Developing Social Capital for Parents in Low Income Urban Schools

by

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ABSTRACT

The purpose of this study was to determine if social capital for parents in a low-income urban school would develop through structured or unstructured parent-teacher meetings. The parent-teacher meetings were developed to provide opportunities for parents and teachers to meet to build relationships and develop trust through teaching and learning how to support reading fluency and reading comprehension strategies. In order to build relationships between parents and teachers both parties need to trust one another. Trust is the foundation of relationships but before parties can trust one another, opportunities to form relationships need to be provided. In the case of parents and teachers, the study suggests that the parent-teacher meetings might be a starting point to provide opportunities to form trusting relationships. As parents and teachers work collaboratively to support the academic needs of the children, parents will increase their social capital and learn how to navigate the school system. The findings of the parent-teacher meetings showed that the perceptions of parents and teachers varied. The findings of the study did not display any noticeable differences in responses between the structured and unstructured group of participants. Parents appreciated meeting with teachers to learn how to support student learning at home and believed teachers were influential in the educational experience of their children. Teachers believed: parents want to support student learning at home, but lack academic skills; parents are the influential in the educational experience of the students; and parents are hesitant to ask school staff for help.

DEDICATION

This is dedicated to my loving husband and best friend; Edmundo and my two amazing

sons; Jonathan and Matthew. Words cannot express how much I appreciate and love

you!

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INTRODUCTION

In the urban school setting, the school attempts to support students and families by providing additional resources. The resources vary from free meals, clothing, social services, and the hosting of workshops about making healthy choices, exercising, and academic awareness. Academic awareness workshops provide parents information about academic subjects. The workshops are held in the form of traditional math, science and literacy nights. Activities are developed to provide parents with general information on school curriculum. Schools have good intentions of providing students and the community with resources to support their needs. However, communications, connections, and coordinated actions must be conducted with families and community partners to help more students succeed to their full potential. Problems with student achievement, motivation, student behavior and future plans usually separate schools and families and leave teachers to work in isolation from other influential people in children's lives (Epstein and Sheldon, 2006). Although school staff have good intentions in their approach to parental involvement, they often assume that they know what parents and community want and need. Schools must make a conscious effort to build relationships with parents and the community in order to gain a better perspective of those wants and needs. Parental involvement should be viewed as a collaborative process in which parents work with school personnel in achieving student academic goals.

Parent Involvement – The Role of the School and Family

Traditional parent involvement models of family-school partnerships assume consensus and cooperation yet don't often account for collaborative efforts between

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parents and teachers (Auerbach, 2007). Assumptions long held by theoretical models based on past research may need to be revisited in light of social capital research. "Social capital is conceptualized as the network of associations, activities, or relations that bind people together as a community via certain norms and psychological capacities, notably trust, which are essential for society." (Farr, 2004, p.9) Thus, social capital becomes a critical element when considering the role of parents in school settings.

In urban communities, the role of parents has typically been that of supporters participating in parent-teacher conferences and supporting the decisions made by the teachers, school or administrators (Lightfoot, 2004). Traditionally parents participate by attending school wide events such as student performances, parent nights and sporting events.   In comparison, Lightfoot (2004) summarizes what she considers to be good parental involvement in a middle-class school. She indicates that middle-class parents work as unpaid teachers' aides, give classroom talks about their professional lives and knowledge, tutor students who are falling behind in their studies, chaperone students on field trips and at class parties, and organize and participate in organizations such as parent teacher associations. Parents are also expected to attend activities such as go-to school nights and to communicate regularly with teachers about personal and family events such as illnesses or divorces, which might be likely to interfere with children's performance in school.

Role of the Community

According to Barton, Drake, Perez, St. Louis, and George (2005), the individual actions of parents taken alone is not enough to create positive change for schools. To increase social capital, parents need to interact with other parents, teachers, and other

school community-based people. Schools are often seen as the center of the community, a place for gathering. According to the beliefs of Anyon (2005), a collaborative effort between the school and the parents can create positive change in a community. Schools need to work collaboratively with parents in order to provide opportunities for students to make academic gains. In traditional parental support models, schools dictate how and when parents should become involved instead of working together to reach a common goal.

Social capital, as a means to build relationships between schools and parents, might influence positive change in a community. However, often community events do not include schools as a partner. Schools should be considered as a part of the partnership of building change within a society as Coleman (1987, p.36) states, "social capital exists within the family, but also outside the family, in the community." Coleman further believes that social capital in the raising of children includes the norms, the social networks, and the relationships between adults and children.

Suárez-Orozco, Suárez-Orozco and Todorova, (2008) address the importance of social capital as social capital relates to immigrants. Suarez-Orozco et al., (2008) refer to social capital as networks of relationships. When they arrive, immigrants enter social chains in the presence of family, friends and other social interactions that help ease the transition to a new life. By developing these social networks or building on their social capital, immigrants discover that finding jobs, locating good schools, and establishing a stable residence is easier to do with the support of others. Social supports such as those provided by families, peers, mentors, and after-school community based organizations contribute to student success. (Suárez-Orozco et al, 2008).

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Stanton-Salazar and Spina (2003), determined that "It is often assumed that Latinos, and especially immigrant Latino groups, provide one another with an ever-present (and stereotypical) source of familial and community support." (p. 241). This is most evident when immigrant families host extended family members in their homes. The newly arrived immigrants usually enroll their children in the community school of the host family. The host family supports the newly arrived immigrant family through the process of supporting one another in new school environment. However, Stanton-Salazar and Spina (2003) concluded through their interviews that a pattern of isolation and social distance exists, particularly from adults. Although interpersonal relationships may appear abundant in the community, the interactions rarely translate into mentoring relationships for Latino youth.

Role of the Family

According to Auerbach (2007, p. 254), "If research is to examine parent roles holistically within their social context and with a view to equity goals, it [research] must draw from both the mainstream and critical approaches to parent research". Research must define parent involvement broadly beyond the six traditional roles that parents demonstrate according to Epstein's (2001) Framework of six types of parent involvement which include: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. Parental empowerment should highlight the voices and beliefs of parents themselves (Auerbach, 2007). The definition of parental empowerment includes much more than the traditional image portrayed in schools today. Delgado-Gaitan (1991) states that,

Parental empowerment is centered in the local community involving mutual support, critical reflection, caring and group participation through which people lacking an equal share of valued resources gain greater access to and control over those resources. People become aware of their social conditions and their strengths; they determine their choices and goals. Action is taken to unveil one's potential as a step to act on one's own behalf. Implicit here is consciousness of and responsibility for one's behavior and willingness to take action to shape it as desired through a social process (p. 23).

Often, school staff perceive the role of the family as parents' physical presence at school. This traditional role has changed due to demands parents face with work schedules and child care issues. Additionally, the rise of non-traditional households; single-parent, divorced and remarried parents, grandparents raising grandchildren, and extended families living together affect the ability for parents and guardians to participate in school functions.

Inequity in Family Social Capital

According to Coleman (1987), schools of various qualities are more effective for children from strong family backgrounds than for children from weak ones. Given the barriers that parents in an urban school community face, social structure tends to disadvantage low socio-economic/minority students and their families and reproduces inequality through means such as standardized testing (Auerbach, 2007). Parents in low-income schools do not usually have the support systems in place to take advantage of school resources. In middle to upper-income schools parents are able to network with one another in order to determine the benefits and the resources that are available at the schools. Low-income parents often fail to adequately access and benefit from school resources. This could be attributed to the cultural differences between families and

schools in the types of social capital needed to successfully negotiate the school system

(Bolivar & Chrispeels, 2010).

Middle-class parents have a social capital advantage when interacting with the

current public school system. Auerbach (2007) stated that,

> These parents draw on a wider array of more detailed, accurate
> information sources about college, such as college-educated friends and
> co-workers, college brochures, and the Internet. They use their social
> contacts to learn about and negotiate steps along the pathway on behalf of
> their children, whether getting ideas from fellow parents…or keeping in
> touch with school security guards to make sure their children were
> behaving well. They put great faith and energy in the cultivation of social
> networks, especially with institutional agents at schools who could help
> their children advance (p. 267).

Gándara & Contreras (2009), agree that middle-class and ethnic majority students

and their parents simply know more about opportunities and how to navigate the school

system. Middle-class parents know how to get information on which teachers are

considered the best, which classes their children should take, and what type of

extracurricular activities are most beneficial to support their child in school and the

community.

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Social Capital and Productivity

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Of utmost importance is to build trustworthy relationships between parents and

the school. Like any other form of capital, whether physical or social capital, building

relationships will aid the future productivity of individuals and groups in society,

although relationships may not be mainly economic. Social capital also has an impact on

the community.

According to Bolivar and Chrispeels (2010), the ability to take collective action

requires social capital and the opportunity for collaboration, which promotes the

exchange and combination of individual and collective knowledge. Having a

collaborative approach to support one another will have a positive effect on gaining

knowledge on all parties involved. Peers can provide a sense of belonging and a support

network that addresses the needs of individuals as well as the needs of the community.

Schools can begin the collaboration process by providing opportunities for parents

and others to participate in activities on campus. According to Suárez-Orozco et al.,

(2008),

> Addressing immigrant families' needs through partnerships among
> afterschool groups, community organizations, schools, and churches
> would go a long way toward expanding these networks of supportive
> relations and easing the transition for these families. For although
> immigrant families are highly resilient, there are clear limits to the
> assistance that immigrant parents can offer their children – especially
> given the less-than-optimal educational environments that their children so
> often experience (p. 87).

In the community outside the family, the erosion of social capital, adult-sponsored

youth organizations, and informal relations between children and adults, has been even

greater (Coleman, 1987). If schools do not take the time to form the trustworthy

relationships with parents, parental empowerment will continue to decline.

In the Los Angeles Unified School District, Auerbach (2009) did a case study on

four leaders of schools in a high poverty urban area. She concluded that,

> As we have seen, these school leaders took a deliberate, proactive
> approach to walking the walk of promoting family engagement through
> parent activities that they initiated or led. Significantly, the activities were
> not grounded in purely academic, school-based agendas but rather in
> broader community-based agendas that empowered families (p.25).

Relationship building begins in informal settings where people get to know one another

in different settings. Many of the administrators in Auerbach's (2009) study named

"relationship building" as part of their vision of parent involvement and these administrators could be observed engaging with parents. The administrator's life experience and community orientation, combined with a passion for social justice, allowed them to pursue more open relationships with parents (Auerbach, 2009). Schools in an urban community should determine if they are addressing the needs of the community. They should recognize that schools need to engage collaboratively with the community. Schools and staff have good intentions but at times they assume what is best for parents in a particular type of community. This coincides with Tyack's (1974) findings that suggest that the bureaucratic system believes the organization can determine the "one best system" for the community.

Several researchers have indicated that increasing or cultivating social capital will have a positive impact on students, the community, and education (Auerbach, 2007; Bolivar and Chrispeels, 2010). Schools should affirm that schools do not know the "one best system" and recognize that a collaborative approach is required to determine what is best for the urban community. The best system for children will be one in which everyone works together, students, parents, teachers and administrators, to make changes that will impact student achievement. This is the beginning to urban community reform through a social justice forum. Community based organizations and schools can serve as forums to promote social justice. Social movements can begin as a result of involvement in community organizations and schools in which participants work collectively to reform the community. Advocating for traffic lights and safe crosswalks, well-lit neighborhoods, or requesting organized sports in an underserved community serve as

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objectives to organize collectively. As Anyon (2005) suggests, the use of social capital communities will cultivate and nurture existing or newly formed relationships.

Conclusion

Schools need to shift their view of parents and the roles of family in education. In terms of definitions, a shift is necessary from seeing parent involvement as a narrow range of traditional practices associated with White, middle-class parents to a wide range of practices by diverse parents at home and at school (Auerbach, 2007). Educators should understand that parental empowerment takes shape in many forms. Gonzales et al., (2005) noted that immigrant parents place high value on *educacion*, a concept that stresses knowledge not only in an academic sense, but also in terms of moral respect for adults who act as teachers. Some support is invisible to the school – shaped primarily by parents' social location but also by factors in specific home, school, and community contexts (Auerbach, 2007). Viewing parental empowerment in this manner helps to illustrate the urgency of creating practices and structures that promote dialogue among immigrant parents themselves and among immigrant parents and school staff (Carreon, Drake & Barton, 2005).

Carreon et al. (2005) assert that, "In order to be successful, parents, must develop new understandings about the world, establish new social networks, acquire new forms of cultural capital (e.g., learning English), and learn new ways to function." (p. 469) Often, language is a barrier for parents who are non-English speakers. Parents find difficulty in attempting to understand and express their views and concerns regarding their children's schooling. The social networks can begin through organized and targeted activities on campus in which parents feel welcomed and valued.

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Chapter 2

LITERATURE REVIEW

Introduction

The purpose of this research is to determine if building relationships between parents and school personnel of students in low income schools is an indicator of developing a collaborative partnership with schools. If a trustworthy relationship is developed between parents and school personnel, will the relationship have a positive effect on the perceptions of one another? According to Gonzalez, Moll and Amanti (2005), learning does not take place just 'between the ears,' but is a social process. In this case the learning occurs between parents and teachers.

Many factors affect parental involvement in schools. In this study, the research will focus on the effects of social capital and how social capital might affect the perceptions that parents and teachers have of one another.

Sources

In gathering scholarly publications and empirical and peer-reviewed articles, several search engines were used. This includes the use of ProQuest; ERIC, Educational Full Text Review, Academic Search Premier; and EBSCOhost. Key terms used to locate articles included: parental involvement, social capital, urban schools, parental engagement, immigrant parents and parental empowerment. Although several articles regarding social capital were located, minimal research was available on the topic of social capital and parental involvement in schools.

Parental Involvement

The No Child Left Behind (NCLB) Act of 2001 (2002) reauthorized the

Elementary and Secondary Education Act of 1965 (ESEA), and is based on four

principles that provide a framework through which families, educators, and communities

can work together to improve teaching and learning. The parental involvement

provisions in Title I, Part A of the ESEA reflect these principles.

According to the NCLB Act (2002), three decades of research provide convincing

evidence that parental involvement is important. "When schools collaborate with parents

to help their children learn and when parents participate in school activities and decision-

making about their children's education, children achieve at higher levels."

Title I, Part A of ESEA (2002) provides a definition for the term "parental

involvement". Parental involvement is defined as the participation of parents in regular,

two-way, meaningful communication involving student academic learning and other

school activities, including ensuring –

- That parents play an integral role in assisting their child's learning;

- That parents are encouraged to be actively involved in their child's education at
  school;

- That parents are full partners in their child's education and are included, as
  appropriate, in decision-making and on advisory committees to assist in the
  education of their child;

- The carrying out of other activities, such as those described in section 1118 of the
  ESEA. *[Section 9101(32), ESEA.]*

This study is focused on the role that parents are encouraged to be actively involved in their child's education and learning.   The definition of parental involvement according to Title I is of significance in this study as the study was conducted in a Title I school.

Social Capital

The concept of social capital can best be defined by having essential elements of social structures that can enable particular actions within the structure, which would otherwise not be possible (Coleman, 1988). Social capital can also be defined as the resources that are available to an individual because of the strength of relationships that a person has with others. Informally, social capital is simply "who you know" that can help you get "what you need" (Godfrey, 2008).

Limited empirical studies are founded on social capital. However, the concept of social capital has been in existence for over a century. Hanifan (1916) originated the term social capital. Her premises for defining social capital dealt with the notion that goodwill, fellowship, mutual sympathy and social intercourse among a group of individuals and families make up a social unit whose logical center is the school. Bourdieu (1986) established that social capital relates to membership in a group in which networks are established reproducing social relationships that are directly usable in the short or long term. This in turn would develop feelings of gratitude, respect, friendship, trust, etc.

Coleman (1988) adds that social capital is productive in making possible the achievement of certain goals that would not be possible in the absence of social capital. Coleman contends that social capital comes about through changes in the relations among

persons that facilitate action. Coleman believes that where extensive trust is present, groups are able to accomplish much more than a comparable group without trust.

Social Capital and Schools

In a limited study conducted by Gonzalez, Moll and Amanti (2005) the endeavor was to bring schools and families together. Teachers were asked to conduct a series of interviews in the homes of some of their students. The goal of the partnership between the school and teachers in this study was to alter the perceptions of working-class or poor communities by viewing their households in terms of their strengths and intangible resources. The approach used was to unlock and capitalize on the knowledge students or parents already possess. As a result of conducting these interviews, the teachers were able to gain a better insight of the student's home life as well as an insight to the community in which they lived. Gonzalez, et al., 2005, found that the single most important mediator in social relationships is trust or *confianza* as known in Spanish.

This ethnographic study involved 14 teachers. Each teacher interviewed 3 students and their families. Teachers visited the homes of the students to do the interviews over a period of several months. The families that participated in the ethnographic study were working class Hispanic, African American or Native American. The teachers conducted household visits with the express purpose of identifying and documenting knowledge that exists in students' homes (Gonzalez, et al., 2005). The researchers state that public schools often ignore the strategic and cultural resources which they termed, *funds of knowledge,* which households contain. The information provided to the classroom teachers was beneficial in that building relationships with families allowed teachers to gain a different perspective of the students and their families.

According to Gonzalez, et al., 2005, the study confirmed the importance of creating collaborative working arrangements with teachers and parents.   The project informed schools how families generated, obtained, and distributed knowledge. The theory behind *funds of knowledge* is that families have an abundant knowledge that schools do not know about. In general, low-income families know about agriculture and mining, economics, household management, science, medicine and religion. Through collaboration, schools would learn about the knowledge families possess. Therefore the teachers would be able to use this information to inform teaching and to have a parental partnership by having the resources necessary to support instruction.

In *Con Respeto,* by Guadalupe Valdes (1996), a similar study was conducted. In the ethnographic study the author observes and interviews ten Mexican families. Most of the parents involved in the study were Mexican-born living near the U.S.-Mexico border. Valdes learned about the families and their work experiences, cultural beliefs and involvement in the children's education.

One of the findings that resulted from this ethnographic study was how families measured success. Success was defined as having hardworking sons and virtuous daughters. Children were expected to place the family first, which meant providing a home, clothing and food. This belief system varies greatly from those of a middle class parent. Horvat, Weininger, & Lareau, (2003) agree that for working-class and poor families, network ties have little relevance to the enhancement of schooling. Instead, social networks serve primarily to alleviate problems related to economic necessity such as transportation and childcare and providing clothing and money. The belief that "family comes first" was significantly recognized because teachers had a misconception about the

parents' belief on the importance of personal ambition. Teachers felt that a lack of personal ambition indicated a student was lazy or unmotivated.

One of the biggest beliefs for Latino families is that, individual success and accomplishment are generally held in lesser esteem than are people's abilities to maintain ties across generations and to make an honest living somewhere close to home. However, (Valdes, 1996) also suggests, in order to succeed professionally, parents must abandon old beliefs and seek new opportunities. This is difficult for those who come from a world where relationships are more important than options.

The families in the study believed:

- Members derive benefits that include not individual glory, but rather security, trust and continuity.

- They fully expected their children would grow up with the same notions of reciprocity, respect and responsibility.

- They knew credentials were needed in order to obtain certain kinds of employment.

- They wanted their children to put family first.

None of the beliefs that the families expressed dealt with getting rich, material items, or even encouraging their child to become an executive or professional. Success in their eyes meant providing for the family and continued respect and responsibility of those you care for. The perception from teachers that parents did not care stemmed from misconceptions of what the parents valued.

In addition, parents seemed more concerned with their children's behavior instead of their academic progress. *Buenos hijos* (good sons and daughters) had an obligation to

be considerate, obedient, and appreciative of their parent's efforts (Valdes, 1996). Parents were concerned with the values of "respect for authority". Teachers considered parents were more interested in student behaviors than academic progress.

Carreon, Drake, and Barton (2005), conducted a study on immigrant parents' school engagement experiences. Their goal was to gain a broader understanding of parental involvement in a high poverty urban setting. They also wanted to learn more regarding parental beliefs and practices and how they establish sustained relationships with school personnel.

Carreon et al., (2005) report the stories of three working-class immigrant parents and their efforts to be involved in their children's formal education. The study indicated that neither the researchers nor the participants (school personnel or parents) shared a common understanding of what was meant by parental involvement or parental engagement.

In their study, Carreon et al., (2005) found that parental involvement could be labeled through traditional and non-traditional forms. They categorized parental involvement into three areas: the parent who is the traditional helper, the parent who questions the system, and the parent who is a listener.

In all three cases, the parents sought to establish their presence through constructing relationships with school staff, thus increasing their knowledge of the school system and the ability to have a significant influence on the system. One parent found that the experience of establishing trusting relationships with teachers supported the sense of belonging. For another parent, the lack of a trusting relationship with her daughter's teacher increased her uncertainty as to what could be done. The third parent's experience

moved in both directions. The parent took steps to support his son's education, including switching schools, after being uncertain about what to do when his concerns were dismissed by his son's teacher as unnecessary worries.

These stories suggest that a trusting relationship with at least one school personnel member provides parents with a more fulfilling school engagement experience. The research conducted by Carreon et al., (2005) also concluded that an additional study on the potential of these relationships as they relate to improving educational outcomes for immigrant students and their parents is needed.

Barton, Drake, Perez, St. Louis & George (2004) concur that different types of traditional and non-traditional forms of parental involvement exist. In a study conducted by Barton et al., (2004) parental involvement consisted of the desire from the participants to break down the barriers between home and school. Part of breaking down the barriers was to understand what the barriers were. The study revealed several challenges in the group such as differences in culture, language, educational attainment, and expectations. The group in the study had to learn how to come together as a as a group in order to value what each individual had to offer to the group.

Barton et al., (2004) concluded that the awareness of a teacher's efforts to reach out to the students' parents created an opportunity for parents to feel invited into the school. This in turn created opportunities for parents to observe their children's teachers, to mediate problems and to seek help when needed. The parents felt enabled and capable of negotiating the school system. The study determined that parental involvement is a set of relationships and actions that cut across individuals, circumstances, and events that are produced and bounded by the context in which that engagement takes place.

Social Capital and Education

Parents in urban school settings negotiate school systems differently than parents in middle-income settings. Horvat et al., (2003) concluded middle-class parents work collectively to make change happen. Parents had the collective capacity to effectively intervene in school matters. Parents worked collectively to place a teacher on administrative leave, parents informed one another on how to request teachers for their children, and parents worked collaboratively to mobilize other parents to protest controversial issues dealing with AIDS awareness and winter holiday programs.

On the other hand, parents of low socio-economic status handled issues individually when concerned with issues with the student, teacher or school. These parents assumed they had neither the capacity nor the right to intervene in situations such as requesting a teacher or expressing concerns about issues on campus. "They [parents] did not, by and large, mobilize networks to challenge gatekeepers in schools. Indeed, some parents were wary of contact with professionals and also felt that they should be able to "handle it themselves." (Horvat et al., 2003, p. 336)

Auerbach, (2007) studied a sample of working class parents in the Los Angeles metropolitan area. The parents had different educational attainments from: no formal schooling, some community college and half of the sixteen parents had less than a high school diploma. Although the parents were not college graduates they aspired for their children to attend college.

Auerbach's (2007) study focused on the parent's roles in their child's education. Parents were categorized as moral supporters of their children's education and as struggling advocates in their children's education. In this case parental involvement can

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be viewed differently. Parental involvement is much more than the physical presence at the school, parental involvement is the role of the parents imparting the value of education.   Parent's educational histories shaped the aspirations and beliefs about the roles the parents had in the educational future of their children. The parents, who had not attained a college degree, were trying to break with family tradition and forge new roles. In this study, parents' roles were under construction.

Auerbach (2007) concluded that "Just as schools need to affirm and accommodate marginalized students, so too, do schools need to transform their understanding of and interactions with working-class parents of color." (p. 276) Additionally, the study recognized the value of a non-traditional model of parental involvement in which a partnership was created between home and school and explored parent support for education in terms of parents' values and aspirations for their children. Furthermore, the study determined the need to help educators understand that parental support takes multiple forms, some which are invisible to the school, shaped primarily by parents' social capital. The need to provide support for parents should go beyond raising academic achievement and should include opportunities to help parents navigate an educational system to ensure access to higher education.

Inequity in Family Social Capital

An ethnographic study conducted by Horvat et al., (2003) included interviews and observations of 88 third and fourth grade students and their families. Researchers observed parent-teacher conferences, PTA meetings, special events, book fairs, classroom celebrations of Halloween and Valentine's Day.   The researchers found

middle-class parents were more connected to one another and to the school while the parents who were of lower socio-economic status did not know each other.

Horvat et al., (2003) study described a scenario regarding similar events at two schools. Back-to-School Nights were compared between the middle-class school and the low socio-economic status school. At the low socio-economic status school, the classroom was quiet before the start of the program. Few greetings were exchanged among parents. The reverse was true at the middle-class school. Before the beginning of the formal program…the room was alive with parents' conversations about children's organized activities. The room was noisy. In addition, the parent-run school events at Swan were more elaborate. Parents at the middle-class school ran the book fair and school fair. For example, the school fair at Swan had more booths, and fancier rides than the fair at Lower Richmond.

The study found that for middle-class families, social ties tended to be woven through children's lives and through organized activities as well as through informal contacts with educators and other professionals. By contrast the social networks of the parents in the low socio-economic status or urban school, tended to be rooted in around kinship groups (Horvat, et al., 2003).

<div align="center">**Building Social Capital**</div>

Bolivar and Chrispeels (2010) conducted a study on the Parent School Partnership (PSP) program in the Los Angeles Unified School District. They collected data from multiple sources including observations of parent classes, program documents, and focus group interviews. The purpose was to document the dynamics of the program's sessions, as well as parents' interactions with one another and with school personnel. Parents

learned how to interact with one another, how to listen, how to present problems to other people. Parents understood the need to work collectively to solve or address problems.

Another research finding from Bolivar et al., (2010) is that participation in the PSP program encouraged two forms of self-organizing due to the collective action of the parents. One group; the collective program-guided action group; worked together to address concerns during the PSP program, which were not part of their group projects. This led to parents who formed groups who addressed specific concerns or desired outcomes. One group designed a plan to address speeding vehicles; another addressed the issue of students being late to school, while another group approached the principal about creating a community computer lab.

The other PSP-organized group; the collective self-organized action group; addressed school and community concerns and took the initiative to address concerns on without program guidance.   This group of parents organized to address issues such as intersession programs, conditions of the school cafeteria, organized a literacy program for Hispanic parents that could not read and petitioned the district to keep bilingual programs in place. The enhanced networks and relationships gave parents the power to act in their own immediate environment in ways that brought resources to the community (Bolivar et al., 2010).

A study conducted by Henderson and Mapp, (2002), concluded that "When programs and initiatives focus on building respectful and trusting relationships among school staff, families, and community members, they are effective in creating and sustaining family and community connections with schools." (p.43) Several factors influenced how and why parents became involved in their children's education. Parents

indicated that when school staff engage in caring and trusting relationships with them and recognize their desire to be partners in the educational development of children, the result is they feel empowered to want to be involved and participate in a school setting. Another key finding of the study indicated programs that successfully connect with families and invites community involvement, are welcoming, and address specific parent and community needs.

Summary of the Literature

In this chapter, several studies were reviewed relating to parents and their involvement in schools. The lens of social capital was used to determine if building relationships, trust, collaboration and social processes contributed to successful parent-teacher relationships.

The majority of the studies indicated trust was an integral part of building relationships. Hanifan (1916), Coleman (1988) and Bourdieu (1986) all indicated that social process contributed to creating successful groups with common goals. Henderson and Mapp (2002) and Carreon et al., (2005) concluded parents feel welcomed and valued at schools when they form lasting and trusting relationships with school personnel. Valdes (1996) identified the misconceptions and perceptions teachers had of parental beliefs regarding education as a result of a lack of building relationships with one another. The perceptions were based on student academic progress and the indicators of student success according to mainstream beliefs.

Through building relationships and developing trust with one another, parents and teachers can change the perceptions they have of one another. Positive experiences with one another will lead to increased parental involvement.

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Purpose of the Study

The purpose of this study was to determine if social capital for parents in an urban school would develop through structured or unstructured parent-teacher meetings. The parent-teacher meetings were developed to provide opportunities for parents and teachers to build relationships and develop trust through teaching and learning how to support reading fluency and reading comprehension strategies.

For the purpose of this study, the following definitions will be used:

1. Social capital: building relationships through networking with others during parent-teacher meetings.

2. Building relationships: the way in which two or more people or groups talk to, behave toward and deal with each other as a result of the parent-teacher meetings.

3. Trust: assured reliance on the character, ability, strengths or truths of someone or something. Trust is the foundation of building relationships.

4. Perceptions: to attain awareness or understanding of each person's belief as a result of observations during parent-teacher meetings.

Chapter 3

METHODOLOGY

Program Evaluation Design

This chapter details the methodology proposed for this study. The questions addressed

are:

- What is the effect of unstructured parent-teacher meetings on the perceptions of

  parents as collaborative members in the school compared to the perceptions of

  parents who participate in parent-teacher structured meetings?

- What is the effect of unstructured parent-teacher meetings on the perceptions of

  teachers regarding the participation of parents as collaborative partners in the

  school compared to the perceptions of teachers who participate in parent-teacher

  structured meetings?

- What is the effect of structured parent-teacher meetings on the perceptions of

  teachers regarding the participation of parents as collaborative partners in the

  school compared to the perceptions of teachers who participate in parent-teacher

  unstructured meetings?

- What is the effect of structured parent-teacher meetings on the perceptions of

  parents as collaborative members in the school compared to the perceptions of

  parents who participate in parent-teacher unstructured meetings?

Setting

This study was conducted at a school site within an urban elementary school

district located in the southwestern United States. The site is a Kindergarten through 8th

grade school. At the time of the study, the school was rated as "Performing Plus"

according to state guidelines. During the study, the student population was 2%

Caucasian/not Hispanic, 93% Hispanic, 4% African American/not Hispanic and a

combined 1% Asian and Indian. The school was categorized as a Title I school according

to the Federal guidelines on poverty. Eighty-two percent of students qualified to receive

free and/or reduced lunch. Sixty-five percent of the students were identified as second

language learners with their primary language being Spanish.

The staff at the school site was comprised of 35 certified teachers across nine

grade levels and different specialties including 25 classroom teachers, 2 reading

interventionists, 2 special education resource teachers, 2 art teachers, 2 physical

education teachers, a general music teacher and an instrumental music teacher. The staff

ethnicity was made up of 49% Caucasian/not Hispanic, 40% Hispanic, 5% African

American, 3% Asian Pacific-Islander and 3% Native American. The teacher participants

in the study were as follows: seven Hispanic teachers, two Caucasian teachers and one

Asian teacher.

Participant Selection

Teacher Participant Selection

In the spring of the 2012 school year the study was introduced to the faculty at a

regularly scheduled staff meeting using a script to ensure that all teacher participants

received the same information (see Appendix A). Teachers were told the purpose of the

study, their responsibilities and rights to withdraw from the study at any time. The staff

was informed that ten reading teachers were needed to participate in the study. The

criteria applied to 21 teachers. Ten teachers signed up for the study and their positions

spanned across kindergarten to sixth grade. The need to select teachers randomly was unnecessary as only ten teachers volunteered. At the end of the staff meeting, consent forms were given to the participating teachers (see Appendix B).

Teachers were compensated their hourly rate of $25 per hour to meet with parents for seven weeks, one hour per week. A few additional hours were added for the time that was involved to schedule meetings and collect the documents.

Parent Participant Selection

Ten teachers were asked to participate in the study. Teachers were asked to send home invitations to ten parents from their homerooms (see Appendix C). Of the ten parents invited from each homeroom, three were randomly selected for participation in the study. A total of 30 parents participated in the parent-teacher meetings.

Each parent was given a $25 gift card to participate in the study. Participation for parents in the study included completing a pre and post survey and meeting with their prospective teacher for two one-hour sessions on the topic of reading.

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Procedures

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Participating teachers contacted ten parents in their class by sending home the parent invitation. The invitation asked the parents, either to call the teacher if interested in participating or to send back the form to the school. From the phone calls or letters, the teacher randomly selected three parents who agreed to participate. In cases where the teacher did not receive any response by letter or phone calls, the teacher randomly selected three parents for a follow up phone call. Once the teacher had identified three

parents through this approach, she set up a working meeting and secured the parent's consent form.

Structured and Unstructured Meeting Assignments

After parent and teacher participants were determined, a random selection of teachers was completed to assign teachers to a structured or unstructured study group. The assignment was determined by numbering the teachers between one and ten. Numbers were drawn and the first five numbers corresponding to the teacher were assigned the structured groups. The other five teachers were assigned the unstructured groups. The parents remained in the groups of the teachers who had invited them to participate.

Demographics

Teacher Participants

A total of ten female teachers participated in the study. Teachers varied in their years of experience in education. Teachers' experiences varied from four years to twenty-eight years with the majority of teachers having less than ten years in the field of education. Teachers also varied in the credentials they had earned. Teachers in both groups had a similar level of experience and credentials. Table 1 portrays the experience and credentials of the teachers who participated in the study categorized by those that participated in a structured study versus an unstructured study.

Table 1

Teaching Experience and Credentials

Group	Degrees		Other Credentials				Years of Experience		
	Bachelor's Degree	Degree Beyond Bachelors	Early Childhood Endorsement	Bilingual/ESL Endorsement	Reading Endorsement	Other Endorsements	0-5 Years of Experience	6-10 Years of Experience	11+ Years of Experience
Structured	4	1	1	2	3	2	1	3	1
Unstructured	3	2	4	3	2	0	2	1	2

Of the ten teachers that participated in the study, three of them had been at the school site for over ten years. Teachers in both groups had a similar amount of experience at the school site. Table 2 gives a visual representation of how many years the teachers worked at the school site where the study took place.

Table 2

Years of Employment at Study Site

Years at Study Site	Structured Participant	Unstructured Participant
1-5 years	1	2
6-9 years	3	1
10-15 years	0	1
16+ years	1	1

Parent Participants

Thirty parents participated in the study. Half of the parents indicated their primary home language is English, the other half indicated that the primary home language is Spanish. A slight disparity exists in the level of education attained between the primary English speaking parents and the primary Spanish speaking parents. However, no primary Spanish speakers attained a college degree compared to two of the primary English speaking parents that indicated they had graduated from college.

Several parents, 27%, did not wish to share their employment information. Of the 63% of parents that responded about their employment status, none of the primary Spanish speaking parents worked full-time, compared to seven primary English speaking parents that worked full-time. See table 3. Although 30 parents initially participated in the meetings, four of them did not provide any demographic information.

Table 3

Demographic Information of Parent Participants

Type of Group	Level of Educational Attainment					Employment			
	K-6th	7-12th	12 +	College Degree	Unknown	Not Employed	Part-Time	Full-Time	Unknown
Primary Language-Spanish									
Structured	2	2	0	0	3	2	2	0	3
Unstructured	0	4	2	0	0	2	1	0	3
Primary Language – English									
Structured	0	4	1	1	1	2	1	4	0
Unstructured	0	2	3	1	0	2	0	3	1

The dominant ethnicity of the thirty parent who accepted to participate were Hispanic. All but two parents in the study were Hispanic, one parent was African American and the other parent was Asian-Pacific Islander.

Meeting Design

Parents and teachers began meeting in early spring 2012 in the teacher's classroom. In the unstructured as well as the structured meetings, a topic pertaining to reading was assigned. The structured and unstructured meetings focused on reading fluency and reading comprehension. Teachers were asked to meet with the parents for a minimum of one hour per meeting. Each teacher met with each of the three parents that opted to participate in the study with them for two sessions. The meetings were scheduled three weeks apart (see Appendix D for a sample schedule) over a six-week period. The teacher and parent determined the date and time of each meeting.

Structured Meetings

The group of teachers that participated in the structured parent-teacher meetings were provided with an agenda (see Appendix E) and materials for each of the one hour meetings. The first structured meeting with the parent focused on reading fluency strategies. Teachers were provided with leveled reading passages at the grade level of their students, along with a set of one hundred sight word flash cards. The teacher was asked to determine the appropriate reading passages to give each parent based on the student's reading level.

The structured meeting time asked teachers to complete several objectives during their one hour meeting. The teachers spent time talking to parents about the importance of reading fluency and how reading fluently is important to reading comprehension.

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Teachers provided the parent with grade level goals for reading proficiency for their child along with their child's current oral reading proficiency level. During the structured meeting time, the teacher provided 30 minutes of modeling and practice on how to time and score their child's reading a passage. Parents were provided with a set of reading passages to use at home with their child along with a chart to graph their child's progress.

In addition to the reading passages, parents were provided with sight word flash cards. The teachers explained the significance of sight words in increasing reading fluency. The teachers then showed parents how to practice reading sight words using the flash cards. The teachers provided strategies on how to use the sight word cards such as limiting the number of flash cards to ten at a time until the child was able to master reading them with automaticity. Teachers provided ten minutes at the end of the session to address any questions or concerns. Both participants then completed the reflection questions provided.

At the beginning of the second session, teachers spent time reviewing the results of their first session. They talked about the success or challenges of working on the fluency strategies that were shared during the first meeting. The teachers then discussed the purpose of the second session which was to focus on reading comprehension specifically in the area of functional reading. Teachers were provided with a sample agenda and materials (see Appendix F and G). Teachers targeted functional reading skills such as following directions, reading a menu and reading a flyer. Teachers shared that many functional reading skills are a part of everyday life and that families can support what students learn at school by exposing their child to situations where they can read directions, read a label, and read a schedule or flyer.

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Teachers were provided with sample lessons and materials to make a pinwheel, make an Easter or Spring card, read a menu and read a flyer. Questions for each of the activities were provided for parents to use. All activities and questions were written in English and Spanish to present parents with additional support if needed. The teachers spent time explaining each of the materials and activities to the parent. They also looked at the comprehension questions that were provided for each activity and clarified anything that was unclear. Teachers provided ten minutes at the end of the session to address any questions or concerns. Both participants then completed the reflection questions provided.

Unstructured Meetings

The group of teachers that participated in the unstructured parent-teacher meetings were not given an agenda nor any materials. Teachers in the unstructured group followed the same schedule as teachers in the structured group. They met with each of their three parents twice within a six-week period. They met for an hour each session.

The teachers in the unstructured group were given minimal criteria for their meetings with the parents. They were asked to focus their first meeting on reading fluency strategies and to focus on reading comprehension strategies for their second meeting. They were instructed to complete the reflection questions at the end of each session. The teachers did not receive further guidance on what to do with parents during the one hour session.

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Purpose of Survey

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The survey was designed to analyze perceptions of teachers and parents relative to collaboration/social capital. A total of 19 questions focused on major factors associated

with research questions one, two, three and four as affected by delivery format; structured versus unstructured parent-teacher meetings.

Pre and Post-Survey Administration

Teachers completed surveys at the first session they met with the researcher. No parents were present. The teachers were given brief comments on the survey instrument and advised that they would complete survey at the end of the study (see Appendix H). At the end of the six-week period, teachers took the post-survey. The post-survey included an additional open ended reflection question (see Appendix I). The question asked, "During your conversations with the parents, what was something surprising you learned about the student/family beliefs?"

The teacher provided the pre-survey to the parents at the first scheduled parent-teacher meeting (see Appendix J). Parents were given consent forms and details regarding the process of the study. Parents were informed of their rights as participants and advised that they could opt out of the study at any time.

The post-survey was administered by the researcher. Parents were given the same survey at the end of the six-week study. The post-survey included an additional open ended reflection question (see Appendix K). The question asked, "During your conversations with the teacher, what was something surprising you learned about her beliefs?"

Parent-Teacher Survey Instrument

On a 4-point Likert scale, teachers and parents rated the degree to which they agreed or disagreed with statements about the process, that is, perceptions about parent involvement and collaboration. The Likert scale measured the response of attitudes and

perceptions of the participants on building relationships, trust, and the role of the school and family in the education of the student. The Likert scale questions included responses using the 4 point Likert descriptors, "Strongly Agree", "Agree", "Disagree" and "Strongly Disagree". Although the Likert scale questions did not allow for a neutral response, several participants hand wrote "Don't Know". For the purpose of this study, the responses were collapsed into three scales to report data findings. The Likert scales used were: "Agree", "Disagree" and "Don't Know".

Teachers were given the survey during the first and last week of the study. Parents also completed a survey during the first parent-teacher collaboration meeting and met with the researcher to complete the post-survey.

Data Analytic Plan

Research Design

The questions for this study followed Creswell's (2009) model of concurrent mixed methods approach utilizing surveys and reflections. Qualitative and quantitative data were used to provide a comprehensive analysis of the research problems. Both forms of data were collected at the same time and integrated into the interpretation of the overall results. In this study, the researcher embedded a smaller form of qualitative data within the quantitative data in order to analyze a different type of question. As Creswell (2009) indicated, the use of a small form of embedded data allows for the qualitative embedded question to address the process while the quantitative data addressed the outcomes.

Quantitative Data

Descriptive data of the demographics and the responses on the pre intervention

and post intervention surveys were provided. Information was gathered on the

participants through the survey instrument. Pre and post survey responses were compared

on parents to determine if any trends existed amongst the participants based on level of

education, primary language and hours worked per week. The information collected on

teachers included descriptors to determine if any trends existed amongst participants'

level of education beyond a Masters' degree, endorsements earned and years in teaching.

The responses to the Likert scale data were categorized and the mode was used to

determine the most frequent responses. The distribution of responses is displayed in the

form of tables to determine the percentages and numbers of participants that agree and

disagree.

Qualitative Data

The reflection questions administered at the end of each meeting for parents and

teachers are illustrated in Table 4.

Table 4

Teacher and Parent Reflection Questions

Teacher and Parent Reflection Questions			
Teacher Reflection Question #1	Parent Reflection Question # 1	Teacher Reflection Question #2	Parent Reflection Question # 2
Describe one or more specific situations/facts that you learned today about your parent's	Explain how the meeting discussion helped you understand how your knowledge can	How have the parent's insights influenced your teaching practice with the child?	How has the meeting helped you understand how your parenting practices can

home/cultural situation that can help you to increase reading skills for their child/children.	help the teacher increase the reading progress of your child/children.		increase your child's reading skills?

For all research questions, data was analyzed qualitatively. Analysis was based on transcriptions of teacher and parent reflections which were coded into themes and trends.

Max QDA was used to code and categorize themes for teacher and parent responses across and within groups under the structured and unstructured settings. The documents were then organized by groups and categories were developed through coding. Systematic analysis and interpretation of the text was used to determine the codes as per the Miles and Huberman (1994) model of qualitative data analysis. The responses were reviewed by an independent coder. Reliability for coding was set at 90% inter-rater agreement. A general discussion of results specific to answering each research question was presented, including significant quotes from participants or trends in text.
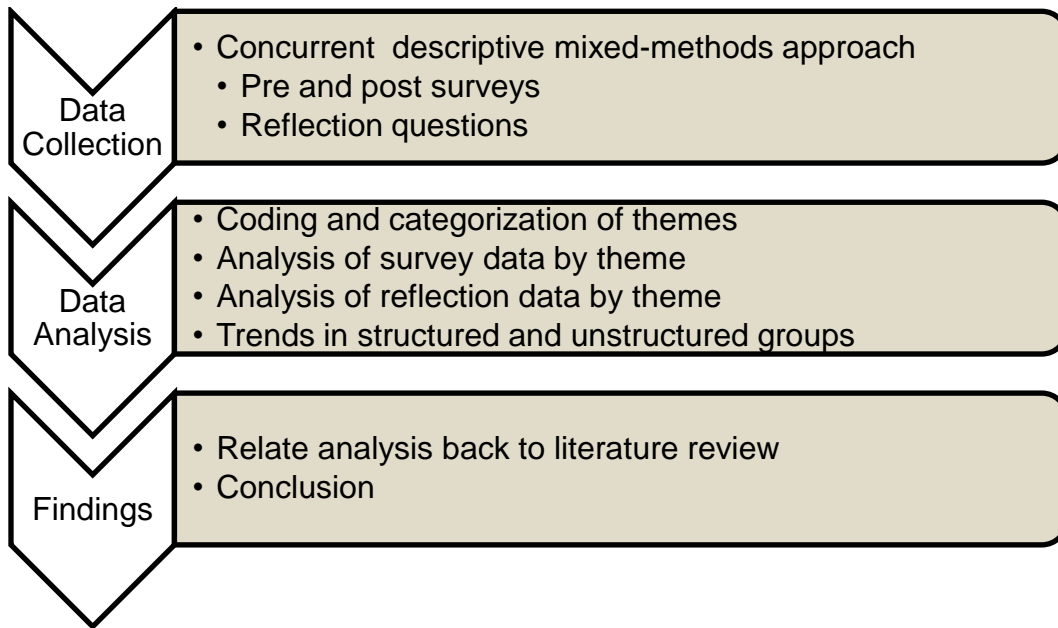
Figure 1. Illustration of research design procedures.

Chapter 4

FINDINGS

Results and Discussion

The purpose of this mixed methods study was to compare the effect of structured versus unstructured teacher parent conferences on the perception of social capital. The results of this study are presented in this chapter. The data integrates narratives of the participants' reflections with pre and post survey perceptions of the participants

1. What is the effect of unstructured parent-teacher meetings on the perceptions of parents as collaborative members in the school compared to the perceptions of parents who participate in parent-teacher structured meetings?

2. What is the effect of unstructured parent-teacher meetings on the perceptions of teachers regarding the participation of parents as collaborative partners in the school compared to the perceptions of teachers who participate in parent-teacher structured meetings?

3. What is the effect of structured parent-teacher meetings on the perceptions of teachers regarding the participation of parents as collaborative partners in the school compared to the perceptions of teachers who participate in parent-teacher unstructured meetings?

4. What is the effect of structured parent-teacher meetings on the perceptions of parents as collaborative members in the school compared to the perceptions of parents who participate in parent-teacher unstructured meetings?

The participants in the study were parents and teachers from an urban elementary school district located in the Southwestern United States. The parents and teachers

participated in structured and unstructured parent-teacher meetings to discuss the child's progress in reading fluency and reading comprehension.

The structured group of parents and teachers were given an agenda prepared by the researcher along with reading materials to support reading fluency and reading comprehension (See Appendices E and F).   The topics and materials provided focused on reading fluency and reading comprehension. Teachers in the structured conference condition were asked to spend one hour during two individual parent-teacher meetings to explain the benefits of supporting reading instruction at home and to show them how to use the materials provided. Teachers were asked to have the participants complete the reflection questions at the end of each session (see Table 4). Teachers were asked to complete their own reflection questions at the end of each session.

Teachers in the unstructured conference condition were not given any direction on how to conduct the meetings. The researcher only provided the teachers with the topics of discussion. One session with the parent(s) was to focus on the topic of reading fluency. The second session with the parent was to focus on the topic of reading comprehension. The topics were identical to the topics in the structured setting. Teachers were asked to collect reflection responses from the parent participants at the end of each session (see Table 4). Teachers were asked to complete their own reflection questions at the end of each session. No other guidance was provided.

Table 4

Teacher and Parent Reflection Questions

Teacher and Parent Reflection Questions			
Teacher Reflection	Parent Reflection Question # 1	Teacher Reflection	Parent Reflection Question # 2

Question # 1		Question # 2	
Describe one or more specific situations/facts that you learned today about your parent's home/cultural situation that can help you to increase reading skills for their child/children.	Explain how the meeting discussion helped you understand how your knowledge can help the teacher increase the reading progress of your child/children.	How have the parent's insights influenced your teaching practice with the child?	How has the meeting helped you understand how your parenting practices can increase your child's reading skills?

Emerging Themes

Data were collected from the participants through reflection questions answered at

the end of each parent-teacher meeting and through survey responses collected at the end

of the process. Max QDA was used to code and categorize themes for teacher and parent

responses across and within groups under the structured and unstructured settings. The

documents were then organized by groups and categories were developed through

coding. Systematic analysis and interpretation of the text was used to determine the

codes as per the Miles and Huberman (1994) model of qualitative data analysis. The

responses were reviewed by an independent coder for inter-rater agreement. Reliability

for coding was set at 90%. A general discussion of results specific to answering each

research question was presented, including significant quotes from participants or trends

in text.

A total of nineteen survey questions were categorized into three themes: building

relationships, trust, and the role of school and family in education. These themes were

derived from the themes of social capital addressed in the literature study. Questions

related to building relationships were those that emphasized forming relationships with other school stakeholders such as teachers, school staff and other parents. Questions related to trust emphasized placing confidence in the teacher or school staff related to school safety, cultural awareness, and sharing ideas or concerns with school staff without apprehension. Questions related to the role of the school and family centered on the perceptions parents and teachers had of one another in their role as advocates in the education of the children.

The follow tables display the questions by the themes of building relationships, trust and the role of school and family (see Tables 5, 6, and 7).

Table 5

Survey Questions: Building Relationships

Survey Questions: Building Relationships
Parents feel welcome when they visit the school.
The school provides opportunities for parents to form relationships with teachers.
The school provides opportunities to form relationships with other school staff (office staff, principal, assistant principal, social worker, nurse, community worker, etc.).
The school provides opportunities for parents to form relationships with other parents.
The school provides parents with opportunities to be involved.

Table 6

Survey Questions: Trust

Survey Questions: Trust
Parents feel comfortable expressing their concerns to school staff.
Parents trust the decisions made by teachers and administrators.
Parents believe children are safe at school.
Most parents share their concerns about their child's progress with teachers.
Most parents share their ideas with teachers of how they work with their children at home.
Most parents want to share information about their culture with the teacher.
Most parents believe that the teacher understands their culture.
Most parents believe that teachers value the cultural background of their students.

Table 7

Survey Questions: The Role of School and Family

Survey Questions: The Role of School and Family
Parents believe it is the responsibility of the school to provide children with the skills needed to succeed in the future.
Teachers are available to show parents how to work with their children.
Most parents want to volunteer to help the teacher in the classroom.
If parents had time they would help out in the school.
Most parents feel that the teacher is the most important influence in the educational experience of their children.
Most parents are a stronger influence than teachers in the educational experience of their children.

The data for the survey questions were separated by theme. Tables were created to present the themes by participants and settings; structured and unstructured parent groups and structured and unstructured teacher groups. In the following, the themes and settings are described and incorporated into the pre and post-test survey and narratives of the participants.

Building Relationships and Parents

The review of the pre and post descriptive data from the parent surveys of the structured group of parents showed no major changes overall on the perceptions of building relationships between parents and teachers as shown in Table 8. In the pre-survey, the structured group of parent participants had a 100% rating of the 'agreed' response for the majority of the questions (4 out of 5). Two parents in the structured group did not select 'agree' on question 4 related to forming relationships with other parents. The high number of responses that agreed to questions 1 to 5 indicated that the parents in the structured group believed that systems and structures were in place to support building relationships between teachers and parents.

Little change for the parents in the structured group was noted in the post-survey results. One-hundred percent of the parents in the structured group selected 'agreed' on all five questions in the post-survey regarding building relationships. The percentage of parents that selected 'agreed' was already at a high level before the study began.

The-parents in the unstructured group had slight differences in responses as compared to the parents in the structured group in the pre-survey regarding questions 1 to 5 related to building relationships. In the pre-survey, parents in the unstructured group

selected 'agree' unanimously on questions 1 and 2, 92% on question 5 and 75% on questions 3 and 4.

In the post-survey for the parents in the unstructured group, question 1 remained the same with 100% of the parent participants selecting 'agree'. The responses to 'agree' declined for questions 2 and 5. Although the responses for the parents in the unstructured group regarding opportunities to form relationships with staff and other parents did not change much in the post-survey for questions 3 and 4, the majority (9 out of 12) continued to select 'agree'.

A closer review of the individual responses revealed that two of the parents in the unstructured group responded 'disagree' to more than half of the responses of the nineteen post-survey questions. In the post-survey questions related to building relationships, the same two parents accounted for all 'disagree' responses. Excluding the responses for the two parents from the post-survey unstructured group for building relationships would result in a 100% response on 'agreed'.

Consequently, both the parent structured group and the parent unstructured group show that there is a high level of agreement that parents perceive that the school and staff is welcoming and offers opportunities to build relationships with others on campus.

Table 8 displays the results of the pre and post-survey responses to questions 1 through 5 related to building relationships.

Table 8

Building Relationships: Parent Pre and Post Survey Responses

Building Relationships: Parent Pre and Post Survey Responses				
Item Number	Pre-Survey Structured	Post-Survey Structured	Pre-Survey Unstructured	Post-Survey Unstructured

	Parent Group	**Parent Group**	**Parent Group**	**Parent Group**
Question 1 Parents feel welcome when they visit the school.	Agree 100% (*n* = 14)	Agree 100% (*n* = 8)	Agree 100% (*n* = 12)	Agree 100% (*n* = 8)
Question 2 The school provides opportunities for parents to form relationships with teachers.	Agree 100% (*n* = 14)	Agree 100% (*n* = 8)	Agree 100% (*n* = 12)	Agree 88% (*n* = 7) Disagree 13% (*n* = 1)
Question 3 The school provides opportunities to form relationships with other school staff (office staff, principal, assistant principal, social worker, nurse, community worker, etc.).	Agree 100% (*n* = 14)	Agree 100% (*n* = 8)	Agree 75% (*n* = 9) Disagree 17% (*n* = 2) DK 8% (*n* = 1)	Agree 75% (*n* = 6) Disagree 25% (*n* = 2)
Question 4 The school provides opportunities for parents to form relationships with other parents.	Agree 86% (*n* = 12) Disagree 7% (*n* = 1) DK 7% (*n* = 1)	Agree 100% (*n* = 8)	Agree 75% (*n* = 9) Disagree 8% (*n* = 1) DK 17% (*n* = 2)	Agree 75% (*n* = 6) Disagree 25% (*n* = 2)
Question 5 The school	Agree 100% (*n* = 14)	Agree 100% (*n* = 8)	Agree 92% (*n* = 11)	Agree 88% (*n* = 7)

provides parents with opportunities to be involved.			Disagree 8% (*n* = 1)	Disagree 13% (*n* = 1)
DK = Don't Know				

Building Relationships: Parent Reflections

One of the components of building social capital is building relationships between individuals. As Gonzalez, et al., 2005, indicated, building relationships between parents and teachers allows both parties to gain new perspectives about their roles in the child's education. In the reflections, most parent participants did not make direct reference to building relationships with the teachers. However, most parent participants in both the structured and unstructured groups indicated that they learned something new or appreciated the help from the teacher.

One parent stated the following about the teacher she met with during a structured meeting, "With her time and effort she has explained how to help my daughter improve in reading with the materials she provided us."

This sense of building relationships was also apparent in a comment made by another parent who also participated in a structured parent-teacher meeting, "It helps me a lot because the school is concerned about the language that I speak and they give me the tools that I need in Spanish so I can help my son."

A key element of building relationships is the notion of collaboration. Merriam-Webster Online (n.d.) defines collaboration as: working jointly with others or together especially in an intellectual endeavor. In this study, collaboration was necessary for parents and teachers to work together during parent-teacher meetings to determine how to

meet the needs of the student/child in reading fluency and reading comprehension. In her

reflection response a parent in the structured group stated, "Together, teachers and

parents, we will succeed." A parent from the unstructured group had a similar response,

> My knowledge can help the teacher increase the reading progress of my child
> because I will be able to tell the teacher were [sic] my child is struggling at home
> and she or he can address it with the child in the class room.

> Parent responses to the reflection questions support the notion that the opportunity

to work collaboratively with teachers to build relationships was appreciated by parents in

the structured and unstructured group. The two parents that tended to disagree on their

responses in the post-survey also agreed that parents and teachers must work together as

is evident in their reflection responses,

> With the majority of my knowledge [I] can help the teacher increase the reading
> progress of my child because I will be able to tell the teacher were [sic] my child
> is struggling at home and she or he can address it with the child in the classroom.

The other parent from the unstructured group stated, "I now know how the teacher

explains and teaches therefore I can also teach my kid at home using the same format."

Building Relationships and Teachers

Minimal difference was noted in the pre-survey to post-survey questions from

either structured or unstructured teacher participants. One-hundred percent of the teacher

participants agreed that structures were in place at the school in the post-survey questions

relating to building relationships. The post-survey data for the teachers aligns with the

beliefs of the parents. The teachers felt strongly that the school had structures in place to

support building relationships prior to the inception of study as shown in Table 9.

Table 9

Building Relationships: Teacher Pre and Post Survey Responses

	Building Relationships:Teacher Pre and Post Survey Responses			
Item Number	**Pre-Survey Structured Parent Group**	**Post-Survey Structured Parent Group**	**Pre-Survey Unstructured Parent Group**	**Post-Survey Unstructured Parent Group**
Question 1 Parents feel welcome when they visit the school.	Agree 100% ($n = 5$)	Agree 100% ($n = 5$)	Agree 100% ($n = 5$)	Agree 100% ($n = 3$)
Question 2 The school provides opportunities for parents to form relationships with teachers.	Agree 100% ($n = 5$)	Agree 100% ($n = 5$)	Agree 100% ($n = 5$)	Agree 100% ($n = 3$)
Question 3 The school provides parents opportunities to form relationships with other school staff (office staff, principal, assistant principal, social worker, nurse, community worker, etc.)	Agree 100% ($n = 5$)	Agree 100% ($n = 5$)	Agree 100% ($n = 5$)	Agree 100% ($n = 3$)
Question 4 The school provides opportunities for parents to	Agree 100% ($n = 5$)	Agree 100% ($n = 5$)	Agree 100% ($n = 5$)	Agree 100% ($n = 3$)

form relationships with other parents.				
Question 5 The school provides parents with opportunities to be involved.	Agree 100% (*n* = 5)	Agree 100% (*n* = 5)	Agree 100% (*n* = 5)	Agree 100% (*n* = 3)
DK = Don't Know				

Building Relationships: Teacher Reflections

Of the ten teachers that participated in the study, two made comments they felt that the process of meeting with parents had helped them build a positive relationship with parent and/or students. One teacher from the unstructured group stated, "This [process] provided me the opportunity to have a closer relationship with [the student] in class and he is much more willing to work with me and express himself."

Furthermore, a teacher from the structured group indicated, "Having a school-home connection would be so powerful in the learning process of students. Talking with [the parent] made me realize the importance of [a] parent's involvement in school and the powerful influences and relationships that can be made through sharing of knowledge." This statement is supported by Bolivar and Chrispeels (2010) belief that there is a difference between families and schools in the type of social capital needed in order to negotiate the school system. The traditional mode of parent-teacher conferences do not allow parents to build relationships with teachers or school staff. Sharing of knowledge would help the parents seek support and would help the parents negotiate the school system by asking for additional resources such as tutoring, meeting with teachers.

One teacher from the unstructured group of teachers had an eye opening

experience. She realized that she often made assumptions or judged her student's parents

without knowing what occurs at home. In this particular scenario, the teacher decided to

make a home visit to meet with the parent because the parent had not responded to her

requests to meet. When she arrived at the parent's home she became aware that the

parent had suffered through an emotional and traumatic incident at home. In the

teacher's reflections she indicated,

> As I explained the importance of attending these meetings, I sort of felt like a
> hypocrite. I could tell that nothing I was saying to her was registering in her mind
> and who could blame her. I stayed for a few minutes and talked asking if this
> mother was in need of any assistance. Again she insisted that everything would
> be fine and so I left it at that.

This teacher learned that it was important to take time to get to know the parents of her

students before making assumptions.

Most of the teachers commented they learned that the parents lacked the academic

knowledge to support student learning. This belief is evident through the information

gathered from the teacher's reflections as indicated in Table 10 .

Table 10

Teacher Comments on Parents Lack of Academic Knowledge

Teacher Comment	Structured Group	Unstructured Group
The common trend I see is that the parents are stuck on how to help their students.		X
I realized that it is not a lack of wanting to help their children, but sometimes it's a lack of knowledge or skills.		X
It made me more aware of how limited she [the parent] felt when making sure her son understands what he reads.		X
Again knowing how these parents approach	X	

educational learning opportunities when they are clearly defined for them has motivated me to want to involve the parents in any strategies tried with this student.		
The closer I look at this study the more evident it has become that those parents who have the time to work with their kids but lack the resources, need to be better supported by their classroom teachers. We need to reiterate to them the importance of their involvement and provide supports for them to be successful.	X	

Teachers indicated through the reflections they wrote they learned something new about the parents they were working with. Teachers in both the structured and unstructured group of teachers concluded that parents want to help in supporting the child's education. Although the teachers in both groups overwhelmingly (100%) indicated in the pre and post survey that building relationships was in place at the school prior to the study, the statements suggest the teachers expanded their awareness of what parents need in order to support student learning at home.

Trust and Parents

Questions 6-13 were grouped together as a cluster to identify the theme of 'trust' that parents display in the teachers and school system. Trust is a critical component in building social capital as supported by Gonzalez, et al., 2005, indicating that the single most important mediator in social relationships is trust or confianza. Trust is also considered to be the cornerstone of building relationships.

The responses of teacher and parent participants in the structured and unstructured group varied on the perceptions of 'trust' in teachers and the school system. Table 11 displays questions 6-13.

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Table 11

Trust: Parent Pre and Post Survey Responses

Trust: Parents Pre and Post Survey Responses				
Item Number	**Pre-Survey Structured Parent Group**	**Post-Survey Structured Parent Group**	**Pre-Survey Unstructured Parent Group**	**Post-Survey Unstructured Parent Group**
Question 6 Parents feel comfortable expressing their concerns to school staff.	Agree 93% ($n = 13$) Disagree 7% ($n = 1$)	Agree 100% ($n = 8$)	Agree 92% ($n = 11$) Disagree 8% ($n = 1$)	Agree 75% ($n = 6$) Disagree 13% ($n = 1$) DK 13% ($n = 1$)
Question 7 Parents trust the decisions made by teachers and administrators.	Agree 100% ($n = 14$)	Agree 100% ($n = 8$)	Agree 92% ($n = 11$) Disagree 8% ($n = 1$)	Agree 63% ($n = 5$) Disagree 25% ($n = 2$) DK 13% ($n = 1$)
Question 8 Parents believe children are safe at school.	Agree 100% ($n = 14$)	Agree 88% ($n = 7$) Disagree 13% ($n = 1$)	Agree 83% ($n = 10$) Disagree 17% ($n = 2$)	Agree 88% ($n = 7$) Disagree 13% ($n = 1$)
Question 9 Most parents share their concerns about their child's progress with teachers.	Agree 93% ($n = 13$) Disagree 7% ($n = 1$)	Agree 100% ($n = 8$)	Agree 75% ($n = 9$) Disagree 8% ($n = 1$) DK 17% ($n = 2$)	Agree 75% ($n = 6$) Disagree 25% ($n = 2$)
Question 10 Most parents share their ideas with teachers of	Agree 93% ($n = 13$) Disagree 7%	Agree 88% ($n = 7$) Disagree 13%	Agree 50% ($n = 6$) Disagree 17%	Agree 75% ($n = 6$) Disagree 25%

how they work with their children at home.	(n = 1)	(n = 1)	(n = 2) DK 33% (n = 4)	(n = 2)
Question 11 Most parents want to share information about their culture with the teacher	Agree 64% (n = 9) Disagree 29% (n = 4) DK 7% (n = 1)	Agree 75% (n = 6) Disagree 25% (n = 2)	Agree 58% (n = 7) Disagree 17% (n = 2) DK 25% (n = 3)	Agree 75% (n = 6) Disagree 25% (n = 2)
Question 12 Most parents believe that the teacher understands their culture.	Agree 93% (n = 13) Disagree 7% (n = 1)	Agree 100% (n = 8)	Agree 67% (n = 8) Disagree 8% (n = 1) DK 25% (n = 3)	Agree 75% (n = 6) Disagree 25% (n = 2)
Question 13 Most parents believe that teachers value the cultural background of their students.	Agree 100% (n = 14)	Agree 100% (n = 8)	Agree 67% (n = 8) Disagree 33% (n = 4)	Agree 88% (n = 7) Disagree 13% (n = 1)
DK=Don't Know				

In the pre-survey, 90% or more of the parents in the structured group chose 'agreed' to questions 6 through 13. In comparison, parents in the unstructured group had a 92% 'agreed' response to questions 6 and 7 which related to the comfort parents had expressing concern to school staff and the trust parents displayed in decisions made by school staff.

The high level of agreement was not evident for the unstructured group of parents for question 8 regarding school safety, question 9 regarding sharing concerns with the teacher about their child's progress, question 10 regarding parents sharing ideas with teachers on how they work with their children at home, and questions 11, 12, and 13 which referred to the parents' perceptions regarding the teachers' beliefs of understanding and valuing the family's culture.

Although the Likert scale of responses used in the survey were 'strongly agree', 'agree', 'disagree', and 'strongly disagree', several parent participants in the unstructured group wrote 'don't know' as their response to questions 9, 10, 11, 12 and 13. Because they answered with 'don't know' the response of 'agree' or 'disagree' had lower percentages as displayed in Table 11.

The pre-survey also indicated both groups of parents had a significant smaller percentage (64% for structured group, 58% for unstructured group) select 'agree' for question eleven: Most parents want to share information about their culture with the teacher.

In the post-survey for the structured group of parents, there was small positive change. In five of the eight questions relating to trust, 100% of participants selected 'agreed'. The other three questions had positive growth with the lowest percentage of 'agreed' responses on question eleven: most parents want to share information about their culture with the teacher. Question eleven had a 75% 'agree' response with 2 parents disagreeing with the statement. Questions eight and ten each had one parent 'disagree' with the statements related to school safety and sharing ideas with teachers on how to work with their child.

In the post-survey for the unstructured group the results varied from question to question as displayed in Table 11. The 'disagree' or 'don't know' responses applied to one or two parents in each of the eight questions. Parents in the unstructured group did not 'agree' 100% on any of the questions. A closer review of the individual responses from the unstructured group showed that two parents accounted for all 'disagree' and/or 'don't know' responses.

Trust and Parent Reflections

Most of the parent reflections that implied trust indicated how the parents recognized they were contributing to their child's education. The parents in both the structured and unstructured group felt comfortable enough to express confidence in the ability to contribute to the child's learning and to seek assistance when necessary. A parent from the structured group stated, "I now know I can come and the teachers will work with me to show me how to help my child learn better. It has been so helpful for both of us." Another parent from the unstructured group indicated, "With what I can help him at home and with what the teacher teaches my son, he will succeed, the teacher has given me some wonderful ideas on how to teach him while making learning fun and easier." This statement validates the parent's ability to contribute to the education of her son and also shows she trusts the teacher's ideas on how to support learning.

Trust and Teachers

The pre-survey responses for the theme of trust for the structured group of teachers were different compared to this group's responses for the pre-survey questions in the areas of building relationships and perceptions of the role of school and family in education. The teachers in the structured group did not have more than a 60% (3 of 5)

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'agree' response on seven of eight questions. Question eight related to parents believing that teachers valuing the cultural background of their students had an 80% (4 of 5) 'agree' response.

The post-survey response for the structured group of teachers showed a positive increase in percentages in six of the eight questions. However, no question received a 100% 'agree' response in the post-survey for the structured group as shown in Table 12. The responses from the structured group of teachers did not have any trend or pattern in the post-survey responses to indicate that the same teachers were in disagreement with the statements from the survey.

In the pre-survey for the unstructured group of teachers, five of eight questions had a 100% response of 'agree'. The unstructured group of teachers had an 80% (4 of 5) 'agree' response to questions 6, 11 and 12. Compared to the structured group of teachers, the unstructured group of teachers had higher rates of 'agree' in the pre-survey in the theme of trust.

In the post-survey for the unstructured group of teachers, there was a decrease in the percentage of 'agree' responses in four of the eight questions. Three of the questions which decreased in percentage of 'agree' responses related to parents sharing: question 9, concerns about student progress; question 10, ideas of how they work with their child at home; and question 11, information about their culture with the teacher. Three questions; numbers 7, 8 and 13 remained the same with 100% 'agree' responses.

Overall, teachers' perceptions of trust were not as evident for either the structured or unstructured group regarding the beliefs of parents sharing information. Through the survey question responses the teachers indicated that parents did not feel comfortable

expressing or sharing ideas regarding: how they work with their children at home;

information about their culture; and parent beliefs that the teachers understood the

culture of the families.

Table 12

Trust: Teacher Pre and Post Survey Responses

Trust: Teacher Pre and Post Survey Responses				
Item Number	**Pre-Survey Structured Parent Group**	**Post-Survey Structured Parent Group**	**Pre-Survey Unstructured Parent Group**	**Post-Survey Unstructured Parent Group**
Question 6 Most parents feel comfortable expressing their concerns about their child's progress with their teachers.	Agree 40% ($n = 2$) Disagree 40% ($n = 2$) DK 20% ($n = 1$)	Agree 80% ($n = 4$) Disagree 20% ($n = 1$)	Agree 80% ($n = 4$) Disagree 20% ($n = 1$)	Agree 100% ($n = 3$)
Question 7 Parents trust the decisions made by teachers and administrators.	Agree 40% ($n = 2$) Disagree 40% ($n = 2$) DK 20% ($n = 1$)	Agree 80% ($n = 4$) Disagree 20% ($n = 1$)	Agree 100% ($n = 5$)	Agree 100% ($n = 3$)
Question 8 Most parents believe that teachers value the cultural background of their students.	Agree 80% ($n = 4$) Disagree 20% ($n = 1$)	Agree 80% ($n = 4$) DK 20% ($n = 1$)	Agree 100% ($n = 5$)	Agree 100% ($n = 3$)
Question 9 Most parents share their	Agree 20% (n = 1)	Agree 80% ($n = 4$)	Agree 100% ($n = 5$)	Agree 67% ($n = 2$)

concerns about their child's progress with their teachers.	Disagree 80% (*n* = 4)	Disagree 20% (*n* = 1)		Disagree 33% (*n* = 1)
Question 10 Most parents share their ideas with teachers of how they work with their children at home.	Agree 20% (*n* = 1) Disagree 80% (*n* = 4)	Agree 60% (*n* = 3) Disagree 20% (*n* =1) DK 20% (*n* = 1)	Agree 100% (*n* = 5)	Agree 33% (*n* = 1) Disagree 67% (*n* = 2)
Question 11 Most parents want to share information about their culture with the teacher.	Agree 20% (*n* = 1) Disagree 80% (*n* = 4)	Agree 60% (*n* = 3) Disagree 40% (*n* = 2)	Agree 80% (*n* = 4) Disagree 20% (*n* = 1)	Agree 33% (*n* = 1) Disagree 67 (*n* = 2)
Question 12 Most parents believe that the teachers understand their culture.	Agree 60% (*n* = 3) Disagree 40% (*n* = 2)	Agree 40% (*n* = 2) Disagree 20% (*n* = 1) DK 40% (*n* = 2)	Agree 80% (*n* = 4) Disagree 20% (*n* = 1)	Agree 67% (*n* = 2) Disagree (*n* =1)
Question 13 Most parents believe that teachers value the cultural background of their students.	Agree 60% (*n* = 3) Disagree 40% (*n* = 2)	Agree 60% (*n* = 3) Disagree 20% (*n* = 1) DK 20% (*n* = 1)	Agree 100% (*n* = 5)	Agree 100% (*n* = 3)
DK = Don't Know				

Trust and Teacher Reflections

During the structured and unstructured parent-teacher meetings, teachers reflected

on the outcome of their meetings. In their reflection responses, teachers commented on

how some of the parents felt incapable of helping their children with academic work due to the language barrier. A teacher in the unstructured group noted, "It makes me more aware of how limited she felt when making sure her son understands what he reads. She took the information I presented very well." The parent that shared this concern with the teacher is showing she trusts the teacher to support her, not belittle her. It also helped the teacher trust the parent because the parent shared something confidential with her.

Another teacher in an unstructured group was positive that a parent could support student learning at home. The teacher wrote, "After my discussion with [Parent S] I felt [sic] that her son's reading skills will continue to progress. I know he is getting practice at home with reading and he will be an excellent reader." This statement from the teacher showed the teacher had no doubt that the parent would continue to work her child at home.

A teacher in the unstructured group recognized the power in what a teacher says and how that could affect the trust of the parent and the student. The teacher stated, "As educators we need to be very careful how we talk to our children about having parents assist them or help with homework. It could stigmatize some students knowing or being embarrassed because their parents can't read."

The Role of School and Family: Parents' Perceptions

Survey questions 14 to 19 were grouped into the theme of the role of school and family in education as shown in Table 13. The questions referred to parents' and teachers' perceptions of the roles each assumes in the education of the student. In this section, the perceptions do not reflect negatively on either the parents or the teachers if a

response of 'disagree' was selected for questions 14, 18 and 19. These questions refer to parent and teachers beliefs on the educational role each plays in the student's life.

The pre-survey results for the structured group of parents showed a high percentage of parents (86%-100%) selected 'agree' responses to questions 14, 15, 17 and 18. Parents in the structured group had varied responses in questions 16 and 19 with a lower percentage (71%) of parents selecting 'agree' to question 16: most parents want to volunteer in the classroom.

The post-survey results for the structured group of parents showed a positive increase in the number of 'agree' responses for all six questions. Five of the six questions resulted in 100% selection of the 'agree' response. The lowest response was 88% (1 parent selected 'disagree') 'agree' for question 16: most parents want to volunteer in the classroom.

In the pre-survey results for the parents in the unstructured group the responses varied from question to question. Questions 14 and 15 had a higher percentage (92%) of 'agree' responses compared to questions 16, 17, 18, and 19. Similar to parents in the structured group, the parents in the unstructured group had the lowest response (50%) of 'agree' to question 16: most parents want to volunteer.

The post-survey results for parents in the unstructured group had 100% response for 'agree' to one question; question 18: most parents feel the teacher is the most important influence in the educational experience of their children. The results for all other questions varied, with some of the 'agree' responses decreasing in percentage (see Table H). A closer review of the individual parent responses indicated two parents contributed to the 'disagree' responses for all but one 'disagree' and 'don't know'

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responses. If the two parent's responses are removed from the post-survey data, the post-survey results for the unstructured group of parents would be 100% 'agree' to five of the six questions. An exception to this was that one parent selected 'don't know' for question 15.

Questions eighteen and nineteen seem to contradict one another regarding parent's perceptions of who has a stronger influence on the educational experience of a student; the parent or the teacher. However, parents could see this concept as a belief in two different settings. While at school, the teacher is the most important influence on the educational experience of the student and when at home, the parent is the most important influence on the educational experience of the child.

Overall, the study suggests that parents in both the structured and unstructured groups agreed that both parents and teachers are influential in the educational experience of students. The process of participating in the parent-teacher meetings seemed to have helped parents discover the importance of the roles both teachers and parents hold in the future success of the children.

Table 13

The Role of School and Family: Parent Pre and Post Survey Responses

The Role of School and Family: Parent Pre and Post Survey Responses				
Item Number	**Pre-Survey Structured Parent Group**	**Post-Survey Structured Parent Group**	**Pre-Survey Unstructured Parent Group**	**Post-Survey Unstructured Parent Group**
Question 14 Parents believe it is the responsibility of the school	Agree 97% (n = 13) Disagree 7% (n = 1)	Agree 100% ($n = 8$)	Agree 92% ($n = 11$) Disagree 8% ($n = 1$)	Agree 88% ($n = 7$) Disagree 13% ($n = 1$)

to provide children with the skills needed to succeed in the future.				
Question 15 Teachers are available to show parents how to work with their children.	Agree 100% (*n* = 14)	Agree 100% (*n* = 8)	Agree 92% (*n* = 11) Disagree 8% (*n* = 1)	Agree 75% (*n* = 6) DK 25% (*n* = 2)
Question 16 Most parents want to volunteer to help the teacher in the classroom.	Agree 71 % (*n* = 10) Disagree 21% (*n* = 3) DK 7% (*n* = 1)	Agree 88% (*n* = 7) Disagree 13% (*n* = 1)	Agree 50% (*n* = 6) Disagree 25% (*n* = 3) DK 25% (*n* = 3)	Agree 75% (*n* = 6) Disagree 25% (*n* = 2)
Question 17 If parents had time they would help out in the school.	Agree 100% (*n* = 14)	Agree 100% (*n* = 14)	Agree 58% (*n* = 7) Disagree 25% (*n* = 3) DK 17% (*n* =2)	Agree 88% (*n* = 7) Disagree 13% (*n* = 1)
Question 18 Most parents feel that the teacher is the most important influence in the educational experience of their children.	Agree 86% (*n* = 12) Disagree 14% (*n* = 2)	Agree 100% (*n* = 8)	Agree 67% (*n* = 8) Disagree 17% (*n* = 2) DK 17% (*n* = 2)	Agree 100% (*n* = 8)
Question 19 Most parents	Agree 79% (*n* = 11)	Agree 100% (*n* = 8)	Agree 58% (*n* = 7)	Agree 75% (*n* = 6)

are a stronger influence than teachers in the educational experience of their children.	Disagree 21% (*n* = 3)		Disagree 17% (*n* = 2) DK 25% (*n* = 3)	Disagree 25% (*n* = 2)
DK = Don't Know				

The Role of School and Family: Parent Reflections

Several responses to the parent reflection questions addressed the role of the school and family. Parents responded to the following questions:

1) Explain how the meeting discussion helped you understand how your knowledge can help the teacher increase the reading progress of your child/children.

2) How has the meeting helped you understand how your parenting practices can increase your child's reading skills?

Parents in both the structured and unstructured group of parents discovered they were supporting instruction at home, recognized the importance of communicating with the teacher and understood the importance of collaborating with the teacher. Table 14 displays parent comments from responses to the reflection questions.

Table 14

Parent Comments Related to the Role of School and Family

Parent Comments Related to the Role of School and Family in Education		
Parent Comments	**Structured**	**Unstructured**
I was leaving the teaching up to the teachers. I know now that I can help. If I change the way I help my child with his homework he can learn more.	X	
In my way of thinking, my son's learning comes from the parents and teachers and how we communicate [;] parents and teachers [,] so that I can focus and help my		X

children with what they are learning. It is a very important part for our children [to communicate with the teachers].		
It's important to work together so my child can be a good reader so she can secced [sic] in life.	X	
The meeting also gave me tools to help practice what needs to be worked on at home that would help my child improve.		X
Having more communication with the teachers, helps my children more. With the new strategies, I believe that I can help with their [the children's] learning.	X	
The meeting has helped understand that my customs can help or affect what the children can learn at home and in school."		X
Learning her way of teaching and the different techniques she uses in the classroom allows us to be on the same page and I can reinforce it at home.		X
The meeting helped me realize that the parenting practices I'm doing at home is helping my kid comprehend in what he is reading and learning.	X	

Furthermore, parents in both the structured and unstructured group of parents commented that they contribute to their child's education because they are already implementing some of the suggestions from the teacher. Other parents commented that the teacher provided them with the tools to be able to help at home. Valdes (1996) indicates most parents view the teacher as the authority and feel the teacher is the primary educator. In these scenarios, parents recognized the ability to contribute to the process.

The Role of School and Family: Teachers' Perceptions

Teachers' responses for the structured group in the pre-survey indicated that they had varied perceptions of the roles of parents and teachers in education as shown in Table

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15. The structured group responded 100% 'agreed' to question 14 and 19. The structured group of teacher's responses to questions 15, 16, 17, and 18. Question 17 had the lowest percentage of 'agree' responses with two of the five structured group teacher participants selecting 'agree' and three of five participants selecting 'disagree'.

The post-survey for the structured group of teachers demonstrated changes in responses for five of the six questions. Question 19 remained the same with 100% responses of 'agree'. Question 15, regarding teachers being available to show parents how to work with their children went from 40% ($n = 2$) 'agree' in the structured group pre-survey to 100% ($n = 5$) 'agree' in the structured group post-survey. The responses to post-survey question 16 regarding parents wanting to volunteer in the classroom were mixed for the structured group of teachers with 40% ($n = 2$) selecting 'agree', 40% ($n = 2$) selecting 'disagree' and 20% ($n = 1$) selecting 'don't know'. Question 17 which related to parents volunteering if they had time had a lower percentage (60%) of 'agree'. A closer look at the individual teacher responses did not show a pattern of 'disagree' responses to most questions.

In the pre-survey for the unstructured group of teachers, 100% selected 'agree' for questions 14, 17, and 18. Additionally, the unstructured group of teachers had a higher percentage of 'agree' responses in the pre-survey than the structured group for questions 15 and 19 with 80% selecting 'agree'.

In the post-survey for the unstructured group of teachers, responses to questions 14, 15, and 18 were 100% 'agree'. Similar to the structured group of the teachers, the majority (2 of 3 participants) of the unstructured group responded that they 'disagreed' with question 16: most parents want to volunteer to help in the classroom. Subsequently,

the majority (2 of 3 participants) of respondents in the unstructured group chose 'agree' to question 17: if parents had time they would help out in the school.

Overall, the findings suggest most (5 of 8) of the structured and unstructured group of teachers believe parents are not willing to volunteer in classrooms even if they had time. Both parents and teachers previously indicated parents perceive the school and staff is welcoming and offers opportunities to build relationships with others on campus therefore, parents might be hesitant to volunteer because they lack the academic knowledge to assist.

Most (2 of 3) of the unstructured group of teachers disagreed that parents are a stronger influence than teachers in the educational experience of the children. This finding could be attributed to conversations that were held with parents during the parent-teacher meetings. Although the unstructured meetings focused on reading fluency and reading comprehension, meetings did not have a specified agenda or time limits.

Table 15

The Role of School and Family: Teacher Pre and Post Survey Responses

The Role of School and Family: Teacher Pre and Post Survey Responses				
Item Number	Pre-Survey Structured Parent Group	Post-Survey Structured Parent Group	Pre-Survey Unstructured Parent Group	Post-Survey Unstructured Parent Group
Question 14 Parents believe it is the responsibility of the school to provide children with the skills needed to	Agree 100% ($n = 5$)	Agree 80% ($n = 4$) Disagree 20% ($n = 1$)	Agree 100% ($n = 5$)	Agree 100% ($n = 3$)

succeed in the future.				
Question 15 Teachers are available to show parents how to work with their children.	Agree 40% (*n* = 2) Disagree 40% (*n* = 2) DK 20% (*n* = 1)	100% Agree (*n* = 5)	Agree 80% (*n* = 4) DK 20% (*n* =1)	Agree 100% (*n* = 3)
Question 16 Most parents want to volunteer to help the teacher in the classroom.	Agree 60% (*n* = 3) Disagree 40% (*n* = 2)	Agree 40% (*n* = 2) Disagree 40% (*n* = 2) DK 20% (*n* = 1)	Agree 40% (*n* = 2) Disagree 60% (*n* = 3)	Agree 33% (*n* =1) Disagree 67% (*n* = 2)
Question 17 If parents had time they would help out in the school.	Agree 40% (*n* = 2) Disagree 60% (*n* = 3)	Agree 60% (*n* = 3) Disagree 40% (*n* = 2)	Agree 100% (*n* = 5)	Agree 67% (*n* = 2) Disagree 33% (*n* = 1)
Question 18 Most parents feel that the teacher is the most important influence in the educational experience of their children.	Agree 40% (*n* = 2) Disagree 20% (*n* = 1) DK 40% (*n* = 2)	Agree 60% (*n* = 3) Disagree 40% (*n* = 2)	Agree 100% (*n* = 5)	Agree 100% (*n* = 3)
Question 19 Most parents are a stronger influence than teachers in the educational experience of their children.	Agree 100% (*n* = 5)	Agree 100% (*n* = 5)	Agree 80% (*n* = 4) Disagree 20% (*n* = 1)	Agree 33% (*n* = 1) Disagree 67% (*n* = 2)

The Role of School and Family: Teacher Reflections

Teachers did not have many responses in their reflection questions that aligned to the role of school and family in education. A few teachers did comment on some realizations they had as a result of a parent-teacher meeting with a parent. A teacher in the unstructured group commented, **"**Today after meeting with [Parent R], I really feel that meeting with parents is an integral piece in my student's academic learning. Parents want to be involved in their child's education."

Another teacher from the unstructured group indicated,

> [The parent] stated that she will help her son no matter what, but [she] agreed that when he brings home books/reading that are interesting, they both work well together in sharing reading time. This positive attitude promotes and increases reading fluency and practices, as well as fosters a positive relationship between mother and son.

This statement from the teacher shows that with some help from teachers, parents will support student learning at home. In this case, the parent was requesting that the teacher send home books that were of higher interest to her son. An added benefit to the statement the teacher made was that she noticed if the mother and son were to read together on a consistent basis, his reading skills would improve and mother and son would develop a better relationship. As Gonzales, et al., (2005) suggests, there is much teachers do not know about their students or families that could be immediately helpful in the classroom.

A teacher in the structured group wrote, "Having a school-home connection would be so powerful in the learning process of students." This teacher recognized the importance of having additional academic parent nights at the school to support parent learning. She realized parents are willing to support student learning if they have the

support from the school. Carreon et al., (2005) add that successful school experiences are not related to parents' ability to assist. Experiences are successful as a result of a process in which parents and schools interact to create a level of involvement that benefits a child's school experience.

Outcomes of the Parent-Teacher Meetings

Parents' Perceptions on Outcome of Meetings

Parents and teachers viewed the outcomes of the individual meetings differently. Although parents and teachers were given similar reflection questions, most parents included statements regarding the benefits of the structured and unstructured meetings while none of the teachers made comments regarding the benefits of the individual meetings in their reflections. In reflection responses, all parents that participated responded with at least one positive comment regarding the meetings. The parents commented on how the meetings helped them learn something new, how they realized they were contributing to their child's learning and how they realized that working together with the teacher would help the student succeed in the future. As Carreon, et al., (2005) suggest, a trusting relationship with at least one school staff member provides parents with a more fulfilling school experience.

Of the thirty parents that responded, half of them specifically commented on the benefits of participating in the study. The other half all felt they learned something academic. No difference between the structured or unstructured group of parents emerged as shown in Table 16.

Table 16

Parent Comments on Outcomes of Parent-Teacher Meetings

Parent Comments on Outcome of the Parent-Teacher Meetings		
Parent Comments	**Structured**	**Unstructured**
I appreciate that all teachers and the principal are concerned about my son's education and learning. I will work hard with my son to get ahead and will help him do better with my help and thank you for your support, understanding and help for me and my son.	X	
The work we have been doing at home seems to be helping a lot. The meetings show me how to use everyday tools to help with his reading and comprehension. I find this whole program very helpful.	X	
This whole experience has been a good learning experience for me. I now know I can come and the teachers will work with me to show me how to help my child learn better. It has been so helpful for both of us.	X	
I feel happy because of the same importance that the teachers place on my daughter.		X
I was leaving the teaching up to the teachers. I know now that I can help.	X	
This meeting helped me a lot in a way we both [;] mother and teacher [,] can understand what the student is learning in school as well as [at] home.		X
By practicing at home we can increase reading skills at school.		X

An additional question was added to the post-survey for both parents and teachers. For parents the open-ended question was: During your conversations with the teacher, what was something surprising you learned about her beliefs? Several parents did not comment but those that took time to comment shared some similar beliefs as displayed in Table 17.

Table 17

Parents' Perceptions of Teachers

Parents' Perceptions of Teachers
Structured Group of Parents
That almost all her beliefs about raising children were exactly the same as my beliefs.
I've learned that the teacher really showed me how much she really cares about all students. I was surprised of all the different ways to make the students (our kids) homework be interesting. How to make learning fun. I learned so much. Thanks!
[Principal] I thank you and the teacher, well teachers like you that are involved in teaching with love and patience which help children become better students. A thousand thanks for everything.
How much she actually is so much like me. I'm surprised of how much she really cared and taught my daughter so much. I'm very happy to say that I enjoy having my daughter at [School A].
Unstructured Group of Parents
How much she really cared about my child's education. This was the first teacher that really has taken the time to show my son and talk to him about real life. She didn't tell me like the other teachers he'll grow out of "not paying attention". We really need more teachers like [teacher]. She is awesome. If we had more teachers like her, firm but sincere, kids would enjoy going to school. It's all about communication w/parents, teachers and most importantly students. She has really made a BIG impression on my son's life. No words can thank her enough.
During my conversations with [the teacher], I can't think of anything that surprised me about her beliefs. I can say that she seems to really enjoy teaching and it shows in her character and the success of her students. I know she believes having a good education is vital in life and it starts in [grade level]

Two parents in the structured group of parents indicated the teacher had similar views on raising children. Two parents in the unstructured group of parents stated they learned a lot from the process and thanked the teacher for their time. One parent from the structured group of parents and one parent from the unstructured group of parents

indicated it was obvious that the teacher really cared about their students. What was most surprising was that the two parents in the unstructured group that tended to select 'disagree' on their survey responses wrote encouraging comments. The two parents had positive comments about the teachers that worked collaboratively with them during the parent-teacher meetings. One parent expressed how grateful she was that the teacher took time to work with her son. This same teacher expressed how the process of the parent-teacher meetings had helped her build a good relationship with the student after meeting with the parent. The second parent indicated she could tell that her child's teacher enjoyed teaching and perceived that the teacher influenced educational progress.

Teachers' Perceptions on Outcome of Meetings

The teachers had an open-ended question on their post-survey. The question asked, "During your conversations with the parents, what was something surprising you learned about the student/family beliefs?" The responses from the teachers are displayed in Table 18.

Table 18

Teachers' Perceptions of Parents

Teachers' Perceptions of Parents
Structured Group

The most surprising thing that I learned from the parents is that they believe that the teachers are primary [sic] responsible for educating their children. They have difficulty with finding resources to help their struggling children with school work and are hesitant to ask for help.

I learned that when given the tools to help their child the parent feels comfortable and is more confident with helping their child. And is more apt to try to help/or make time to help their child.

It was very difficult to get a hold of parents. A lot of parents did not return phone calls. I

feel they care about their child's education, but it is just too difficult to meet with the teacher.

My parents loved the time spent on learning how to help their child. One request was to start this type of program at the beginning of the year so that they have more time to help support their child so they are successful. My families value education and believe that we "School A' is doing a good job at educating their child, but they feel the school does not involve parents unless their child is in trouble.

This experience helped me to remember that our parents do care and are passionate about their child's education. The relationships we build with parents are crucial in the success for our students; especially our struggling students. For many reasons, they do not feel comfortable coming to the school to tell them they want to be more involved. It is our job to make sure we provide those opportunities.

Unstructured Group

I did not learn anything surprising but I was very impressed with the parents. Two of my parents speak very little English, but they do everything possible to help their child w/homework.

I was surprised by how guilty the parents were for not being as involved in their child's education as they felt they should be. They were very grateful for the parent study meetings because they learned new ideas/strategies for helping their children improve their reading skills.

During my conversations with parents I was surprised at the level of concern for student learning. The parents that I worked with were involved in school activities and fulfilled their responsibilities with signing papers, agendas, etc.. Each of the three parents I worked with wanted the school to provide more opportunities to involve parents with their child's learning. They felt parent nights were nice, but wanted more information on how to help their child succeed. They did not feel that they needed to ask, but that the school is responsible to provide those opportunities. My parents loved the time spent on learning how to help their child. One request was to start this type of program at the beginning of the school year so that they have more time to help support their child so they are successful. My families value education and believe that we "School A" is doing a good job at educating their child, but they feel the school does not involve parents unless their child is in trouble.

The comments from the structured and unstructured group of teachers had several

similarities. Two teachers from the structured group of teachers and one teacher from

the unstructured group of teachers mentioned that parents were hesitant to ask for help

and felt the school should offer more opportunities to learn how to work with their children at home. Carreon et al., (2005) suggests that some parents lack the knowledge, skills or social support network to overcome barriers which leads parents to become hesitant to ask for assistance. Two teachers, one from each group, mentioned that the parents appreciated the parent-teacher meetings and would have liked the meetings to have started at the beginning of the school year. Two teachers, one from the structured group of teachers and the other from the unstructured group of teachers, mentioned that parents felt the school was doing a good job but often felt they were only asked to become involved when their child was in trouble. Three teachers; two from the structured group of teachers and one from the unstructured group of teachers, commented parents care and are passionate about their child's learning. One teacher in the unstructured group of teachers remarked about the power of building relationships with the parents. Overall the teachers' comments indicate that they believe the parents are eager to learn how to support student learning.

<div align="center">**Implications**</div>

This study sought to determine teacher perceptions of parents and parent perceptions of teachers. The findings suggest that no difference between the structured and unstructured parent-teacher meetings exist. Opportunities were created for dialogue between parents and teachers were developed as a result of scheduling individual parent-teacher meetings. Based on the comments from the parents and teachers in the structured and unstructured groups that participated in the study, it was evident that both parents and teachers benefitted from the process of meeting to come together to exchange ideas in a reciprocal manner.

A parent outlier in the study made a comment that suggests that this was the first time a teacher had taken the time to speak to her specifically about the needs of her son. She did not seem to care for her son's previous teachers, but recognized the difference with this teacher as she had opportunities to share ideas and beliefs in individualized parent-teacher meetings. The parent stated,

> This was the first teacher that really has taken the time to show my son and talk to him about real life. She didn't tell me like the other teachers he'll grow out of "not paying attention". We really need more teachers like [teacher]. She is awesome…It's all about communication w/parents, teachers and most importantly students. She has really made a BIG impression on my son's life. No words can thank her enough.

Through parent-teacher meetings, social capital was developed between the parents and teachers. Parents and teachers had time to build relationships which emphasized caring and trust. The parents and teachers became one as they recognized that they shared a common goal in supporting students' needs.

Scheduled parent-teacher meetings were non-traditional because parents were asked to contribute to student learning as opposed to the traditional top down approach at a parent-teacher conference. Teachers learned about parents and families and parents learned about teachers. Parent-teacher meetings had a purpose and the learning was mutual. A teacher commented that a parent suggested sending home reading materials that were of interest to her son. The teacher complied with the request and later indicated how this simple request had a powerful impact on the parent and student. The teacher stated,

> [Parent B] shared that [her son] came home with the book the *Outsiders* and that as a young child she loved reading the book. She took interest in the book and talked about her favorite parts with her son. She stated that she laid down on the bed with him and they both read the book together. She said that it was fun re-

reading the book and remembering parts she had forgotten. She explained that it was a great feeling to share that part of [her son's] life with him having something in common. She did not like reading throughout her life because she felt she struggled and never found a love of reading as well. Talking with [Parent B] made me realize the importance of parent's involvement in school and the powerful influences and relationships that can be made through sharing of knowledge.

Overall, structured or unstructured parent-teachers did not make a difference. Of relevance was the purposeful time spent between parents and teachers in discussing the needs of individual students. When parents and teachers interacted with one another, the teachers became parents and the parents became teachers. The differences in opinion were gone.

Limitations

The greatest limitation was also the greatest strength. The researcher was the principal of the school at the time of the study. The researcher knew the teacher participants and several parent participants well. The role of the researcher might have influenced the comments and responses of the participants. The researcher found instances in which prior knowledge of individual participants suggested biases that were difficult to overcome despite limited interactions with participants throughout the study. Prior to the study, the researcher believed teachers with strong instructional and interpersonal skills would collaborate well with parents. However, teacher reflection comments did not support this belief.

The findings of this study were also limited by the number of parent and teacher participants. Although the majority (24 of 30) of the parents attended the two sessions with the teachers, only 16 of the parents completed the post-survey questions. All ten

teachers in the study completed the process of participating in the parent-teacher meetings. However, two of the ten teachers did not return the post-survey questions. This could have been due to a couple of factors: the end of the school year had arrived and the researcher/principal was not returning the following school year.

The study was also limited in that it was not a longitudinal study and was conducted in a six-week period at the end of the 2012 school year. Additionally, the parents and teachers only met twice over the six-week period. Because of the timing and length of the study, student academic achievement results were not collected. The collection of student academic achievement results would serve as an additional form of data to support or invalidate the need for parent-teacher meetings.

Recommendations for Further Research

Parents and teachers appreciated the opportunity to participate in the parent-teacher meetings. The process provided an opportunity to develop the capacity of school staff to work with families. Building relationships built on trust enabled parents and teachers to share meaningful conversations. Through the parent-teacher meetings, the process of building social capital for parents in an urban school setting began. The results of this limited study can be used to create other opportunities for parents and teachers.

First, a process to involve parents needs to begin by focusing efforts to engage families and community members on developing trusting and respectful relationships. Just as Hanifan (1916), indicated almost a century ago, the power of organizing social activities for families and community members at the school, provides an opportunity for parents and teachers to build relationships in a non-formal setting.

Parent-teacher meetings should include comparisons of reflection responses from one meeting to the next to determine if growth in learning of parent and teachers is occurring. Additional questions to consider might be:

- Have the perceptions of teachers and parents changed from meeting to meeting?

- Do parents feel more confident now that they realize they can contribute to student learning?

- Do parents turn into decision makers as a result of new learning?

- Would parents share what they learned with other parents through social networking?

- Have teachers developed empathy for parents?

Additionally, parent-teacher meetings might be scheduled throughout the school year in place of traditional parent-teacher conferences. The study could be replicated at different school sites across the district. Teachers would be asked to select or recruit a small number of parents to participate in reciprocal dialogues aligned to the needs of individual students.

In order to increase the number of parent participants, small groups of parents might meet with individual teachers. Parents would be asked to participate in purposeful scheduled meetings aligned to needed student academic support in reading or mathematics. Parents could be grouped by the desire to learn more about specific subject areas..Consideration should be taken to determine if the parents are willing to share concerns in a small group setting or if individualized sessions might be more beneficial.

Chapter 5

CONCLUSION

In comparing the results of survey data and reflection responses for the structured and unstructured groups of parents and teachers, no differences emerged in the outcomes of the meetings between the groups, but when the reflections were analyzed several surprising results existed.

According to the post-survey, most (14 of 16 parents and 7 of 7 teachers) parents and teachers in the structured and unstructured groups felt the school offered many opportunities for parents to form relationships with other school staff and parents. With the exception of two parents in the unstructured group, all parents and all teachers agreed that systems and structures were in place at the school to promote opportunities for parents to form relationships with others. However, comments from parent perceptions of the outcome of the meetings suggest that parents want more opportunities to meet and learn how to support their child's academic needs.

In the area of trust, specifically questions related to the parents sharing ideas and sharing about their cultural beliefs, both groups of parents and teachers had a lower percentage of 'agree' responses. The parents' responses to questions showed that three of sixteen parents disagreed with question 10; sharing ideas with teachers. Furthermore, four of sixteen parents disagreed with question 11; parents want to share information about their culture. And, two of sixteen parents disagreed with question 12; parents believe that the teacher understands their culture. However, the teachers' perceptions that parents felt comfortable sharing ideas and cultural beliefs were lower than that of the parents. In the post-survey four of the seven teachers disagreed with the statement,

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"Most parents want to share their ideas with teachers of how they work with their children at home." Additionally, five of seven teachers disagreed with the statement, "Most parents want to share information about their culture." Finally, five of seven teachers disagreed to the statement, "Most parents believe that the teachers understand their culture."

A few comments from the teachers at the end of the study regarding perceptions of the parents indicated that parents felt apprehensive asking for help and that the parents wanted the school to find ways to get parents involved in supporting student learning. Because teachers perceived parents as being apprehensive in approaching teachers or school staff members for help would suggest why they tended to disagree on survey question 10 regarding sharing ideas. Although questions 11 and 12 were about culture, question 11 was also about 'sharing information' which could be why teachers disagreed with the comment. No conclusion can be made regarding question 12; most parents believe that the teacher understands their culture. Upon review of the reflection data, culture was never discussed. Therefore teachers perceived that parents did not believe teachers understood their culture.

According to the post-survey results, in the theme of the role of the school and family in education, similar beliefs for both groups of parents and teachers were identified. Both parent and teacher groups agreed that parents and teachers are influential in the educational experience of the children. A few (4) parents in both the structured and unstructured group of parents, commented that what they learned during the parent-teacher meetings could contribute to learning at home. A few (2) parents; one from the structured group of parents and one from the unstructured group of parents, confirmed

that what the children were practicing at home was supporting the teacher at school. Two teachers in the structured group of teachers indicated that if parents were given the proper tools (support from teachers) the parents would be more apt to help out at home.

Overall, the findings of the parent-teacher meetings showed:

- No differences exist between structured or unstructured parent-teacher meetings.
- Three themes emerged; building relationships, trust, and the role of the school and family.
- A purposeful scheduled meeting aligned to meet individual student and parent needs through reciprocal dialogue is appreciated and warranted.

The themes of building relationships, trust and the role of the school and family in education are closely connected. Parents and teachers agree that both roles are influential in the academic success of the children. In order to build relationships between parents and teachers both parties need to trust one another. Trust is the foundation of relationships but before parties can trust one another, opportunities to form relationships need to be provided. In the case of parents and teachers, the study suggests that the parent-teacher meetings might be a good place to provide opportunities to form trusting relationships. As parents and teachers work collaboratively to support the academic needs of the children, parents will increase their social capital and learn how to navigate the school system.

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APPENDIX A

SCRIPT FOR STAFF MEETING

Request to Participate

I would like to invite you to participate in a study regarding parent-teacher collaboration. The purpose of this study is to find out the effect of parent-teacher meetings and the perceptions parents and teachers have on collaboration with one another. The intent is to gather information that will be beneficial to all participants so that current parent-teacher practices can be refined to meet the needs of parents, teachers and students. The information that is gathered will be summarized and shared with the participants of the study.

If you decide to participate, you will be asked to do the following:

- complete a pre and post 19 question survey
- send home invitations for parents to participate in study (provided by researcher)
- select three random participants to participate in study
- if you did not get three participants – make phone calls home to secure participants (script provided)
- advise if translator will be needed (translators will be provided by researcher)
- schedule meetings with the parents (to be held at your convenience) – one per week
- meet with 3 parents from students you service (see suggested schedule) for an hour at a time
- complete reflection questionnaire at the end of each of your one hour meeting time
- ask the parent(s) to complete the reflection questionnaire at the end of your one hour meeting time
- provide researcher with a schedule of your meeting date and time along with name of parents
- sign a teacher consent form so that the information can be shared
- ask parent(s) to sign and date the parent consent form so that the information can be shared

Your participation is voluntary and you may withdraw at any time.

If you choose to participate, you will be compensated $250.

If you are interested in participating, please complete the attached consent form and return to the researcher.

Suggested timeline

Week	Teacher
April 2nd	Send out invitations and secure parent

	participants
April 9th	Parent A
April 16th	Parent B
April 23rd	Parent C
April 30th	Parent A
May 7th	Parent B
May 14th	Parent C
May 21st	Post-survey, compensation

APPENDIX B

CONSENT FORM FOR PARENTS AND TEACHERS

Consent Form
Study on Collaboration between Parents and Teachers*

Dear:

I am a doctoral student under the direction of Dr. Kathleen McCoy at Arizona State University, Tempe Campus. As part of my coursework in the doctoral program in Educational Leadership, I am conducting a study, which explores parent's perceptions on the parental involvement at Lowell Elementary School and parents and teachers roles in their children's education. The purpose of this form is to provide you information that may affect your decision as to whether to participate in this research and to record the consent of those who agree to be involved in the pilot study.

I am recruiting parents and teachers of the Lowell Elementary School community. Your participation will require you to participate in a series of parent-teacher meetings and to complete a couple of questionnaires in addition to providing reflections of your parent-teacher meetings.

Your participation in this project is voluntary. Your time commitment will be approximately (10 hours for teachers and 2 hours for parents) and if you choose not to participate or to withdraw from the project at any time even if you have previously said yes, it will not affect you in any way. The results of the research will be used to fulfill my study and to inform the school and others of the benefits and drawbacks of the study and how the school can improve parent involvement. Your name and identity will be anonymous and will not be used without your permission. All data will be kept confidential and stored in a password-protected computer.

Although there may be no direct benefit to you, the possible benefit of your participation includes improvements to the parental involvement at Lowell Elementary School and improvements to district-wide parent involvement programs.

If you have any questions concerning the study or your participation in the study, before or after consent, you can contact me at 602 524-3698 or rosanna.hidalgo@phxschools.org In the event that you have any questions about the course and the assignment, please contact Dr. Kathleen McCoy by phone at 480-965-6198 or by email at kathleen.mccoy@asu.edu

Sincerely,

Rosanna Hidalgo

With my signature, I give consent to participate in the above study.

Name (printed) _____

Signature _____ Date _____

If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board at 480-965-2179.

"I certify that I have explained to the above individual the nature and purpose, the potential benefits and possible risks associated with participation in this research study, have answered any questions that have been raised, and have witnessed the above signature. These elements of Informed Consent conform to the Assurance given by Arizona State University to the Office for Human Research Protections to protect the rights of human subjects. I have provided (offered) the participant a copy of this signed consent document."

Signature of
Researcher _____ Date _____

*Phoenix Elementary School District #1 is neither sponsoring nor conducting this research.

Forma de Consentimiento
Para el Estudio de Colaboración entre Padres y Maestros*

Estimado   :

        Soy un estudiante doctoral bajo la dirección de Dra. Kathleen McCoy en la Universidad Estatal de Arizona, Campus de Tempe. Como parte de mis deberes en el programa doctoral en Liderazgo Educativo, estoy realizando un estudio que explora las perspectivas de padre en el programa de padres en la Escuela Lowell a y los papeles de padre en la educación de sus hijos. El propósito de esta forma es de proporcionarle información que puede afectar su decisión en cuanto a tomar parte en esta investigación y para registrar el consentimiento de los que concuerdan participar en el estudio piloto.

        Estoy reclutando padres y maestros de la Escuela Lowell. Su participación le requerirá completar dos cuestionarios y completar reflexiones de su juntas. Tomara aproximadamente 2 horas para padres, 10 horas para maestros (una hora por semana).

        Su participación en este proyecto es voluntario. Si escoge no participar o retirarse del proyecto, incluso si haya dicho que sí anteriormente, no le afectará en ninguna manera. Los resultados de la investigación serán utilizados para cumplir mi estudio y para informar la escuela y otros de los beneficios e inconvenientes del programa y cómo la escuela puede mejorar participación de padres. Su nombre y la identidad serán anónimos y no serán utilizados sin su permiso. Todos los datos se mantendrán confidenciales y almacenados en una computadora de contraseña-protegida. Aunque no es posible que haya beneficio directo a usted, el beneficio posible de su participación incluye mejorar al programa de padres en la Escuela Lowell y mejorar a programas de participación de padre en otras escuelas en el distrito. Si tiene cualquier pregunta con respecto al estudio o su participación en el estudio, antes de o después de consentimiento, usted me puede contactar en 602 524-3698 o rosanna.hidalgo@phxschools.org En caso de que tenga cualquier pregunta acerca del curso y el estudio, contacta por favor a la Dra. Kathleen McCoy por teléfono en 480-965-2179 o por correo electrónico en kathleen.mccoy@asu.edu

Sinceramente,

Rosanna Hidalgo

Con mi firma, yo doy consentimiento tomar parte en el estudio mencionado.

Nombre (imprimió) _____

Fecha _____ Firma _____

Si tiene cualquier pregunta acerca de sus derechos como un sujeto/participante en esta investigación, o si usted se siente que ha sido colocado en riesgo, puede contactar la Oficina de los Sujetos Humanos la Tabla Institucional de Revisión en 480-965-2179.

"Certifico que he explicado al individuo antes mencionado la naturaleza y el propósito, los beneficios de potencial y riesgos posibles se asociaron con participación en este estudio de investigación, he contestado cualquier pregunta que ha sido levantada, y he presenciado la firma antes mencionada. Estos elementos de Consentimiento Informado se conforman a la Certeza dada por Arizona Universidad Pública a la Oficina para Protecciones Humanas de Investigación para proteger los derechos de sujetos humanos. Le ofrecí el participante una copia de este documento firmado de consentimiento".

La firma del Investigador _____ Fecha
_____

*El Distrito #1 de Phoenix Elemental no está patrocinando o conduciendo este estudio.

APPENDIX C

PARENT INVITATION

Dear Mr./Mrs. _____

We would like to invite you to participate in a study we are doing here at school to find out how teachers and parents can work together in an effective way to support students.

If you wish to help us out with this study, we would ask you to:
- complete two nineteen question surveys (one at the beginning of the study, one at the end of the study)
- meet individually with your child's teacher for two meetings (each meeting would last approximately one hour)
- schedule meetings with the teacher at school
- complete a questionnaire at the end of each meeting (within the one hour meeting time)
- sign a permission form to allow the school to gather the information you shared

If you decide to participate, you would receive $25 at the end of the study to pay you for your time. Your name would also be entered in a drawing to win an additional $100.

Your participation is voluntary and you may withdraw at any time.

If you wish to participate, please complete the following information and return to your child's teacher.

Parent name(s)_____

Teacher _____

Child's name _____

Your cell phone or home phone number_____

Other phone number _____

I prefer to speak: English or Spanish (circle one)

Although we would love to have all parents participate, we can only choose a few parents to help us out with this project. All parents who participate will be chosen randomly. We thank you for your time and will give you further information soon.

Estimados padres,
Nos gustaría invitarlos a participar en un estudio que estamos comenzando aquí en la escuela para determinar una manera efectiva en que maestros y padres trabajen juntos para apoyar a los estudiantes.

Si le gustaría ayudarnos con este estudio, les pedimos que:
- completen dos cuestionarios de diez-y-nueve preguntas (uno al principio del estudio, el otro al final del estudio)
- se junte individualmente con el/la maestro/a de su hijo/a (cada junta tomaría aproximadamente una hora)
- planee juntas en la escuela con el/la maestro/a
- complete un cuestionario al final de cada junta (durante la hora planeada)
- firmar una forma que da permiso para que la escuela pueda juntar la información que nos han proveído

Si deciden participar, recibirán $25 dólares al final del estudio para compensarlos por su tiempo. Su nombre también será entrado en una rifa en donde se podrían ganar $100 adicionales.

Su participación es completamente voluntaria y se podrían salir del estudio a cualquier tiempo.

Si le gustaría participar, por favor complete la información siguiente y regrese la forma a el/la maestro/a de su hijo/a.
.
Nombre de padre(s)_____

Maestro/a _____

Nombre de hijo/a _____

Numero de teléfono celular o de casa _____

Otro numero de teléfono _____

Prefiero hablar en: Español o Ingles (encierre uno)

Aunque nos gustaría invitar a todos padres que participen, no mas podemos escoger a algunos que tomen parte en este estudio. Todos padres que participen serian escogidos fortuitos. Les damos las gracias por su tiempo y nos pondremos en contacto con mas información lo más pronto posible.

APPENDIX D

SCHEDULE FOR PARENT-TEACHER MEETINGS

P-A = Parent A
P-B = Parent B
P-C = Parent C

Week	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6	Teacher 7	Teacher 8	Teacher 9	Teacher 10
1	P-A	P-A	P-A	P-A	P-A	P-A	P-A	P-A	P-A	P-A
2	P-B	P-B	P-B	P-B	P-B	P-B	P-B	P-B	P-B	P-B
3	P-C	P-C	P-C	P-C	P-C	P-C	P-C	P-C	P-C	P-C
4	P-A	P-A	P-A	P-A	P-A	P-A	P-A	P-A	P-A	P-A
5	P-B	P-B	P-B	P-B	P-B	P-B	P-B	P-B	P-B	P-B
6	P-C	P-C	P-C	P-C	P-C	P-C	P-C	P-C	P-C	P-C

APPENDIX E

AGENDA FOR STRUCTURED PARENT FLUENCY MEETING

You were randomly selected to receive prepared materials to use during your parent meetings. You will all be working on reading fluency with PARENT A, B, and C during the next three weeks. I am going to give you your materials Monday morning. Your agenda for meeting 1 will be as follows:

- 5 minutes - formal introductions, secure consent form from the parent, administer the parent survey in English or Spanish, you take your own survey at the same time.
- 5 minutes - talk about the importance of reading fluency and how it impacts reading comprehension, if they cannot read fluently then they most likely won't understand what they are reading.
    - Give them your grade level goal for reading fluency according to AIMSweb. Let them know the current reading fluency of their child
- 30 minutes - on fluency passage practice - see the fluency tips worksheet that is attached
    - hand out the passages that you feel will be best for your student, the passages will be divided by grade level (refer to the levels on the fluency tip sheet)
    - practice reading the passages with the parents and modeling how to score the passages (instructions on the tip sheet)
        - the instructions talk about using a timer but you can show them how a cell phone or second hand on a clock can be used
    - show parents how students can practice reading the same passages several times and trying to beat their time (independent timed reading on fluency tip chart) - show them how to graph the passages on the provided copies of the reading fluency graph
- 10 minutes - hand out the copies of the sight word flash cards. Explain that these are the most commonly read words and that students should just memorize them.
    - practice reading some of the flash cards with the parent
    - show them how this should be a quick review of words
    - minimize the activity to ten words that should be mastered by student before moving on to the next ten words
- 10 minutes, wrap up by asking if they have any questions about any of the materials or activities you worked on
    - have parent complete the reflection questions
    - teacher completes the teacher reflection question

Thank you for your time...copies will be made for your session next week. You are to do the same procedure with parent B and parent C. More info to come

APPENDIX F

SAMPLE MATERIALS FOR MEETINGS

Words Per Minute						
160						
155						
150						
145						
140						
135						
130						
125						
120						
115						
110						
105						
100						
95						
90						
85						
80						
75						
70						
65						
60						
55						
50						
45						
40						
35						
30						
25						
20						
15						
10						
5						
Date						

Easter Card (or Spring Card)

What you'll need:

- 2 pieces of yellow paper
- 1 sheet of orange paper
- 2 paper fasteners
- 2 wiggle eyes
- Glue
- Scissors
- Pencil
- Black marker or crayon

How to make it:

1. Trace child's hands onto yellow paper and cut out.
2. Use the oval pattern onto the other yellow piece of paper. Cut out.
3. Lay the oval on the table and put the wings (hand cut outs) behind it, look at the photo as a guide.
4. When the wings are where you want them, carefully poke the fasteners through the paper to attach the wings. Using fasteners allows the wings to flap up and down.
5. Using the pattern provided, cut out beak and legs from the orange paper.
6. Fold the rhombus in half to create the beak and glue one side of the rhombus to the yellow paper so that the beak can open and close.
7. Glue wiggle eyes above the beak.
8. Put the legs under the oval. When you have them where you want them, glue them in place.
9. Use the marker or crayon to write a message on the front of the card.

Tips:

- If you don't have wiggle eyes you can draw eyes on with a marker, or use black and white paper to create your own.
- Before poking the fasteners through the body of the chick, use a sharp pencil to poke a hole through. Then insert the fastener.

Tarjeta de Pascua (o tarjeta de primavera)

¿Qué necesitará:

- 2 piezas de papel amarillo
- una hoja de papel naranja
- 2 sujetadores de papel
- 2 ojos de ondulación
- Pegamento
- Tijeras
- Lápiz
- Marcador negro o crayola

Cómo hacerlo:
1. Seguimiento de manos del niño por rastrearlos en papel amarillo y recortar.
2. Utilice el patrón oval en el pedazo de papel amarillo. Cortelo
3. Ponga el óvalo sobre la mesa y ponga las alas (corte de mano) detrás de él, mira la foto como una guía.
4. Cuando las alas están donde desee, empuje cuidadosamente los sujetadores a través del papel para adjuntar las alas. El uso de sujetadores permite las alas para agitar arriba y abajo.
5. Utilizando el patrón proporcionado, recorte del pico y las patas del papel naranja.
6. Doble el rombo en el medio para crear el pico y pegue uno de los lados del rombo en el papel amarillo, por lo que puede abrir y cerrar el pico.
7. Pegue los ojos de ondulación por encima del pico.
8. Ponga las piernas en el óvalo. Cuando los tenga a donde desee, les pega en su lugar.
9. Utilice el marcador o crayola para escribir un mensaje en la parte frontal de la tarjeta.

Consejos:
- Si no tienes ojos de ondulación puede dibujar ojos con un marcador, o usar papel blanco y negro crear su propios ojos.
- Antes de meter los sujetadores a través del cuerpo de los polluelos, utilice un lápiz afilado para meter un agujero a través de las alas. A continuación, inserte el sujetador.

Pinwheels are a craft that your Grandma will remember. Put together these pretty wind decorations and stick them in your garden.

What you'll need:

- Thumbtack
- Pencil with new eraser
- Glue
- Scissors
- Sequins
- Pattern

How to make it:

1. Cut through the pattern along the dotted lines but do not cut in to the center circle.
2. Use a thumbtack to poke a hole in every corner (the dark circles on the pattern). Set the pattern piece aside.
3. Take one corner (one with a hole) and fold it toward the center of the square. Fold the next corner that has a hole and fold it toward the center on top of the first holed corner. Repeat with the other two corners with holes until all four are folded into the center. Glue the folds to each other and to the center. Hold together until dry.
4. Push the thumbtack through the center of the pinwheel and into the eraser of the pencil. Make sure the pinwheel isn't touching the eraser or it won't spin.
5. Glue some sequins to the flaps of the pinwheel and let dry.

Tips:

- You can use plain white paper and have children color with crayons or markers to decorate before cutting out the pinwheel pattern.
- If the pinwheel isn't turning properly, try using a longer stick pin rather than a thumbtack to allow more room between the pinwheel and the eraser.

Ruedas son una artesanía que recordará su abuela. Juntas estas decoraciones con bastante viento se verán bonitas en su jardín.

¿Qué necesitará:
- Tachuela
- Lápiz con borrador nuevo
- Pegamento
- Tijeras
- Lentejuelas
- Patrón

Cómo hacerlo:
1. Corte el patrón a lo largo de las líneas de puntos pero no corte el círculo del centro.
2. Utilice una tachuela para meter un agujero en cada esquina (los círculos oscuros en el patrón). Reserve la pieza del patrón.
3. Tome una esquina (uno con un agujero) y doble hacia el centro de la plaza. Doble la próxima esquina que tiene un circulo oscuro en la punta y dóblelo hacia el centro de la primera esquina colocada. Repita con las otras dos esquinas con agujeros hasta que los cuatro se doblan en el centro. Pegue los pliegues mutuamente al centro. Mantenga juntos hasta seco.
4. Empuje la tachuela a través del centro del ventilador y el borrador del lápiz. Asegúrese de que el ventilador no toque el borrador o no gira.
5. Pegue la lentejuela al centro de los flaps del ventilador y deje secar.

Consejos:
- Puede utilizar papel blanco normal y se puede colorear con crayones o marcadores para decorar antes de cortar el patrón de ventilador.
- Si el ventilador no está pasando correctamente, intente utilizar un pin de palo largo en lugar de una tachuela para permitir más espacio entre el ventilador y el borrador.

Questions to ask about the Easter or Spring Card

Introduce the vocabulary:
- Fastener
- Wiggle eyes
- Rhombus

Use the materials provided to show the child what they are and it will help them read the directions better.

Read all the directions to your child, then have them answer the questions.

READ THESE QUESTIONS TO YOUR CHILD – THEY CAN ANSWER ORALLY or WRITE THEM ON A SEPARATE SHEET OF PAPER– YOUR CHILD SHOULD BE LOOKING AT THE DIRECTIONS TO FIND THE ANSWERS.

What materials do you need to make the card?

- **2 pieces of yellow paper**
- **1 sheet of orange paper**
- **2 paper fasteners**
- **2 wiggle eyes**
- **Glue**
- **Scissors**
- **Pencil**
- **Black marker or crayon**

How do you make the wings? (**Trace your hands**)

What shape is the beak? (**Rhombus**)

Why did you use a fastener to put the wings on the chick? (**Using the fasteners will allow the wings to flap up and down**)

What could you do instead of using the wiggle eyes? (**You can draw eyes with a marker or use black and white paper to create your own**)

Questions to ask about the Pinwheel

Introduce the vocabulary:
- Thumbtack
- Sequins
- Pattern
- Flaps

- Pinwheel

Use the materials provided to show the child what they are and it will help them read the directions better.

Read all the directions with your child. Then have them answer the questions.

READ THE QUESTIONS TO YOUR CHILD – THEY CAN RESPOND ORALLY or WRITE THEM ON A SEPARATE SHEET OF PAPER. YOUR CHILD SHOULD BE LOOKING AT THE DIRECTIONS TO FIND THE ANSWERS

What materials do you use to make the pinwheel?
- **Thumbtack**
- **Pencil with new eraser**
- **Glue**
- **Scissors**
- **Sequins**
- **Pattern**

Why shouldn't you cut in to the center circle of the pattern for the pinwheel**? (If you cut through the center circle, the pinwheel will be cut into four pieces and fall apart**)

What do you use to poke a hole in every corner of the pattern? **(You will use the thumbtack**)

What could prevent the pinwheel from spinning? **(The pinwheel is touching the eraser**)

What is the purpose of using the sequins? **(The purpose is to decorate the pinwheel**)

According to the directions, where can you put the pinwheel? **(You can stick them in your garden**)

Preguntas sobre la tarjeta de primavera

Introducir el vocabulario:
- Sujetador
- Ojos de ondulación
- Rombo

Uso de los materiales se proporcionan para mostrar al niño lo que son y se les ayudará a leer mejor las instrucciones.

Lea todas las instrucciones a su hijo y, a continuación, que responda a las preguntas.

Lea estas preguntas a su hijo – puede responder oral o escribir ellos en otra hoja independiente su niño debe estar buscando las respuestas en la direcciones.

¿Qué materiales necesita para hacer la tarjeta?
- **2 piezas de papel amarillo**
- **una hoja de papel naranja**
- **2 sujetadores de papel**
- **2 ojos de ondulación**
- **Pegamento**
- **Tijeras**
- **Lápiz**
- **Marcador negro o crayola**

¿Cómo se hacen las alas? **(Seguimiento de tus manos)**

¿Qué forma es el pico? **(Rombo)**

¿Por qué se utiliza un sujetador para las alas de los polluelos? **(Se usan los sujetadores para permitir que las alas se puedan agitar arriba y abajo)**

¿Qué se podría hacer en lugar de utilizar los ojos de ondulación? **(Puede dibujar los ojos con un marcador o utilizar papel blanco y negro para crear sus propios ojos)**

Preguntas sobre el ventilador

Introducir el vocabulario:

- Tachuela
- Lentejuelas
- Patrón
- Flaps
- Ventilador

Uso de los materiales se proporcionan para mostrar al niño lo que son y se les ayudará a leer mejor las instrucciones.

Lea todas las direcciones con su hijo. Luego que responda a las preguntas.

Lea estas preguntas a su hijo – puede responder oral o escribir ellos en otra hoja independiente su niño debe estar buscando las respuestas en la direcciones.

¿Qué materiales utilizas para hacer el ventilador?
- **Tachuela**
- **Lápiz con borrador nuevo**
- **Pegamento**
- **Tijeras**
- **Lentejuelas**
- **Patrón**

¿Por qué no deberías cortar el círculo del centro del patrón para del ventilador**? (Si cortas el círculo central, el ventilador se cortará en cuatro pedazos y se despedaza)**

¿Qué utilizas para meter un agujero en cada esquina del patrón? **(Se utilizará la tachuela)**

¿Qué podría impedir que el ventilador no gire? **(El ventilador está rozando el borrador)**

¿Cuál es la razón de utilizar las lentejuelas? **(Sirve para decorar el ventilador)**

¿De acuerdo con las instrucciones, donde puede poner el ventilador? **(Puede pegarse en su jardín)**

Questions for Bunny Breakfast Menu

Introduce vocabulary:
- Meal
- Parfait
- Fruit smoothie
- Apple cider

READ THE FOLLOWING QUESTIONS, STUDENTS MAY ANSWER ORALLY OR WRITE ON SHEET OF PAPER…THE ANSWERS ARE ON HERE FOR YOUR USE

How much does a meal cost? **($4.50)**

What does a meal include? **(The meal and one side)**

If you buy:
- French Toast Sticks
- Mandarin Oranges
- Peanut Butter and Apples
- Low-Fat Milk

How much will you pay? **($7.50)**

Which meal will you order? **(Have student give you their selections from the menu)**
Why did you choose these items?

Questions for Soccer Flyer

Vocabulary:
- Co-ed

Read the flyer with your child, then ask the following questions. You may have your child answer orally or have them write the answers on a separate sheet of paper. Your child can look at the flyer to answer the questions.

Which month will soccer be held? **(March)**

What ages are the players? **(Ages 6 to 10)**

Where will the games be held? **(… Elementary School)**

Are the teams for boys or girls? **(The teams are for boys and girls, they are co-ed teams)**

If you decide to play, how much will it cost you and what does it include? **(It will cost $50 and it includes a uniform)**

Pregunta para el menú de desayuno del Conejito

Introducir el vocabulario:
- Comida
- Parfait
- Smoothie de fruta
- Sidra de manzana

LEA LAS SIGUIENTES PREGUNTAS, LOS ESTUDIANTES PUEDEN CONTESTAR ORALMENTE O ESCRIBIR EN HOJA DE PAPER…LAS RESPUESTAS ESTÁN AQUÍ PARA SU USO

¿Cuánto cuesta una comida? **($4.50)**

¿Qué incluye una comida? **(La comida y un lado)**
Si haces una compra de:
- Palitos de pan tostado francés
- Naranjas Mandarinas
- Mantequilla de cacahuate y manzanas
- Leche

¿Cuánto pagariás? **($7.50)**

¿Qué comida ordenarás? **(El estudiante debe darle sus selecciones del menu)** ¿Por qué elegiste estos elementos?

Preguntas del folleto de fútbol

Vocabulario:
- co-ed

Lea el folleto con su hijo, entonces pregunte las preguntas siguientes. Puede tener la respuesta
del niño oralmente o pueden escribir las respuestas en una hoja separada. Su hijo puede mirar el
folleto para responder a las preguntas.

¿En qué mes se jugara el fútbol ? **(Marzo)**

¿Qué edad tienen que tener los jugadores? **(Edades de 6 a 10)**

¿Donde se juegan los juegos? **(Escuela primaria …)**

¿Son los equipos para niños o niñas? **(Los equipos son para niños y niñas, son equipos de ambos sexos)**

¿Si decides jugar, cuánto te cuesta y que incluye? **(Costará $50 e incluye un uniforme)**

APPENDIX G

AGENDA FOR STRUCTURED COMPREHENSION MEETING

Hello everyone,

You should have completed your first round with each of your parents by now. You are ready to begin your second meeting with your parents. Your agenda will be as follows:
5-10 minutes to review the fluency strategies you shared with them during the first meeting. Let them tell you how it went, answer any questions they may have.
10 minutes to talk to parents about functional reading comprehension skills - explain that there are several types of functional reading skills that students must be familiar with and that this is something that families can support at home in many ways. Give them an example of the different types of functional reading that students must be exposed to such as:

- following directions for recipesfollowing directions for making things or assembling things
- schedules
- menus
- maps
- charts
- tables
- flyers
- posters
- cereal boxes (nutrition)
- labels (calories, etc.)
- applications
- forms

These are some of the things that they can expose their child to when they are at home, out at a store or restaurant, when they purchase something that needs to be assembled, when they want to bake or cook something, etc.
25 minutes
I have included two art activities that they can complete at home. I ask that you show them the objects in the bags and explain that the names of these objects are important in being able to follow the directions.
go through the directions of each of the projects to make sure they understand how to assemble the card and the pinwheel
10 minutes
Show them the Bunny Menu and the Soccer Flyer and how they can use them to ask questions. I provided sample questions and answers for both items. Make sure they understand that this is something they can do with any functional reading items (listed above). That is, they may ask their child questions about the items they are viewing.
5 minutes - complete the reflection questions regarding this meeting

APPENDIX H

TEACHER PRE-SURVEY

Participant's
Name_____
_

Years' experience as teacher_____

Years at this school ____

Gender _____

Highest level of education (check one):

Bachelor's ____	**Degree in:**
Master's ____	**Degree in:**
Doctorate _____	**Degree in:**

Endorsements:

Thank you for completing this survey. Your responses will help in providing useful information that will be used to improve parent/teacher partnerships. Your responses will be kept confidential.

Please select one response per question.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Most parents feel welcome when they visit the school.				
Most parents feel comfortable expressing their concerns about their child's progress with their teachers.				
The school provides opportunities for parents to form relationships with teachers.				
The school provides parents opportunities to form relationships with other school staff (office staff, principal, assistant principal, social worker, nurse, community worker, etc.)				
The school provides opportunities for parents to form relationships with other				

parents.				
Parents believe it is the responsibility of the school to provide children with the skills needed to succeed in the future.				
Teachers are available to show parents how to work with their children.				
Parents trust the decisions made by teachers and administrators.				
Most parents believe that teachers value the cultural background of their students.				
The school provides parents with opportunities to be involved.				
Most parents share their concerns about their child's progress with their teachers.				
Most parents share their ideas with teachers of how they work with their children at home.				
Most parents want to volunteer to help the teacher in the classroom.				
Most parents want to share information about their culture with the teacher.				
If parents had time they would help out in the school.				
Most parents believe that the teachers understand their culture.				
Most parents believe that teachers value the cultural background of their students.				
Most parents feel that the teacher is the most important influence in the educational experience of their children.				

Most parents are a stronger influence than teachers in the educational experience of their children.				

APPENDIX I

TEACHER POST-SURVEY

Participant's Name_____

Years' experience as teacher_____

Years at this school _____

Gender _____

Highest level of education (check one):	
Bachelor's ____	**Degree in:**
Master's ____	**Degree in:**
Doctorate _____	**Degree in:**

Endorsements:

Thank you for completing this survey. Your responses will help in providing useful information that will be used to improve parent/teacher partnerships. Your responses will be kept confidential.

Please select one response per question.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Most parents feel welcome when they visit the school.				
Most parents feel comfortable expressing their concerns about their child's progress with their teachers.				
The school provides opportunities for parents to form relationships with teachers.				
The school provides parents opportunities to form relationships with other school staff (office staff, principal, assistant principal, social worker, nurse, community worker, etc.)				
The school provides opportunities for parents to form relationships with other parents.				

Parents believe it is the responsibility of the school to provide children with the skills needed to succeed in the future.				
Teachers are available to show parents how to work with their children.				
Parents trust the decisions made by teachers and administrators.				
Most parents believe that teachers value the cultural background of their students.				
The school provides parents with opportunities to be involved.				
Most parents share their concerns about their child's progress with their teachers.				
Most parents share their ideas with teachers of how they work with their children at home.				
Most parents want to volunteer to help the teacher in the classroom.				
Most parents want to share information about their culture with the teacher.				
If parents had time they would help out in the school.				
Most parents believe that the teachers understand their culture.				
Most parents believe that teachers value the cultural background of their students.				
Most parents feel that the teacher is the most important influence in the educational experience of their children.				
Most parents are a stronger influence than teachers in the educational experience of their children.				

During your conversations with the parents, what was something surprising you learned about the parents'/families' beliefs?

APPENDIX J

PARENT PRE-SURVEY

Participant's Name_____

Gender: Female____ **Male**____

Level you completed in school (check one):
0-5th grade_____
6th-12th grade_____
12th+_____
18+_____

Primary home language _____

Number of children in K-8 school _____
Number of hours spent outside of home working_____

Thank you for completing this survey. Your responses will help in providing useful information that will be used to improve parent/teacher partnerships. Your responses will be kept confidential.

Please select one response per question.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Parents feel welcome when they visit the school.				
Parents feel comfortable expressing their concerns to school staff.				
The school provides opportunities for parents to form relationships with teachers.				
The school provides parents opportunities to form relationships with other school staff (office staff, principal, assistant principal, social worker, nurse, community worker, etc.)				
The school provides opportunities for parents to form relationships with other parents.				

Parents believe it is the responsibility of the school to provide children with the skills needed to succeed in the future.				
Teachers are available to show parents how to work with their children.				
Parents trust the decisions made by teachers and administrators.				
Parents believe children are safe at school.				
The school provides parents with opportunities to be involved.				
Most parents share their concerns about their child's progress with their teachers.				
Most parents share their ideas with teachers of how they work with their children at home.				
Most parents want to volunteer to help the teacher in the classroom.				
Most parents want to share information about their culture with the teacher.				
If parents had time they would help out in the school.				
Most parents believe that the teachers understand their culture.				
Most parents believe that teachers value the cultural background of their students.				
Most parents feel that the teacher is the most important influence in the educational experience of their children.				
Most parents are a stronger influence than teachers in the educational experience of their children.				

APPENDIX K

PARENT POST-SURVEY

Participant's Name_____

Gender: Female____   Male____

Primary home language _____

Number of children in K-8 school _____
Number of hours spent outside of home working
_____

<table>
<tr><td colspan="2">Level you completed in school (check one):</td></tr>
<tr><td>0-5th grade___</td><td>6th-12th grade___</td></tr>
<tr><td>12th+___</td><td>18+____</td></tr>
</table>

Thank you for completing this survey. Your responses will help in providing useful information that will be used to improve parent/teacher partnerships. Your responses will be kept confidential.

Please select one response per question.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Parents feel welcome when they visit the school.				
Parents feel comfortable expressing their concerns to school staff.				
The school provides opportunities for parents to form relationships with teachers.				
The school provides parents opportunities to form relationships with other school staff (office staff, principal, assistant principal, social worker, nurse, community worker, etc.)				
The school provides opportunities for parents to form relationships with other parents.				
Parents believe it is the responsibility of the school to provide children with the skills needed to succeed in the future.				
Teachers are available to show parents how to work with their children.				
Parents trust the decisions made by				

teachers and administrators.				
Parents believe children are safe at school.				
The school provides parents with opportunities to be involved.				
Most parents share their concerns about their child's progress with their teachers.				
Most parents share their ideas with teachers of how they work with their children at home.				
Most parents want to volunteer to help the teacher in the classroom.				
Most parents want to share information about their culture with the teacher.				
If parents had time they would help out in the school.				
Most parents believe that the teachers understand their culture.				
Most parents believe that teachers value the cultural background of their students.				
Most parents feel that the teacher is the most important influence in the educational experience of their children.				
Most parents are a stronger influence than teachers in the educational experience of their children.				

During your conversations with the teacher, what was something surprising you
learned about her beliefs?

Nombre de participante_____

__

Sexo: hembra____ **varón**____ **Lenguaje principal en casa** _____ **Número de hijos en primaria K-8**_____	**Nivel completado por usted in la escuela (marque uno):** 0-5to grado __ 6to a 12 grado___ 12+ _____ 18 +_____

Gracias por completar este cuestionario. Sus repuestas serán mantenidas en confianza. La información obtenida será útil en mejorar colaboración entre padres y maestros.

	Por favor seleccioné solamente una respuesta.			
	Totalmente de Acuerdo	De Acuerdo	No Estody de Acuerdo	Totalmente en Disacuerdo
Padres se sienten bienvenidos a la escuela.				
Padres se sienten confortables expresando sus preocupaciones a los empleados de la escuela.				
La escuela provea oportunidades para que padres puedan formar relaciones con maestros.				
La escuela provea oportunidades para que padres puedan formar relaciones con empleados de la escuela.				
La escuela provea oportunidades para que padres puedan formar relaciones con otros padres de familias.				
Padres creen que es la responsabilidad de la escuela de proveer las destrezas necesarias para suceder en el futuro.				

Los maestros están disponibles para enseñar a padres como hacer tareas con sus hijos.				
Padres confían en las decisiones que hacen los maestros y administradores de la escuela.				
Padres creen que sus hijos estan seguros en la escuela. La escuela provea oportunidades para que padres puedan involucrarse.				
La mayoría de padres expresan sus preocupaciones con el progreso de sus hijos con los maestros.				
La mayoría de padres expresan sus ideas con los maestros de cómo trabajan con sus hijos en casa.				
La mayoría de padres les gustaría ser voluntarios para ayudar al maestro en la clase.				
La mayoría de padres les gustaría compartir información sobre su cultura con los maestros.				
Si padres tuvieran tiempo, ayudarían en la escuela.				
La mayoría de padres creen que los maestros entienden su cultura.				
La mayoría de padres piensan que los maestros aprecian los antecedentes culturales de sus estudiantes.				
La mayoría de padres sienten que el maestro tienen la influencia mas importante en la				

experiencia educacional de sus hijos.				
La mayoría de padres tienen una influencia más fuerte que los maestros en la experiencia educacional de sus hijos.				

Durante su conversaciones con los padres, hubo algo que le sorprendió sobre las creencias de la maestra?