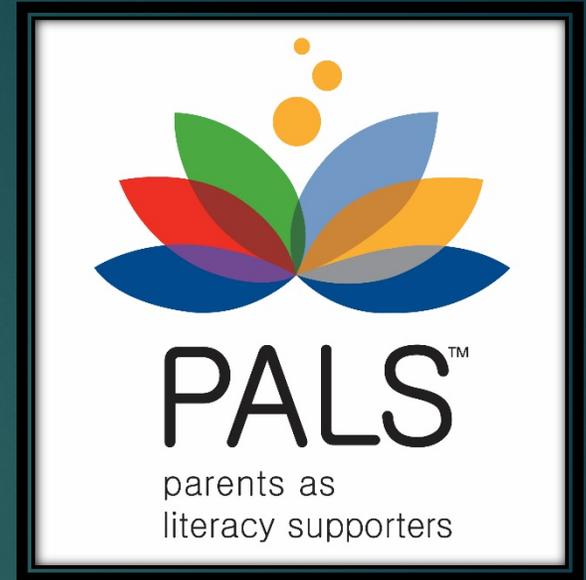


Hispanic students and their parental involvement in a PALS program



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Problem Statement

Low-income parents struggle to manage a life of family, work, and education which can consequently affect the academic development of their children (Sommer et al., 2012)

Low-income parents who cannot provide neither money nor time for their children are identified as uninvolved (Bowen & Griffin, 2011)



Purpose Statement

The purpose of the current study was to investigate how Hispanic parents' involvement in a **Parents as Literacy Supporters (PALS)** program could possibly benefit their children's academic growth in order to examine the strategies that further supported Hispanic parents and their children

First Research Question

What relationship existed between family participation in the PALS program and students' reading fluency measured by Aimsweb reading curriculum-based measurement (RCBM)?

Second Research Question

What relationship existed between family participation in the PALS program and second grade mathematical concepts measured by Aimsweb mathematics concepts and applications (M-CAP)?

Third Research Question

What are Hispanic parents' views about literacy and mathematical strategies implemented in their homes to support their children's education?

Significance of the Study

The most recent known research relating to the **PALS program** was conducted in 2008-2010

The purpose of this study was to document the design and implementation of a bilingual family literacy program in five linguistic communities in the Greater Vancouver area of British Columbia (Anderson, Friedrich, & Kim, 2011)

Literature Review: Home Literacy Environment

- ❖ Hispanic mothers utilizing castigo during reading activities (Perry, Kay, & Brown, 2008)
- ❖ Hispanic mothers preferring a narrative scaffolding approach to reading (Caspe, 2009)
- ❖ Print-related practices at home (Schick & Melzi, 2015)

Literature Review: Parental Involvement

- ❖ Testimonios lead to school parental involvement (Jais & Ordoñez-Jasis, 2012)
- ❖ Mothers' personal reflections of their past educational experiences (Rivera & Lavan, 2012)
- ❖ Low-income Hispanic families' motivational beliefs and consejos (Suizzo et al., 2012)

Design

Quasi-experimental

- ❖ No random selection
(Gay, Mills, & Airasian, 2012)

Mixed-method

- ❖ Combination between quantitative and qualitative
(Leedy & Ormrod, 2013)

To obtain a more complete picture of the current research study
and to reflect the student and parental elements
of the PALS program

Limitations

- ❖ Relatively low sample size
- ❖ Time frame constraint
- ❖ Limited funding = limited supports

Research Participants

- ❖ The population consisted of Hispanic students from one urban elementary school, located in a central suburban mid-west city
- ❖ The sample consisted of 20 second-grade bilingual students who participated in the PALS program with their family members. The sample also consisted of 24 second grade bilingual students who did not participate in the PALS program

Instruments Utilized

❖ Quantitative

Aimsweb reading curriculum-based measurement (RCBM) and Aimsweb mathematics concepts and applications' (M-CAP) pre and posttests

❖ Qualitative

Open-ended structured interviews

Results: First Research Question

What relationship existed between family participation in the PALS program and students' **reading fluency** measured by Aimsweb reading curriculum-based measurement (RCBM)?

The results indicated that there was no statistically significant difference between the pre and posttests groups for reading fluency,
 $F(1, 44) = 3.65, p = .063$

Results: Second Research Question

What relationship existed between family participation in the PALS program and **second grade mathematical concepts** measured by Aimsweb mathematics concepts and applications (M-CAP)?

The results indicated that there was no statistically significant difference between the pre and posttests groups for mathematics, $F(1, 44) = .100, p=.753$

Results: Third Research Question

What are Hispanic parents' views about literacy and mathematical strategies implemented in their homes to support their children's education?

Themes:

1. Shared reading between parents and their children
2. Daily writing activities at home
3. Mathematical home-based strategies consisted of drawings, flash cards, using home manipulatives as well as creating personal word problems for their children to solve
4. Parents' school experiences involved their life in Mexico

Implications

- ❖ Lack of school funding
- ❖ Strengthening collaborative family-school relationships
 - Acknowledgment of families' native language and parental perspectives
- ❖ Alignment of assessment tools and state standards

Recommendations

- ❖ Increase sample size
- ❖ Increase sample diversity
 - bilingual and general education students
- ❖ Alignment of Common Core State Standards (CCSS) benchmark assessment tool with family literacy interventions
- ❖ Multiple schools and districts
- ❖ Longitudinal study
- ❖ Focus group interviews

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