6 to an average of 9 out of a 12-point scale. Students' letter names knowledge increased to 27.3 and letter sounds to 13.4. Sight word knowledge had an average of 10.4 from a mere 0.8. Student C5 was an outlier in the group from the beginning, and had the highest letter name and sound scores, which therefore increased the groups average. Overall, four students were able to master enough letter name and sounds and sight words to give them a running record. These students were able to read a running record at a level A. Four students did not progress enough in their letter sound or sight word knowledge to be tested on a running record and are still labeled a Pre-A reader.

Figure 6. Control Group First Trimester Scores

<i>Student Name</i>	<i>Concepts About Print</i>	<i>Letter Names</i>	<i>Letter Sounds</i>	<i>Sight Words</i>	<i>Running Record</i>
<i>Student C1</i>	11	30	19	10	A
<i>Student C2</i>	10	15	9	5	Pre-A
<i>Student C3</i>	10	13	9	7	A
<i>Student C4</i>	9	16	9	4	Pre-A
<i>Student C5</i>	12	51	26	24	A
<i>Student C6</i>	12	52	26	21	A
<i>Student C7</i>	5	26	9	6	Pre-A
<i>Student C8</i>	3	15	0	6	Pre-A
<i>Average Score</i>	9	27.3	13.4	10.4	

Figure 7. Growth of Control Group: Baseline Averages Compared to First Trimester Averages



After both groups were reassessed, I compared the raw first trimester scores to one another again in to see if there was a significant difference in the groups learning. As seen in Figure 8, both groups were compared and analyzed. Just like in the baseline scores, both groups had similar Concepts About Print knowledge, seen in Figure 3. In the First trimester scores, both groups again had similar scores, and averaged around 10 out of 12. This does not show enough

of a significant difference from students in the experimental group compared to those in the control group to make any determinations in the level of direct parental involvement. I would conclude that although the experimental group had one point higher than the control group, this is not significant enough to state the LFLP workshop impacted their students' concepts about print knowledge.

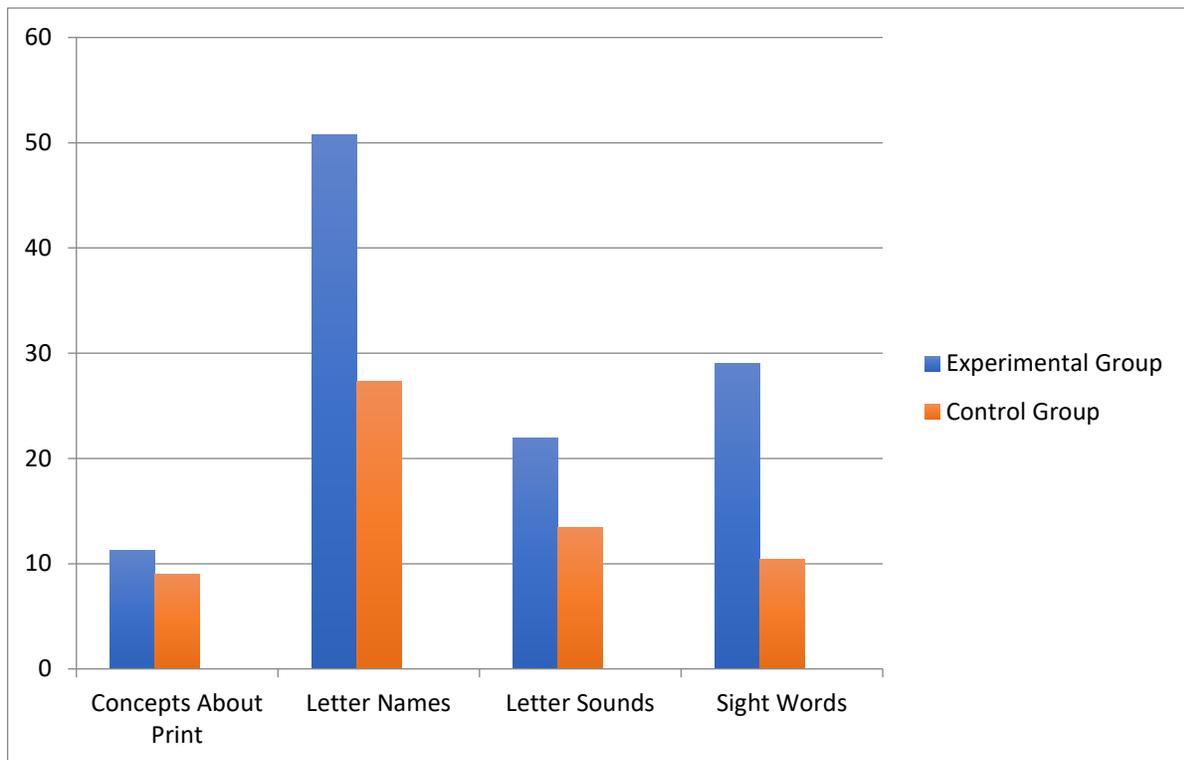
The experimental group had a higher average score as seen in Figure 6 for both letter names and sounds. This is consistent with their higher average score as seen previously in the graph in Figure 3. However, the four out of eight students in the experimental group that received letter name and sounds scores below 10 in their baselines, three of the students mastered all letter names and sounds by first trimester and the fourth went up to 16 letter sounds. This could not be said for those in the control group. The seven out of eight students in the control group that knew less than 10 letter sounds in their baselines, only one student increased their score to 19 letter sounds, and the remaining six students still only learned less than 10.

On the contrast, there was a meaningful difference in Sight Word knowledge within the two groups. Students were given flash cards on each set of sight words. Parents were asked to practice these words with their student nightly. The experimental group with parents in the LFLP scored significantly higher than the control group. It can be concluded when parents practice sight words consciously with their students, they will outperform students without the direct help.

Another significant point was that all but one student in the Experimental group received running records scores, where as in the control group, only four students master enough skills to receive a running record score. Within the Experimental group, five out of the eight students

received an overall reading score of B or higher to be considered Approaching Grade Level, and all students in the control group received a running record score of A or lower, placing them Below Grade Level.

Figure 8. Experimental Group vs. Control Group First Trimester Score Averages



Difference in Growth of Experimental Group Compared to Control Group

This study was designed to determine if significant growth can be found in pre-literacy readiness when students receive direct parental involvement, compared to students that do not have direct parental involvement. I taught the LFLP parent workshop to eight parents for eight weeks to teach them the importance of pre-literacy readiness and specific skills they can work on at home. I analyzed both the experimental and control groups' baseline and First trimester scores to conclude if impact of parental involvement to the corresponding students in the

experimental group significantly increased their rate of pre-literacy readiness growth compared to a control group of students without the direct parental involvement of attending the LFLP.

The difference was taken from the new First trimester scores and the baseline scores to determine the rate of growth for each pre-literacy assessment and can be seen in Figure 9. Figure 10 is visual representation of the rate of growth between the experimental group and the control group. In summary, the Experimental group's growth rate was compared to that of the control groups to determine if the students with parents in the LFLP increased their pre-literacy readiness more than those from the control group, or students whose parents were not involved in the workshop.

Figure 9 reveals the raw difference between baseline and first trimester scores. Overall, there was not a large enough difference between Concepts About Print knowledge between the two groups to conclude that the LFLP class made an impact. The graph in Figure 10 also shows a comparable difference between the letter sound scores of the two groups. However, as stated in a previous section, one student in the control group was an outlier in her letter sound score compared to most other students in this group and could have impacted the difference. From this data in Figure 9, the difference in letter sound scores was not significant.

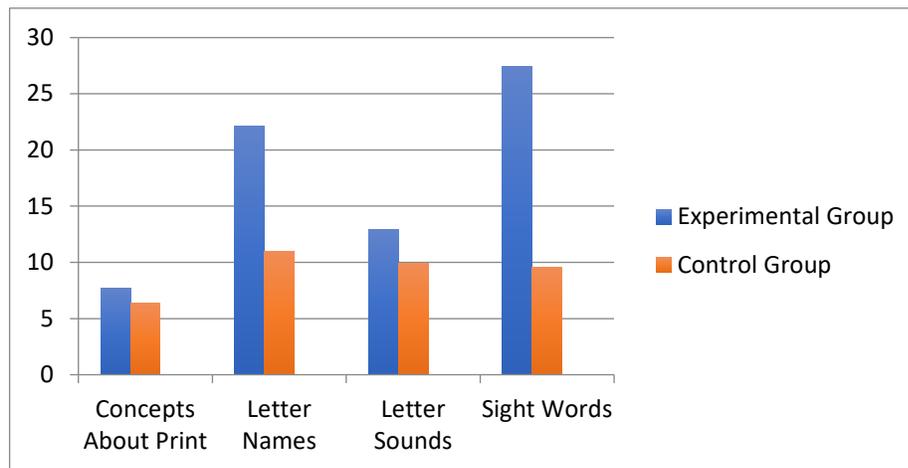
In contrast, there was a significant difference in the rate of growth between groups in the Sight Word assessment. As seen in the visual representation in Figure 10, this was the largest difference between groups in their rate of growth. Due to sight words being a directly taught and memorized skill mostly at home with parents, it was concluded that the LFLP workshop did impact the experimental group's Sight word knowledge compare to the students in the control group who did not have a significant rate of growth.

Figure 9. Difference in Growth of Experimental Group Compared to Control Group

<i>Group</i>	<i>Concepts About Print</i>	<i>Letter Names</i>	<i>Letter Sounds</i>	<i>Sight Words</i>
<i>Experimental</i>	7.7	22.1	12.9	27.4
<i>Control</i>	6.4	11	9.9	9.6

Looking at the visual representation in Figure 10 below, it can be determined that students with parents involved in the LFLP workshop overall had a higher rate of growth in their pre-literacy readiness skills. As seen previously in Figure 4 and Figure 6, the increase in support with Sight Words, and Letter Sounds supported seven out of the eight students in the Experimental group enough to improve their overall reading score on a running record compared to only four of the eight students in the control group. That meant the remaining four from the control group did not even master enough pre-literacy readiness scores to complete a running record.

Figure 10. Difference in Growth from Experimental Group Compared to Control Group



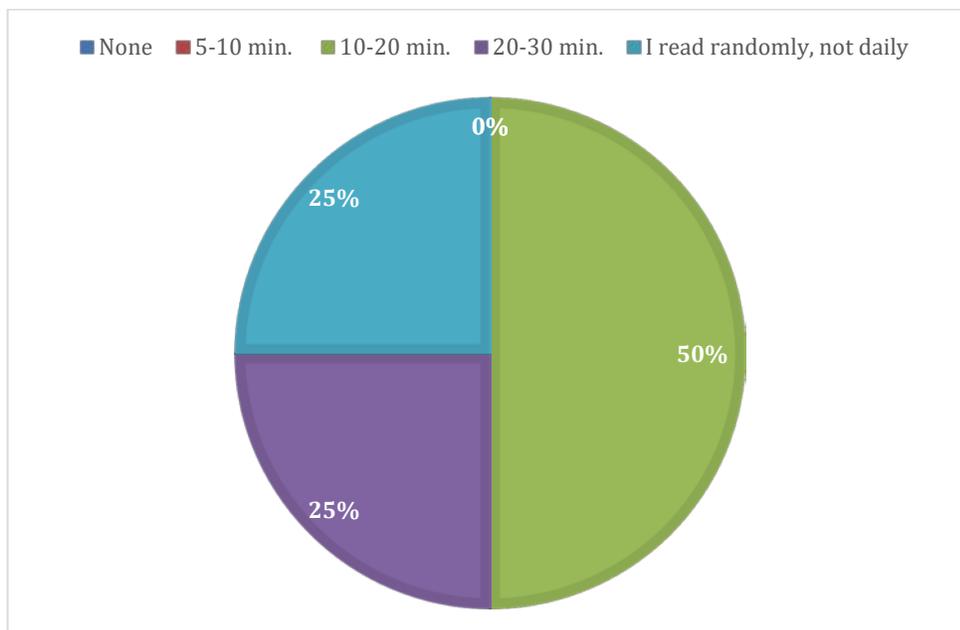
Parent Involvement Growth at Home

Qualitative data were also collected from the parents in the Latino Family Literacy Project to determine if the amount of support at home increased. A pre-questionnaire was given

at the beginning of the eight-week workshop and a post questionnaire was given at the end. Three questions from both questionnaires were compared to analyze parent involvement growth. Growth was determined if nightly reading time at home increased and if parents had spoken with their child's teacher regarding their child's reading level. The following figures are visual representations of the collected data.

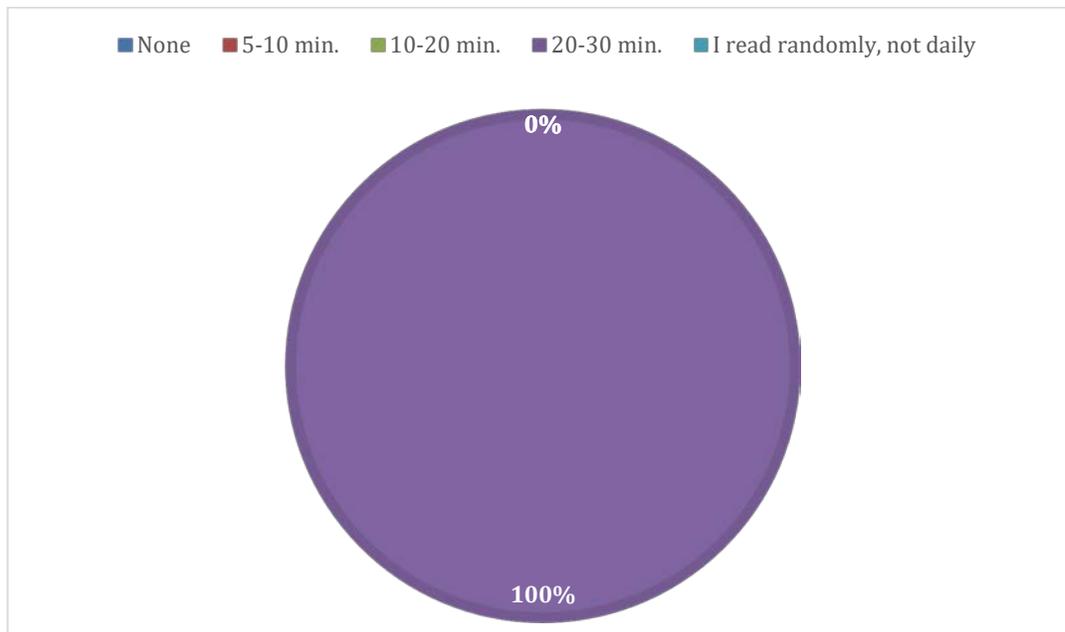
Figure 11 is a visual pie graph showing the percentage of parents that read with their child for a given amount of time. The pre-questionnaire results indicated that 50% of the parents stated that they read for 10-20 minutes with their child nightly, 25% of the parents read randomly, not nightly, and 25% of parents stated they read 20-30 minutes a night. Due to the curriculum and content from the eight-week course, it was determined that 10-20 minutes or 20-30 minutes is a beneficial amount of time to read with students nightly to support their student in pre-literacy readiness skills. Emphasis was put on the benefits of reading nightly for any given amount of time.

Figure 11. Time Read Daily at Home Before LFLP



The same question was asked on the post questionnaire eight weeks later. The data revealed that all eight parents increased their reading to 20-30 minutes a night. Figure 12 shows that the initial 25% of parents that read 20-30 minutes a night with their child, increased to 100% of parents.

Figure 12. Time Read Daily at Home After LFLP

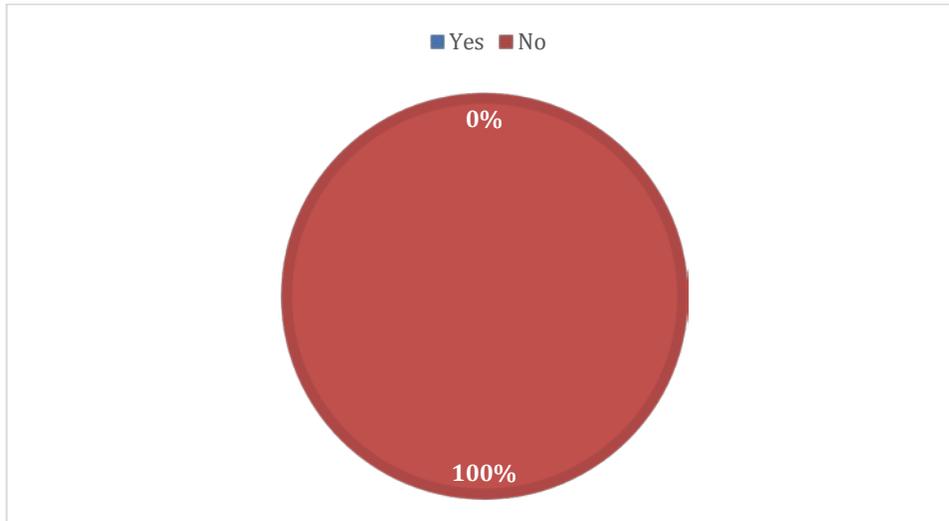


Teacher-Parent Partnership

Another key element of parent involvement that the review of literature revealed in Chapter 2 was the importance of a strong school-parent relationship. I was concluded that when parents are aware of their child's academic ability they are more likely to be involved to support their child's learning in the home. The first line of communication begins with the teacher. Although the research emphasized teachers as the primary initiator of communication, the Latino Family Project eight-week course emphasized the importance of parents being up to date and knowledgeable of their child's literacy development. Therefore, question 8 from the pre-questionnaire and post questionnaire was analyzed. The question asked, "have you spoken with

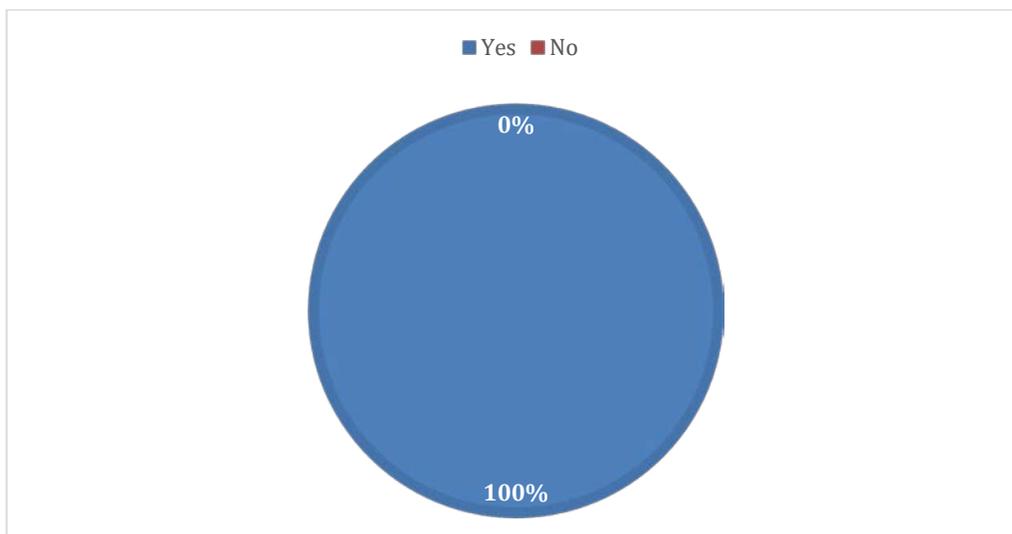
your child’s teacher about their reading skills?”. The following results, represented in Figure 13, show that all eight parents marked “No” on the pre-questionnaire.

Figure 13. Parents Who Spoke with Teacher About Child’s Reading Level Before LFLP



When parents were given the same question in the post questionnaire, there was existential growth in their answers and evidence of a strengthened teacher-parent relationship. All eight parents marked a “Yes” for the same question in the post questionnaire, as seen in Figure 14.

Figure 14. Parents Who Spoke with Teacher About Reading Level After LFLP



Summary of Chapter

Overall, both the quantitative data and qualitative data revealed growth in parent involvement in the home and growth in student pre-literacy development. The students whose parents were involved in the Latino Family Literacy Project had a higher growth rate of learning than students that did not have parents involved. There is evidence that supports that the parent involvement within the home increased in the amount of time read with their child and the amount of communication the parents had with their child's teacher regarding their literacy development.

Chapter 5

Discussion

Throughout my years of teaching, I have observed that students enter school with a diverse set of experiences. However, it was noticed that students from middle class households came to kindergarten with more pre-literacy readiness than those students coming from lower socioeconomic communities. This correlated with vast difference in parent involvement in their child's academics.

The literature review in this study agreed with the research done by Turney and Kao (2009), who found a positive correlation between parental involvement and increased academic success. However, this research also confirmed that the rates of parental involvement were significantly higher among middle and upper-class parents than in low-income family households. It was concluded that children from low-income families, with less involved parents, often experience fewer of the pre-literacy academic and attitudinal benefits of parental involvement than children coming from higher income homes.

Within the context of pre-literacy readiness skills, students' levels of readiness vary based on socioeconomic class. Children of low socioeconomic status are at risk for lower academic achievement (Barnard, 2004). For this group of children, the lack of parent involvement in the home only leaves them further behind their readier peers. Incoming kindergarteners throughout the district are beginning their educational career with vastly different experiences and academic knowledge.

Purpose of the Study

This problem has great importance because, for children growing up in poverty, finishing high school is a critical move toward economic success later in life. Research by Barnard (2004)

has indicated that in urban neighborhoods with high concentrations of poverty, 40% or higher rates of high school dropout occurs. The school identified in this study is comprised of 86.5% Latinos according to the 2015-2016 School Accountability Report Card (SARC) as well as, 96.5% (SARC) are socioeconomically disadvantaged.

This study examined the impact of teacher-parent partnerships and parental involvement on children's early literacy readiness. I conducted a series of workshops following the Latino Family Literacy Project curriculum, where parents of incoming kindergarteners were invited to join an eight-week workshop to teach them about the importance of early childhood literacy, English oral development, as well as specific literacy skills to work on at home. The Latino Family Literacy Project offered both educational and family support activities. One of the predictors of parental involvement in Latino communities was the lack of partnership between school and the home (Calzada & Keng - Yen, 2015). With this knowledge in mind, this study analyzed the relation between parent involvement in early literacy development, specifically kindergarteners from low socioeconomic households, and their pre-literacy readiness. The following research questions were addressed in this study:

The following research questions will be addressed in this study:

- 1.) Do due the high percentage of parents being Latinos and/or socioeconomically disadvantaged, what obstacles do parents within my school site face that impact their parental involvement: school based and/or home based?
- 2.) With teacher support through parental education on the importance of literacy readiness, does parental involvement increase in school or home setting, and are students academically prepared to be on grade level in the first trimester?

My initial observations showed that the incoming kindergarten classes at my school did not come prepared with early literacy readiness, nor did I see adequate parental involvement within the home or school setting to support their future success in kindergarten and beyond. Academically speaking, these students were already starting school at a disadvantage before they have even begun. This study aimed identify why there was minimal parental involvement among my kindergarten families in the home, and if parent support was given could that impact and increase students' literacy readiness to be on grade level in the first trimester. Qualitative and quantitative research was used in this mixed-methods study in order to answer the research questions of this study. The data for parental involvement growth was collected through a parent pre/post questionnaire and conversations during the parenting workshop. Most conversational topics were open-ended to gather information. The data for student literacy readiness and/or improvement were collected through baseline and first trimester literacy assessments.

Findings Summary

The student data collected for the study revealed findings that were consistent with that of the literature review research; direct parental involvement does impact student pre-literacy readiness compared to students that did not receive parent involvement addressing pre-literacy needs. The data revealed that students having parents whom participated in the eight-week Latino Family Literacy Project had higher rates of growth in their pre-literacy readiness assessments including: sight words, letter names, letter sounds and concepts about print. Overall, the data showed a correlation between increased parent involvement in the home and an increased growth rate of literacy readiness.

Specifically, it was evident that students who had parents in the Latino Family Literacy Project scored higher than those students that did not have parents involved. The raw data scores

were not only analyzed because the students in the experimental groups were noted as starting with a slight head start in literacy readiness according to the literacy baseline assessments. Therefore, the percentage of growth was determined to see if their rate of growth was higher. The findings concluded that the experimental group had a higher rate of growth in literacy development specifically in Sight Words, Letter Names, and Running Records. This could be compared with the increase in reading time that parents in the LFLP workshop stated in their questionnaires.

Overall, it can be stated that the results from Chapter 4 did answer my research question. With teacher support through parental education on the importance of literacy readiness, parental involvement in the home, and these students revealed to be better academically prepared to be on grade level in the first trimester compared to the control group of students.

Findings Interpretation

It is beneficial that teachers understand the crucial importance of parent involvement in early childhood literacy development. Pre-literacy readiness is a predecessor for all students' academic success. Students living in poverty are at risk for entering their educational career without the tools necessary to be or stay on grade level.

Chrispeels and Rivero (2001) found that Latino parents frequently feel intimidated by teachers and that teachers are often unaccustomed to the cultural norms of Latino families, which immediately created a barrier between the Teacher-Parent partnership. The purpose of implementing the Latino Family Literacy Project was to reduce this barrier and invite Latino parents to a workshop where they can begin to build a relationship with their child's school and teacher. Research also stated that teachers should initiate direct communication with parents regarding volunteering opportunities as well as constant conversations about their student's

academic knowledge. Teachers can then give parents the resources needed to help their learner at home (Calzada & Keng - Yen, 2015). I learned that teachers are the key to creating a parent-school relationship that encourages and supports parents at home. The results from Chapter 4 support this research in that 100% of parents increase the amount of time they read with their child nightly. Programs are needed to inspire parent involvement by inviting parents to participate in activities at school and aide parent-teacher communication (Nokali & Bachmann, 2010).

Elementary school parent programs should encourage parents to support their children's academic growth that is parallel with the classroom's instructional content and practices (Magnuson & Schindler, 2016). The Latino Family Literacy Project bridged the cultural gap by utilizing Latino cultural stories with grade level literacy development. This aided in addressing the cultural barrier and simultaneously providing literacy strategies and resources for parents to use at home that mirrored what was being taught in the classroom. Chapter 4's qualitative data regarding parent communication with their child's teacher emphasizes and supports this claim because 100% of parents are now in communication with their child's teacher regarding their child's reading skills.

The data regarding Concepts About Print revealed that there was minimal differentiation in growth among the experimental and control group. Both groups' average increased by approximately 1 point. This did not answer my research question, or the results of the increased reading nightly parent support revealed in Figure 12. The increased exposure to text did not increase students' concepts about print at a significant rate compared to the control group.

Regarding student literacy scores in Letter Names and Sounds, it was determined that the experimental group had a significantly higher growth rate in letter names and sounds than

students in the control group. This benefited the teacher because their ability to master all letter sounds by the first trimester allows for students to begin blending words together and independently read appropriate text.

The sight words assessment had the highest rate of growth for the experimental group compared to the control group. As stated previously, sight words are given on flash cards to students and parents are asked to practice nightly with their child. As children pass each sight word list, they are given new sets of flash cards. This significant increase in sight word knowledge in the experimental group is critical because it is the only literacy element that has most of learning dependent on learning at home. There is a strong correlation that the parents involved in the LFLP reviewed the flash cards nightly and therefore lead to students' increased knowledge compared to the control group that did not learn as many words due to the lack of conscious support at home.

Both the sight word and letter sound knowledge accumulated by the experimental group lead to their readiness to be assessed on a running record. These students had overall support in early literacy readiness to be ready to begin independently reading and on grade level in the first trimester, compared to the students in the control group with minimal sight word and sound knowledge.

Implications for Educators

The results of the study are useful for all educators because they highlight the crucial importance of building a strong parent-school relationship. When parents feel welcomed and included in their child's education, they are more willing to be involved in their academics as well. The data from the study revealed that even though all students progressed throughout the course of eight weeks, students that had parents involved in the workshop and involved at home,

showed a higher rate of growth in their pre-literacy readiness assessments. It is beneficial for teachers specifically to acknowledge their importance in building this relationship. Whether due to culture, socioeconomic status or any other barriers, teachers need to be the initial motivator and/or mediator in building a strong communication with parents. Specifically, in lower socioeconomic and/or immigrant communities, parents may be waiting for the teacher to initiate communication. If teachers do not make it a priority to continuously encourage parents to be involved and communicate their child's academic needs, they could be doing their students a disservice.

Administrators should recognize the benefits of providing parent workshops such as the Latino Family Literacy Project, provided in this study in all schools located in low socioeconomic communities. These programs are created to strengthen parent-school partnerships which previously stated research encourages.

Ethical Considerations / Limitations

Due to the nature of the study, ethical considerations were taken into consideration. There were minimal risks and inconveniences encountered when participating in this study. These included:

- Dedicating the one-hour per week to participate in the classes
- Possible discomfort when answering survey questions
- Finding childcare while are in class

To minimize these risks and inconveniences, the following measures were taken:

- Weekly classes were scheduled right after kindergarten dismissal
- Child care for kindergarteners was provided

- No identifying information was included on survey, which was kept in a locked file cabinet and shredded upon conclusion of the data analysis
- Parents were welcomed to stop participation at any time

The study was limited due to the number of actual participants that enrolled in the LFLP workshop. Eight parents did not provide a large enough sample size to gather data that would reflect a sufficient percentage of the 2017-2018 kindergarten class, which included a total of 90 kindergarteners. Therefore, the study was scaled to one class of 24 kindergarteners and their parents. The student assessments were limited to an eight-week timeline. This may not have allotted enough time to determine measurable academic growth due to parent education in literacy readiness. I was limited in possibly giving parents in the control group the pre-questionnaire and post questionnaire to determine their level of parent involvement at home.

Another limitation that may have impacted the sample size was that the course was open to parents that spoke English or were Bilingual; parents that were only Spanish speaking did not attend because I did not have access to a translator. Parents that had jobs during the day were possibly not able to attend the workshop.

Future Research

Much research is provided on the overall effects of parent involvement in early education. Past research on parent involvement has also been more heavily attentive to specific relations with student academic success. There is less research out there dedicated to the social and emotional domains of children's development in relation to parent support in the home. This tendency could be credited to the desired parent involvement behaviors we look for from parents involving specific academic tasks such as reading with their child nightly and helping with homework. However besides academic achievement, Nokali (2010) reminds us that

teachers and parents just as frequently converse about children's behavior in the classroom as well. Behavior problems and social functioning usually have immediate consequences for the classroom environment and as well as impact on the child's academic learning.

Overall, the present findings coupled with a review of existing literature suggest that parents continue to have significant influence on children's academic development as children move through school. Much is noted about the effects of parent involvement, but the behaviors of what parent involvement looks like in the home could be researched further. It is important for future work to explore explicit behaviors in the home that support children's achievement both academically and behaviorally.

In line with my research on parent-school partnerships, Nokali (2010) emphasizes that further examination is needed on how teachers and parents can jointly address children's social and behavioral skills. This future research could help to clarify the possible benefits of parent involvement for social development.

Conclusion

This study analyzed the relationship between parent involvement in early literacy development, specifically kindergarteners from low socioeconomic households, and their pre-literacy readiness. The following research questions were addressed in this study:

- 1.) Do due the high percentage of parents being Latinos and/or socioeconomically disadvantaged, what obstacles do parents within my school site face that impact their parental involvement: school based and/or home based?
- 2.) With teacher support through parental education on the importance of literacy readiness, does parental involvement increase in school or home setting, and are students academically prepared to be on grade level in the first trimester?

Qualitative and quantitative research was used in this mixed-methods study to answer the research questions of this study. The data for parental involvement growth was collected through a parent pre/post questionnaire given during the workshop. The data for student literacy readiness and/or improvement were collected through baseline and first trimester literacy assessments.

Overall, a positive correlation was found between increased parental involvement on academic literacy competencies in early childhood development. SES status and culture are major factors that affect parental commitment in early childhood education which has been identified as a vital factor in early literacy readiness

The student data collected for the study were consistent with that of the literature review research; direct parental involvement does impact student pre-literacy readiness compared to students that did not receive parent involvement addressing pre-literacy needs. The data revealed that students having parents whom participated in the eight-week Latino Family Literacy Project had higher rates of growth in their pre-literacy readiness assessments including: sight words, letter names, letter sounds and concepts about print. Overall, the data showed a correlation between increased parent involvement in the home and an increased growth rate of literacy readiness.

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Appendix A

Latino Family Literacy Project Pre-Questionnaire

The Latino Family Literacy Project Curriculum

Pre-Questionnaire / Pre-Cuestionario

Name / Nombre: _____ Date / Fecha: _____

- ① How much time do you spend reading with your children each day?
¿Cuánto tiempo lee con sus hijos cada día?
- None / Nada 5-10 min. 10-20 min. 20-30 min.
- I read randomly, not daily / Leo de vez en cuando, no diario
- ② In which language do you read with your children?
¿En qué idioma lee con sus hijos?
- Spanish / Español English / Inglés Other / Otro _____
- ③ What do you read with your children?
¿Qué lee con sus hijos?
- Children's Books / Libros para niños Magazines / Revistas
- Newspapers / Periódicos Other / Otro _____
- ④ Where do you find books to read with your kids?
¿Dónde consigue los libros que lee con sus hijos?
- School / En la escuela Public Library / Biblioteca Bookstore / Librería
- I don't know where to find books / No sé donde conseguir libros
- Other / Otro _____
- ⑤ Do you have a library card?
¿Tiene credencial para la biblioteca?
- Yes / Si No / No
- ⑥ Do you know how to use a dictionary?
¿Sabe usar un diccionario?
- Yes / Si No / No
- ⑦ Do you know your children's reading level?
¿Sabe cuál es el nivel de lectura de sus hijos?
- Yes / Si No / No
- ⑧ Have you spoken with your child's teacher about their reading skills?
¿Ha hablado con los maestros de sus hijos acerca de su nivel de lectura?
- Yes / Si No / No

Appendix B

Latino Family Literacy Project Post Questionnaire

 The Latino Family Literacy Project

Follow-up

Post-Questionnaire / Cuestionario

Name / Nombre: _____ Date / Fecha: _____

① How much time do you spend reading with your children each day?

¿Cuánto tiempo lee con sus hijos cada día?

 None / Nada 5-10 min. 10-20 min. 20-30 min.

 I read randomly, not daily / Leo de vez en cuando, no diario

② In which language do you read with your children?

¿En qué idioma lee con sus hijos?

 Spanish / Español English / Inglés Other / Otro _____

③ What do you read with your children?

¿Qué lee con sus hijos?

 Children's Books / Libros para niños Magazines / Revistas

 Newspapers / Periódicos Other / Otro _____

④ Where do you find books to read with your kids?

¿Dónde consigue los libros que lee con sus hijos?

 School / En la escuela Public Library / Biblioteca Bookstore / Librería

 I don't know where to find books / No sé donde conseguir libros

 Other / Otro _____

⑤ Do you have a library card?

¿Tiene credencial para la biblioteca?

 Yes / Sí No

⑥ Do you know how to use a dictionary?

¿Sabe usar un diccionario?

 Yes / Sí No

⑦ Do you know your children's reading level?

¿Sabe cuál es el nivel de lectura de sus hijos?

 Yes / Sí No

⑧ Have you spoken with your child's teacher about their reading skills?

¿Ha hablado con los maestros de sus hijos acerca de su nivel de lectura?

 Yes / Sí No

Appendix C

District Benchmark Progress Reporting for Language Arts Reading

Kdg. ELA Benchmarks ft X + v

file:///C:/Users/Element/Downloads/Kdg.%20ELA%20Benchmarks%20for%20Progress%20Reporting%20-%20Revised.pdf

Oceanside Unified School District Grade: Kindergarten

Language Arts Progress Report Benchmarks

Trimester proficiency scores will be determined using **end-of-year** grade level standards and expectations.

LANGUAGE ARTS – READING

➤ Overall Reading

- Guided Reading Level is a student's **Instructional Reading Level**.
A student's instructional level is the level that he or she can read with instructional support (e.g., text introduction)
- The proficiency score in this section is **derived from multiple measures** (not from a single running record)
- in grades K-2, the instructional level is the highest level a student can read with:
 - 90-94% accuracy and excellent or satisfactory comprehension, OR
 - 95-100% accuracy with limited comprehension
- A student's guided reading level is determined using multiple measures, for example:
 - Anecdotal records from small group instruction and/or individual conferring
 - Analysis of level-appropriate skill and strategy use (see *The Next Step in Guided Reading* by Jan Richardson, pages 274-282)
 - Running records of recently taught guided reading texts and student's independent reading books (including analysis of errors/self-corrections)
 - Running record of "unseen" text from the *Next Step Guided Reading Assessment* kit (including comprehension questions and analysis of errors/self-corrections)

Proficiency Level	First Trimester (November)	Second Trimester (March)	Third Trimester (June)
4 Exceeds Expectation	Guided Reading Level H or higher	Guided Reading Level H or higher	Guided Reading Level H or higher
3 Meets Expectation	Guided Reading Level D-G	Guided Reading Level D-G	Guided Reading Level D-G
2 Approaching Expectation	Guided Reading Level B-C	Guided Reading Level C	Guided Reading Level C
1 Area of Concern	Below Level B	Below Level C	Below Level C

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Oceanside Unified School District Grade: Kindergarten

Language Arts Progress Report Benchmarks

Trimester proficiency scores will be determined using **end-of-year** grade level standards and expectations.

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Appendix D

District Benchmark Reporting for Language Arts Foundational Skills

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Grade: Kindergarten

Oceanside Unified School District
Language Arts Progress Report Benchmarks

Trimester proficiency scores will be determined using **end-of-year** grade level standards and expectations.

LANGUAGE ARTS – READING

➤ **Foundational Skills**

The following assessments are available to assist teachers in confirming grade-level proficiency in Foundational Skills:

- **Phonological Awareness:** Pre-A Reading Assessment, Next Step Guided Reading Assessment Kit (Teacher’s Guide, p. 50)
- **Letter Recognition:** Pre-A Reading Assessment from Next Step Guided Reading Assessment Kit (Teacher’s Guide, pp. 48-49)
- **Letter Sounds:** Pre-A Reading Assessment from Next Step Guided Reading Assessment Kit (Teacher’s Guide, pp. 48-49)
Letter sounds include consonants, short vowels, and long vowels.
- **Phonics:** Developmental Word Knowledge Inventory, Next Step Guided Reading Assessment Kit (Teacher’s Guide, pp. 37-37)
- **Word Recognition:**
 - The OUSD High Frequency Word Lists aligned with *The Next Step in Guided Reading* by Jan Richardson is recommended, although any high-frequency word list may be used
 - Students must read the words with ease and automaticity (no sounding out). Students do not need to write the words.
 - After Guided Reading Level G, students should be applying word recognition skills automatically within connected text, so high frequency words are not assessed.

Proficiency Level	First Trimester (November)	Second Trimester (March)	Third Trimester (June)
4 Exceeds Expectation	All of “3” and Guided Reading Level H or higher	All of “3” and Guided Reading Level H or higher	All of “3” and Guided Reading Level H or higher
3 Meets Expectation	60+ words 48-52 letters 28-35 sounds	60+ words 48-52 letters 28-35 sounds	60+ words 48-52 letters 28-35 sounds
2 Approaching Expectation	15-59 words 41-47 letters 16-27 sounds	30-59 words 44-47 letters 22-27 sounds	30-59 words 44-47 letters 22-27 sounds
1 Area of Concern	0-14 words 0-40 letters 0-15 sounds	0-29 words 0-43 letters 0-21 sounds	0-29 words 0-43 letters 0-21 sounds

3/1/16 Page 2

Appendix E

Latino Family Literacy Project RSVP Slip

The Latino Family Literacy Project Preparation

Come Join

Family Stories/Cuentos familiares

A family reading program for parents of children in grades Kinder

Day care/
child care
Providers!

Class in English,
bilingual families
welcome!

- Learn about pre-reading skills
- Learn about new books to read with your children
- Meet other parents
- Make a family album!



- Date: Thursdays, start
September 14th
(for 8 weeks)
- Time: 2:15-3:15pm
- Location: KA-ROOM
Ms. Dixon
- For more info,
contact: Ms. Dixon
700.966.4200
ext. 4230
maria.dixson@
oside.us.

Sign up now!

----- cut here -----

• Parent's Names: _____

• Phone Number: () - _____ • Email: _____

• Child's Name: _____

• Age: _____ • Class: _____ • Teacher's Name: _____

• Please give this Registration Form to: Ms. Dixon

Appendix F

Program Introduction Letter



The Latino Family Literacy Project

Curriculum

Program Introduction**Family Stories**

Welcome to Family Stories, a family literacy program. During the next ten weeks you will have the opportunity to learn about new books to read with your children. This program will meet every _____ night from _____.

The books in this program reflect the experiences of Latino families and the books are all bilingual. Some of you may speak Spanish and English, while others may speak Spanish only. This program is designed to be bilingual so that it will allow all of us to participate while providing the opportunity to practice both languages.

If you cannot read or write, it is okay. It is still important to share books with your children. In this group, we will all learn how to share books with our children so that every child can discover the joy of reading.

The main goal of this program is to establish a family reading routine. We will help to do this by introducing you to a new book every week and allowing you to take it home to read with your children. Then, when we return the next week, we will discuss how the reading went at home.

We will also make a family album. Please remember that all album-making supplies need to remain in class. Next week, you will receive a camera to take home for two weeks and take pictures of your family. You will have opportunities to think about your goals for your family and to write about your goals. You will discover how special your children and families are and how important it is to maintain traditions in your home.

You will also have the opportunity to improve your English skills and vocabulary and will be given some English grammar handouts each week. The English curriculum is adapted to each book theme.

Before I introduce you to the first book tonight, I'd like to know more about you and your family (refer to the Introductions section for Day 1.)

Suggestions to add:

Participants will receive a Certificate of Completion

Participants will earn credits (if applicable at your school)



Appendix G

Sample Lesson Plan

Day Two: Just Like My Sister



Book Summary:

A little girl admired her big sister and dreams of being just like her.

1. Discuss how the reading went at home

- Ask the participants about their child's experience:
Did their child like the book?
Was their child able to sit through the entire book?
- Ask the participants about their own reading experience:
Did you remember to read each night? Was the book easy to read? Was it difficult?
Did you remember to read the title of the book? The author? The illustrator?
- Did you talk about the meaning of the book with your child?
- Collect last week's book.

2. Introduce the book to take home

- Distribute this week's book.
- Ask for a volunteer to read the book aloud.
- Remind the volunteer to begin by reading the title, the author, and illustrator.
- Remind the volunteer to read slowly, tracking words from left to right.

3. Discuss/ask questions about the book & review vocabulary

- What do you think about the book?
- What do you like about the book?
- What do you think the message of the book is?
- Do you like the illustrations?
- Is this sibling relationship common in your family?
- Allow time for participants to talk about their children.
- Review the vocabulary in the back of the book.
- Write new vocabulary on the word list.

Possible Themes:

- Sibling Relationships
- Age Appropriate Behavior
- Discipline
- Television

4. Distribute the parent handout

- Provide parents with the handout titled "Children Are Different (p. 19)."
- Ask for a volunteer to read the handout, or each person may want to read a sentence.

5. Album Activity: Describe their children

- Draw a flower with petals for each of their children, referring to the attached flower example (p. 17). In the petals, write positive descriptive words about each child. Do the same for each family member. You may need to draw an example on the board. When the album is complete, they will have the opportunity to share this with their children.
- Explain how important it is for children to hear positive words about themselves from their parents.
- Ask participants:
Do you remember hearing positive words about yourself from your parents?
How did that feel? Why do you think it is important?
Is it possible to tell one positive thing to our children each day?

These sections must be facilitated by a **credentialed teacher** with the support of **parent leaders or liaisons**.

Parents can help:

- Distribute handout & read out loud
- Set up materials for album activity
- Distribute cameras