

5-2019

The Impact of Immigrant Native and English Language Literacy Proficiency on Parental Involvement and School Practices

Kristi Wiese

Follow this and additional works at: https://repository.stcloudstate.edu/edad_etds



Part of the [Educational Leadership Commons](#)

Recommended Citation

Wiese, Kristi, "The Impact of Immigrant Native and English Language Literacy Proficiency on Parental Involvement and School Practices" (2019). *Culminating Projects in Education Administration and Leadership*. 57.
https://repository.stcloudstate.edu/edad_etds/57

This Dissertation is brought to you for free and open access by the Department of Educational Leadership and Higher Education at theRepository at St. Cloud State. It has been accepted for inclusion in Culminating Projects in Education Administration and Leadership by an authorized administrator of theRepository at St. Cloud State. For more information, please contact rswexelbaum@stcloudstate.edu.

**The Impact of Immigrant Native and English Language Literacy Proficiency
on Parental Involvement and School Practices**

by

Kristi A. Wiese

A Dissertation

Submitted to the Graduate Faculty of

St. Cloud State University

in Partial Fulfillment of the Requirements

for the Degree

Doctor of Education in

Educational Administration and Leadership

May, 2019

Dissertation Committee:
John Eller, Chairperson
Kay Worner
Roger Worner
Sonya Vierstraete

Abstract

The study measured perceptions of immigrant English learner parents' native and English language literacy proficiency levels, reported challenges affecting native and English language literacy proficiency levels, and reported the effect of native and English language literacy proficiency levels on parental involvement in three Minnesota schools. Research questions were answered through analysis of data from two surveys administered to immigrant parents of English learners and K-12 public school administrators.

The study found that 92.2% of immigrant parent participants, combined, had either some or much involvement in their child's education. The majority of non-involved participants, 69.7%, chose the lack of English language proficiency as the reason they did not participate. The majority of parents, 95.5%, attended parent/teacher conferences when able. The majority of administrators, 94.0%, reported parents of English learners in their school to be engaged or actively engaged in their children's school. All administrators, 100.0%, surveyed responded that there is a need for more English learner parental and family engagement and improved communication efforts.

The study findings revealed recommendations to further research the correlations between native and English language literacy proficiency and parental involvement. Continued administrative leadership in English learner parental involvement, improved communication and collaboration with community or outside agencies were recommended in order to offer quality programming for parents of English learners.

Keywords: parental involvement, parental engagement, English learners, native language literacy proficiency, English language literacy proficiency, literacy, illiteracy

Acknowledgements

Furthering my education has always been a goal of mine. Pursuing a doctorate in education was not always part of my professional goals. I am forever grateful to a former colleague who encouraged me to start the process. I am so glad I did.

I would like to acknowledge and thank my dissertation committee members including Dr. John Eller, Dr. Kay Worner, Dr. Roger Worner and Dr. Sonya Vierstraete. Dr. John Eller, your time, effort and patience to teach the dissertation process was invaluable. Dr. Kay Worner, your guidance, expertise and insightful feedback during this process was appreciated. Dr. Roger Worner, thank you for unforgettable way of teaching and wonderful humor and wisdom. Dr. Sonya Vierstraete, I appreciate you as a colleague and friend. Thank you for your patience and guidance through the course of this journey.

I wish to thank the three public school superintendents in southern Minnesota, who granted me permission to gather the data from immigrant parents of English learners and K-12 public school administrators in their school districts. Additionally, thank you to the three Adult Basic Education program coordinators who allowed me to visit and conduct the parent survey. Valuable information was learned from this experience.

I thank my classmates in doctoral cohort 7 at St. Cloud State University for their support and friendship during the coursework and dissertation journey. I am so humbled to have met and worked with such wonderful people!

To my family, I thank you for your patience and understanding when I was away at classes. This journey was not easy, but certainly attainable. I thank my husband, John, for holding down the fort while I was away. I love you always! I hope you all can appreciate my

effort to become a stronger leader in my field. To our three beautiful children, I know you will all become successful at your own craft someday with patience, hard work, and determination.

Dedication

This dissertation is dedicated to all of the English learner educators who work tirelessly daily to help and encourage their students; children who are diverse in language and life experiences. Our students are the most challenging and so rewarding to teach. You truly make a difference in their lives every day. This dissertation is also dedicated to the immigrant parents of English learners, whom I have worked with for many years. Your diligence, willingness to learn a new language and culture, and resiliency through many challenges inspire others to continue toward success and a better life.

Table of Contents

	Page
List of Tables	9
List of Figure	11
Chapter	
I. Introduction	12
Conceptual Framework	13
Statement of the Problem	15
Purpose of the Study	16
Assumptions of the Study	16
Delimitations of the Study	17
Significance of the Study	18
Research Questions	18
Definition of Terms	19
Organization of the Study	21
II. Review of Related Literature	23
Introduction	23
Historical Review and Policy of Literacy and Parental Involvement	24
Demographics, Best Practices and Effective Programs	32
Benefits and Challenges Affecting Parental Involvement and Literacy	51
Summary	69
III. Methodology	71
Introduction	71

	7
Chapter	Page
Participants	72
Human Subject Approval—Institutional Review Board (IRB)	74
Instruments for Data Collection and Analysis	75
Research Design	78
Data Collection Procedures	78
Data Analysis	79
Procedures and Timeline	79
Summary	80
IV. Results	81
Introduction	81
Purpose of the Study	81
Research Questions	81
Demographic Information	82
Summary	103
V. Conclusions, Discussion, Limitations, and Recommendations	105
Conclusions	105
Discussion	110
Limitations	116
Recommendations for Practice	116
Recommendations for Further Research	117
Summary	118
References	119

Chapter	Page
Endnotes	128
Appendices	
A. Letter of Support—School District A	129
B. Letter of Support—School District B	130
C. Letter of Support—School District C	131
D. Email Communication to Participants	132
E. Final Email Communication to Participants	133
F. English Learner Parent Survey Instrument: English	134
G. English Learner Parent Survey Instrument: Karen	137
H. English Learner Parent Survey Instrument: Spanish	141
I. English Learner Parent Survey Instrument: Somali	144
J. K-12 Administrator Survey Instrument	149
K. Informed Consent Letter	152
L. Human Subject Approval—IRB Approval	154

List of Tables

Table	Page
1. Reported Immigrant Parent Ethnicity	82
2. Reported Years Lived in the United States	83
3. Native Language Literacy Proficiency and English Language Literacy Proficiency	84
4. Reported Years of Formal Schooling in Native Country	85
5. Feeling Welcome at School	86
6. Reported Challenges Preventing Participation in Adult ESL Classes	86
7. Reported Challenges Preventing Participation in Child's Education	88
8. Reported Benefits of Native Language Literacy Proficiency	89
9. Reported Benefits of Being Skilled in the English Language	90
10. Areas of Parental Capabilities	91
11. Reported Rate of Educational Involvement	92
12. Being Skilled in a Native Language and Active Involvement	92
13. Being Skilled in the English Language and Active Involvement	93
14. Teacher and School Communication	94
15. Events Attended by Immigrant Parents	94
16. Ways Schools Can Help Parents Be Active in Child's Education	95
17. Reported School District Student Enrollment	96
18. Reported School Student Enrollment	97
19. Reported School Level of Employment	97
20. Reported English Learner Student Enrollment	98

	10
Table	Page
21. Reported English Learner Parental Engagement	99
22. Administrator Perceptions of Challenges Impacting English Learner Parent Participation in School Events	99
23. Administrators' Reported Need for More English Learner Parental and Family Engagement	100
24. Administrators' Reported Efforts to Improve English Learner Parental and Family Engagement	101
25. Administrators' Reported Staff Development Provided for Teachers	102
26. Administrators' Reported Collaborative Efforts with Community or Outside Agencies	103

List of Figure

Figure	Page
1. Epstein's framework of six types of involvement	15

Chapter I: Introduction

“At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents” (Hull, n.d.). Parental involvement is the foundation for child success in education. Most families care about their children and wish for their success in school. According to the Parent Teacher Association, parents are “the primary influence in their children’s lives” (2009). The National Education Association (NEA) also recognizes the essential role parents and family members have in the growth, development and education of a child. The NEA supports the responsibility a community has as well. The research is consistent and supportive that an inclusive partnership between the school, family, and community has a positive effect on “academic performance and school improvement” (National Education Association, 2008).

As student populations become more linguistically and culturally diverse, educators seek alternatives to connect with parents to foster positive and meaningful parental and family involvement in their classrooms. Researchers Thomas and Collier estimated that students whose first or native language (L1) is not English will comprise 40% of the K-12 student population in the United States by the year 2030 (Chen, Kyle, & McIntyre, 2008). Data released from the 2014 American Community Survey (ACS), confirmed that a “record 63.2 million U.S. residents five years of age and older speak a language other than English at home” (Camarota & Zeigler, 2015, p. 1). Of the 63.2 million, 36.1% are under age 17. Adults account for the remaining 63.9%. These changing demographics, along with changing families, make it necessary to create welcoming schools to encourage growth in successful parental involvement. Researchers have concluded that most educators and administrators want to involve families, but “do not know how to build positive and productive programs” (Epstein et al., 2002, p. 11).

Jeynes (2003), cited in National Education Association (2008, p. 1), confirmed that research has shown that “parent involvement affects minority students’ academic achievement across all races.” Many factors either assist or impede parent involvement. There is a demand in schools today for accountability and achievement for students of all represented sub-groups. Research affirmed the need for parent involvement, yet it is difficult to measure relationships between parents and their child’s teachers, as well as the influence of parent involvement on student achievement. For the English learner, parents may have the most influence in their child’s successful school experience.

Conceptual Framework

The conceptual framework for the study was Epstein’s Framework of Six Types of Involvement (Epstein et al., 2002). Research regarding work with families is attributed to Joyce Epstein and colleagues at the National Network for Partnership Schools (NNPS) at John Hopkins University. This framework was selected because each of the six types of parent, community and school involvement are closely related to the purpose of the study. The types include: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with Community. Four sub-areas for each type of involvement include: sample practices, challenges, redefinitions, and expected results for students, parents, and teachers. The framework presents examples for each area. The examples are intended to serve as a guide for schools, administrators, parents, teachers, and community leaders as they strive to develop school-family-community partnerships.

The overarching concepts of the framework include family, school, and community. In practice, the theory of “overlapping spheres of influence” can be applied through three forms of partnerships including family-like schools, school-like schools or families, and community-like

schools (p. 9). Family-like schools welcome all families, making each child feel special and included. School-like families view each child as a student, where parents reinforce the importance of school while supporting homework and activities that build student skills and success. Community-like schools involve the community and groups of parents working together to create opportunities and events to recognize and reward students for “progress, creativity, contributions, and excellence” (p. 9). Reasons vary for developing partnerships among school, family, and community, yet research has indicated that “partnerships can improve school programs and school climate, provide family services and support, increase parents’ skills and leadership, connect families with others in the school and in the community, and help teachers with their work” (Epstein et al., 2002, p. 7).

Practitioners are advised to keep the student as the focus when using and applying the framework. Partnership activities in the framework may be used to “engage, guide, energize, and motivate students to produce their own successes” (Epstein et al., 2002, p. 8). Research completed independently and internally regarding National Network for Partnership Schools’ model revealed that family involvement is “positively related to achievement in reading, math, and science” (Epstein, 2005, as cited in Baird, 2015, p. 158). Family-centered activities and other concepts within the Epstein Framework were considered in the study and appear in the recommendations for practice and further study.

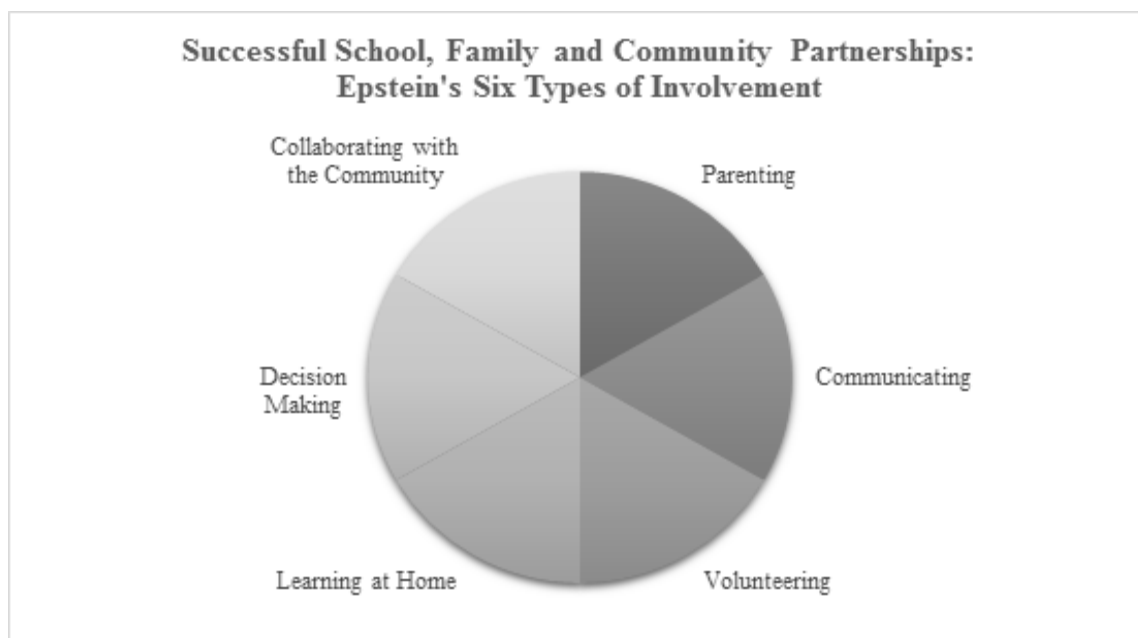


Figure 1. Epstein's framework of six types of involvement (adapted from Epstein et al., 2002).

Statement of the Problem

Schools across the United States are becoming more diverse in culturally and linguistically diverse student populations (Herrera & Murry, 2016, p. 4). As classrooms become more diverse, so do potential concerns about how to engage parents and families of every student. Parents have different levels of literacy proficiency and values of literacy that may impact the level of parental involvement. The growing number of immigrants and refugees entering the United States, and the advancement of technology and societal norms, have affected immigrants, refugees, business owners and schools. The following idea, presented in the work of Cavallo, Chartier, and Associates (1999), Graff (1979), and Hall (1989) discussed the role of native language literacy:

Cultural ideas and attitudes towards schooling and learnedness are elemental attributes that can have a significant impact on the acquisition of literacy. If the ability to read is highly valued in a culture, whether for religious, economic or political reasons, then the

people of that culture will extend literacy through a variety of means. (cited in Whitescarver & Kalman, 2009, p. 504)

Although literacy proficiency and education are correlated, there is limited research regarding native and English language literacy proficiency among immigrant parents of English learners and its impact on parental involvement in their children's education.

Purpose of the Study

The purpose of the quantitative study was to examine immigrant English learner parent perceptions of the impact their native and English language literacy proficiencies had on their involvement in their children's education. The study also sought K-12 public school administrators' perceptions of English learner parental involvement and the possible challenges affecting that involvement. The study intended to provide information and insights for parents and administrators to positively affect English learner parental involvement.

Assumptions of the Study

Roberts (2010) defined assumptions as what one takes for granted relative to the study. Below are the assumptions of the study.

1. It was assumed that the interpreters and translators who assisted during the process did so ethically and with accurate interpretation and translation.
2. It was assumed that parents who responded to the survey did so to the best of their ability despite possible language barriers.
3. It was assumed that K-12 public school administrators who responded to the survey did so to the best of their ability and without bias.

Delimitations of the Study

Below are the delimitations of the study. According to Mauch and Birch (1993), cited in Roberts (2010), delimitations are factors that are controlled by the researcher (pp. 138-139).

1. The researcher chose a timeline of the study to be December 2017 through February 2018, in order to obtain the necessary samples and to keep the process moving forward.
2. The locations of the study were confined to include three, select rural cities in southern Minnesota.
3. The population of the study was limited to the most prevalent ethnicities represented in the schools and communities selected for the study.
4. The population included only parents who attended English language acquisition classes and had children in a public K-12 school in southern Minnesota.
5. The population included only those school administrators serving in K-12 schools in southern Minnesota that had an English learner population represented in their districts.
6. The researcher chose to include the use of interpreted communication and translated documents in order to address the needs of parents whose native language was not English and those not literate in their native language or in English.
7. Though non-intentional, it is possible that some immigrant English learner parents' recollections of past experiences could cause discomfort while taking the survey.
8. The researcher was not attempting to administer a literacy assessment; rather, an attempt was made to gather data from immigrant English learner parent participants'

perceptions of their native and English language literacy proficiency and parental involvement.

Significance of the Study

Schools today are composed of culturally and linguistically diverse student populations. Currently, 30% of the total United States' population is made of culturally and linguistically diverse students and families and is expected to rise to 50% or more before 2050 (Herrera & Murray, 2016, p. 4). Research reveals positive outcomes when parents are involved in their children's education (Jeynes, 2003, cited in National Education Association, 2008). Research indicated that for multiple reasons, parental involvement is lacking in some ethnicities, therefore it necessary to understand parents' perceptions of their literacy proficiency and how it affects their children's education. The study examined whether or not there is a correlation between native or English language literacy proficiency and parental involvement. Study results can be valuable to stakeholders in schools and communities across the United States who share the challenge of encouraging parents who may not have English or native language proficiency to be involved in their child's education.

Research Questions

The research questions for the study were:

1. What did immigrant parents of English learners perceive as the proficiency levels of their native and English language literacy?
2. What did immigrant parents of English learners report as the challenges that affected their native and English language literacy proficiency levels?

3. What did immigrant parents of English learners report as the effect of their proficiency levels of native and English language literacy on their involvement in their children's education?
4. What did select Minnesota K-12 public school administrators report as the levels of immigrant English learner parental involvement in their schools and school districts?

Definition of Terms

The following terms and definitions provided ensure basic understanding of the vocabulary introduced and used throughout the study. Providing definitions for terms that “do not have a commonly known meaning or have the possibility of being misunderstood” is necessary for clarity (Roberts, 2010, p. 139).

Acculturation. “Acculturation is a process in which members of one cultural group adopt and learn the beliefs and behaviors of another cultural group, while still maintaining their own cultural practices” (O’Leary, 2014, p. 1).

Barrier. A law, rule, or problem that makes something difficult or impossible (Merriam-Webster Online Dictionary, 2018).

Bilingualism. The ability to speak two languages with fluency (Merriam-Webster Online Dictionary, 2018).

Community School. A school that welcomes community members as partners bringing community services onto the school campus (Education Minnesota, 2018, p. 8).

Culturally and linguistically diverse (CLD). An individual or group of individuals whose culture or language differs from that of the dominant group (Herrera & Murray, 2016, p. 5).

English language acquisition program. “A program of instruction designed to help eligible individuals who are English language learners achieve competence in reading, writing,

speaking, and comprehension of the English language; and that leads to attainment of the secondary school diploma or its recognized equivalent; and transition to postsecondary education and training; or employment.” (U.S. Department of Education, 2015)

Enculturation. The process in which an individual (usually born into the culture) learns the traditional content of a culture, and assimilates its practices and values (Merriam-Webster Online Dictionary, 2010).

Engagement. To come together and interlock (Ferlazzo, 2011, p. 12).

English language learner (ELL) or English learner. An adult or out of school youth “who has limited ability in speaking, reading, writing, or understanding of the English language, and whose native language is a language other than English; or who lives in a family or community environment where a language other than English is the dominant language.” (U.S. Department of Education, 2015)

English language proficiency. The degree to which a person has developed the English language in the areas of speaking, listening, reading, and writing.

Illiteracy. The quality or state of being illiterate; inability to read or write (Merriam-Webster Online Dictionary, 2018).

Illiterate. Having little or no education; unable to read or write (Merriam-Webster Online Dictionary, 2018).

Interpreter. A bilingual person who orally interprets one language into another language.

Involvement. To enfold or envelope (Ferlazzo, 2011, p. 12).

Immigrant. A person who comes to a country to take up permanent residence (Merriam-Webster Online Dictionary, 2018).

Literacy. The quality or state of being literate; a program to promote adult literacy (Merriam-Webster Online Dictionary, 2018).

Literate. Ability to read or write (Merriam-Webster Online Dictionary, 2018).

Native language. The first language a person learns.

Parent Involvement. "...the participation of parents in every facet of the education and development of children from birth to adulthood." (Parent Teacher Association, 2009, para. 1).

Refugee. An individual who fled from his or her country for fear of persecution on account of race, religion, and nationality, membership of a certain social group or political opinion (United Nations High Commissioner for Refugees, 1951, cited in Kupzyk, Banks, & Chadwell, 2016).

Translator. A bilingual or multilingual person who translates one written language into another language.

Organization of the Study

The study is organized into five chapters. Chapter I includes an introduction, conceptual framework, statement of the problem, purpose of the study, the assumptions of the study, delimitations, guiding research questions of the study, significance of the study, and definition of terms found in the study and the summary. Chapter II provides a review of related literature that relates to the problem: history and policy of literacy and parental involvement, demographics, best practices in parent involvement, and benefits and challenges affecting immigrant English learners' native and English literacy proficiency and parental involvement. A synthesis of the presented research and summary are also provided. Chapter III describes the methodology used in this research including the participants, human subject approval—Institutional Review Board (IRB), instrumentation, research design, procedure and timeline, and summary. Chapter IV

reviews the purpose, research design, description of the sample and presents the results of the research related to each research question. Finally, Chapter V provides conclusions and discussion, the limitations and recommendations and concludes with recommendations for practice, further research and a summary.

Chapter II: Review of Related Literature

Introduction

Cultural and societal factors influencing adult language learners have limited English language acquisition and the ability to be involved in their children's education, when involvement is most needed. Parental and family involvement is the foundation for child success in education. According to the Parent Teacher Association, parents are "the primary influence in their children's lives" (2009). Most families care about their children and wish for their educational success. The National Education Association also recognizes the vital role parents and family members have in the education of a child. Jeynes (2003) confirmed that research shows "parent involvement affects minority students' academic achievement across all races." (cited in National Education Association, 2008, p. 1). The NEA supports the responsibility a community has for its active partnership with families and schools as well. The research is consistent and supportive that an inclusive partnership between the school, family, and community has a positive effect on "academic performance and school improvement" (National Education Association, 2008). As student populations become more culturally and linguistically diverse, educators seek alternatives to connect with parents to foster positive and meaningful parental involvement within their classrooms. Researchers have concluded that most educators and administrators want to involve families, but "do not know how to build positive and productive programs" (Epstein et al., 2002, p. 11).

Chapter II provides an extensive review of the selected literature related to the history and policy of literacy and parental involvement, best practices in parental involvement, and benefits and challenges affecting adult literacy and language acquisition in order to understand and plan for effective program development in schools. The chapter is divided into the following

sections: (a) historical review and policy of literacy and parental involvement, (b) demographics, best practices and effective programs in parental involvement, and (c) benefits and challenges affecting adult native and English language acquisition and parental involvement.

The research process was completed through the access of various databases through St. Cloud State University and Southwest Minnesota State University. Further research included the use of Google Scholar and a variety of professional resources, textbooks, journals, and peer-reviewed articles relevant to the topics reviewed in the review of related literature.

Historical Review and Policy of Literacy and Parental Involvement

Historically, immigrants have entered the United States with a range of experiences and educational ability. Such experiences may or may not include some form of education, occupational training, or literacy in a native language or English. As immigration has risen in years past as well as in recent years, the definitions of literacy and illiteracy have also changed. Literacy policy has also evolved over time in order to accommodate growing student and family needs across the nation.

Definitions of literacy and illiteracy. The definition of literacy in the United States has changed over the years. Additionally, the methodology used for collecting information on literacy levels has also changed. For example, from 1840 until 1930, literacy was measured by asking if people could read and write. Specifically, the Bureau of Education (1929) cited criteria for determining illiteracy in the United States. This included:

“can not [*sic*] read”; “can not read and write”; “can not read or write”; “can not write in any language, regardless of ability to read”; “can not write a short letter to a friend and read the answer”; and “can not read and write a short letter.” (p. 2)

Census statistical data of this type was desired in the early 1900s, but was not available for half of the world's population at that time (Bureau of Education, 1929). Illiteracy data was valued across the nation and was used to determine: the degree of a people's culture, effectiveness of a school system, attitudes toward the education of population subgroups, enforcement of educational laws, and general progress of government policy (p. 1). As years passed, census statistical data on literacy was gathered differently. Beginning in 1940, the collection of data on grade completion has been used to determine the level of literacy (Bureau of Education, 1929). The definition of literacy was expanded to more than reading and writing. According to Harman (1987, p. 13) literacy is "More than a set of skills, literacy is a value... Literacy is not just a technical ability; it is a consciousness that must be internalized before an individual can be available for instruction" (cited in Costa, 1988, p. 47).

As definitions have continued to evolve, this position statement adopted in 2008 and updated in 2013 from the National Council of Teachers of English (NCTE) described the most recent understanding:

Literacy has always been a collection of cultural and communicative practices shared among members of particular groups. As society and technology change, so does literacy. Because technology has increased in intensity and complexity of literate environments, the 21st century demands that a literate person possess a wide range of abilities and competencies, many literacies. These literacies are multiple, dynamic, and malleable. As in the past, they are inextricably linked with particular histories, life possibilities, and social trajectories or individuals or groups. Active, successful participants in this 21st century global society must be able to

- Develop proficiency and fluency with the tools of technology;

- Build intentional cross-cultural connections and relationships with others so to pose and solve problems collaboratively and strengthen independent thought;
- Design and share information for global communities to meet a variety of purposes;
- Manage, analyze, and synthesize multiple streams of simultaneous information;
- Create, critique, analyze, and evaluate multimedia texts;
- Attend to the ethical responsibilities required by these complex environments.

(NCTE, 2017)

As the population and definitions of literacy in the United States have continued to change, so has the effort to help people attain literacy. Costa's (1988) brief timeline of historical literacy initiatives supported the historical growth of literacy in the United States:

1840 U.S. Census includes literacy data for the first time; data gathering consists of asking heads of families how many white persons in the family over 20 cannot read or write.

1870 U.S. Census Bureau literacy data includes persons between 10 and 19 as well as those over 20; individuals are asked whether they can read *and* write.

1900 U.S. Census Bureau defines *illiterate* as a person 10 years of age or older unable to read and write in a native language (asked as a yes/no question of individuals).

1920 U.S. Census Bureau defines *illiterate* as any person 10 years of age or over unable to write in any language, regardless of ability to read.

The National Education Association (NEA) organizes a Department of Immigrant Education, which later expands to include native illiterates and changes its name to the National Department of Adult Education of the NEA.

1930 The National Education Association (NEA) decides that literacy programs should aim at student achievement of sixth-grade reading level as a basis for literacy.

1940 U.S. Census Bureau, instead of asking individuals whether they can read and write, collects data on the highest number of school grades completed.

1955 The U.S. Office of Education establishes an Adult Education Section.

1964 The Economic Opportunity Act initiates the Adult Basic Education (ABE) program for adults 16 and over who have less than 12 years of schooling and who are not currently enrolled in public school. This is the first time the federal government has allotted funds directly for literacy instruction.

1966 The Adult Education Act establishes Adult Basic Education (ABE) under the Office of Education. Later amendments will add programs for teaching English as a Second Language (ESL) and for adults in correctional institutions, hospitals, and other custodial settings.

UNESCO declares 8 September International Literacy Day, “to draw international attention to the importance of literacy for all peoples.”

1969 The Right to Read program is funded, with the stated goal of eradicating illiteracy by the end of the decade.

1979 The Ford Foundation sponsors World Education Inc.’s landmark study on illiteracy in the United States.

1983 President Ronald Reagan establishes the Adult Literacy Initiative under the Division of Adult Education of the U.S. Department of Education.

1986 The National Assessment of Educational Progress (NAEP) releases *Literacy: Profiles of America's Young Adults*. The report details the results of the NAEP study of literacy skills of 21-to 25-year-olds.

1987 At the request of the Library of Congress, Congress passes a resolution designating 1987 as the “Year of the Reader”.

1990 International Literacy Year, sponsored by UNESCO. (pp. 4-22)

Illiteracy has existed since the inception of the United States. For early Americans, illiteracy was not of great concern. P. Delker shared key information regarding this in the introduction of M. Costa's text *Adult Literacy/Illiteracy in the United States* (1988): He stated: “Frontier literacy was more important for those who opened the wilderness, farming literacy for those who provided the nation's food, and social literacy for those who formed and inhabited the new communities.” Delker also addressed the importance of literacy as it “extends beyond participation as democratic citizens into areas of economic, parental, social competence.” There is a strong connection between literacy, the workplace, and the ability to compete in a world economy (p. xiv). Literacy has become an urgent priority due to the large number of immigrants entering the United States in recent years. Due to business and commercial growth in the United States, the demand for literacy has increased. Active citizenship and informed decision-making requires the prerequisite of fluent reading and writing (Stromquist, 2006).

The Census Bureau provides general information on the educational background of immigrants (Wrigley, Chen, White, & Soroui, 2009, p. 6). It also provides data on foreign-born adults' speaking ability and oral proficiency. The Census Bureau, however, does not supply data on adult comprehension, use of print, or making sense of written documents, which are important in analyzing different domains of literacy (p. 6). Also of importance is a nation's illiteracy rate.

U.N.E.S.C.O. (1957) reported that a nation's illiteracy rate depends on the wealth of a nation, a nation's level of industrialization, and the goals of a nation. Eliminating endemic diseases, building schools and training teachers, and supporting an army may be considered important goals of a nation. Achieving literacy is a challenging task and there are high risks involved around the nation. According to statistics found in Alfalit International, Inc.'s "A Basic Guide to Illiteracy: One of Today's World Problems" (2016), the cost of illiteracy to the global economy was over \$1.19 trillion. An estimated 776 million adults in the world cannot read or write and two thirds of those were women. An estimated 67 million children do not have access to primary school and 72 million miss out on secondary school education (p. 2). These facts, when considered, weigh heavily on decisions made by individual nations. Factors such as linguistic and cultural diversity and the nature of the written language in a country must be weighed. Some countries may have a well-developed written language where others do not (U.N.E.S.C.O., 1957, p. 188). Likewise, the large number of illiterate adults is related to how underdeveloped a country is. In 2014, 29% of the U.S. adult population could not read above an eighth-grade level. Additionally, 14% could not read above a fifth-grade level (Pro-Literacy, 2014, cited in Cooper, 2014). These statistics were alarming and demonstrated a critical urgency of literacy repair is needed across the United States.

Parental Involvement and adult literacy programming policy. Though years of historical initiatives have transformed literacy, knowledge of parental involvement and adult literacy programming policy is valuable. State and federal guidelines and recommendations were developed to ensure accountability and responsibility of parents, with the support of schools and communities. The Minnesota Department of Education (2005) highlighted state and federal laws related to parental involvement. Subdivision 1 of the Compulsory instruction state law stated that

parents have a responsibility that assures their child acquires knowledge and skills essential for effective citizenship (p. 13). The state parental involvement laws required departments, such as schools, to develop guidelines and model plans for parental involvement programs that engage interests and talents of parents or guardians. Meeting the emotional, intellectual, and physical needs of parents' school-age children was recognized and was a priority. Program plan contents (subdivision 2) must have strategies for gaining full participation of parents or guardians, including parents or guardians who lack literacy skills or whose native language is not English (p. 14). Federal law requires local educational agencies to have a written policy regarding parent involvement if they receive funds under the Written Policy section under the No Child Left Behind law (Minnesota Department of Education, 2005, p. 15). There are several additional requirements that must be addressed in local policies. Specific guidelines are in place for educational agencies to follow. They included allowing parents to take part in the planning, review and improvement of parent involvement programs (p. 16).

Policy connecting parents to Adult Basic Education programs such as Adult English as a Second Language courses are important in helping parents attain literacy skills to be successful in society. In 1964, President Lyndon B. Johnson signed the Economic Opportunity Act (EOA) in an effort to end poverty and provide work training programs. The EOA created many programs across federal agencies that provided the opportunity for education and training and the opportunity to work (Uvin, Tesfai, & Drummond, 2014). Federal grants were also authorized for Adult Basic Education. As the federal government became more involved, the issue of illiteracy started to be addressed. The Adult Education Act of 1966 and the National Literacy Act of 1991 were examples of such involvement. Federal funding and grant opportunities are still available today (Minnesota LINCS/Minnesota Literacy Council, 2017). The United States Department of

Education hosts the Office of Career, Technical and Adult Education, which provides funding to states for adult education and literacy programs (United States Department of Education, 2017). States also provide funding to local government agencies to provide these services in communities. Pro-Literacy, an organization that promotes adult literacy around the world, stated there was only funding for 10 percent of adults in need of reading assistance (Pro-Literacy, 2014, cited in Cooper, 2014).

In 2017, the state of Minnesota had 42 chapters in the Minnesota Adult Basic Education Consortium. More than 250 aligned school districts or educational agencies belonged to the consortium (Minnesota LINCS/Minnesota Literacy Council, 2017). President Obama signed the Workforce Innovation and Opportunity Act on July 22, 2014. Under this act, the Adult Education and Family Literacy Act was reauthorized with several revisions. Specifically, the term “individual of limited English proficiency” used under the former law, the Workforce Investment Act, was revised. The term “adult ESL” or “English as a second language” was renamed “English language acquisition program”. Additionally, the formerly known English literacy and Civics program was renamed Integrated English literacy and Civics education program. Finally, leadership activities across the nation were evaluated. The Department of Education was given the ability to conduct activities that utilize the promotion and use of technology in the instruction of English language acquisition for English learners. The Department of Education may also fund activities designed to develop, replicate, and disseminate “information on best practices and innovative programs” (U.S. Department of Education, 2015). These changes not only supported adult English learners, but added professionalism and efficacy for the programs offered under the Workforce Innovation and Opportunity Act.

Demographics, Best Practices and Effective Programs

Demographics. Schools have endured an influx of culturally and linguistically diverse student populations in recent years. The United States Census Bureau (2014) found 12.9% of the population to be foreign-born between 2008 and 2012. In 2009, 16.8 million children were children of immigrants (cited in Wright, 2015, p. 6). According to the National Clearinghouse for English Language Acquisition (NCELA, 2011), “the growth rate of ELLs...far surpasses the growth rate of the total student population” (cited in Wright, 2015, p. 7). Specifically, the average of English learners in public schools in the United States was 9.4% in 2014-2015. The state of Minnesota had 7.4% of English learners across the state in the same year (National Center for Education Statistics, 2017).

Consistent with the number of ethnicities, many more languages and dialects in the world exist. The Center for Immigration Studies (2015, October) released data from the 2014 American Community Survey (ACS), and reported that 63.2 million U.S. residents spoke a language other than English at home, which was an increase of 16.2 million since 2000 (Camarota & Zeigler, 2015). This population of 63.2 million was comprised of native-born, legal immigrants, and illegal immigrants aged five years old and older. Of the native-born who speak a language other than English, 36.1% were under age 17 and 36.9% were adults. Specifically, the American Community Survey recorded by state the number of people speaking a language other than English at home during the years 1980-2014. States were ranked according to percentile growth of languages spoken other than English from 2010-2014 and 1980-2014. In 2000, 389,988 people spoke a language other than English at home in Minnesota (Camarota & Zeigler, 2015, p. 3, table 5). In 2014, that number grew to 521,350, resulting in an 8.4% growth. Comparatively, data from 1980 show an increase of 168.5% over a span of 14 years. Data from the U.S. Census

Bureau identified “381 different languages spoken in homes across the country in 2011” (Ryan, 2013, cited in Wright, 2015, p. 8).

Best practices. Changing patterns in diversity, socioeconomic status, and individual student needs leave educators feeling unprepared to address the needs of English learners and their parents. Wright (2015) suggested that schools who “serve poor, minority, and ELLs usually have the least experienced teachers and the fewest resources” (p. 14). Understanding how to meet the growing needs of English learners effectively requires ongoing professional development, training, and reflection on practice. Schools and educators have an obligation to create and improve parent involvement opportunities. Connecting with families can “bridge the gap between school and the life experiences of students and families without social, racial, and economic findings,” stated Cochran-Smith (2004 cited in Louie & Davis-Welton, 2016).

Building relationships with families is necessary when helping all students succeed. The recognition and respect of parents and their many ways of supporting their children’s education is valuable and “critical to the success of school-based family engagement practices” (The Board of Regents of the University of Wisconsin System, 2016, p. 2). The Parent Teacher Association (2009) supported this definition of parent involvement:

Parent involvement is the participation of parents in every facet of the education and development of children from birth to adulthood. Parent involvement takes many forms including parents as first educators, as decision makers about children’s education, health, and well being [*sic*], as well as advocates for children’s success. It is recognized that parents are the primary influence in their children’s lives. (para. 1)

The Board of Regents of the University of Wisconsin System (2016) discussed the awareness of traditional and non-traditional forms of family engagement, including parent roles. Examples of

traditional engagement are often “school-based and aim to have parents follow the school’s agenda for supporting student learning at home.” These may include checking homework, attending parent-teacher conferences, and volunteering in their child’s classroom (p. 2).

Nontraditional forms of family engagement target ways of ensuring that families “have a voice in setting the agenda for how schools and families work together” (p. 2). Examples may include empowering activities for families to provide the right knowledge and skills needed to participate and be resourceful in their child’s school.

Parents do not need to be present in the school to be engaged in their child’s education. Jeynes (2010) acknowledged that parents may be engaged in “subtle means of involvement” that may not always be visible in the school (cited in Baird, 2015, p. 170). Parenting practices and attitudes may not be observable or measurable, but are crucial to a child’s educational success (Jeynes, 2010, cited in Baird, 2015, p. 170). According to the National Education Association (cited in Minnesota Department of Education, 2005), parental involvement may include, but is not limited to the following: checking homework every night, discussing the child’s progress with teachers, voting in school board elections, limiting television viewing on school nights, helping the school set challenging academic standards, becoming an advocate for better education in the community and state and asking a child every day, “How was school today?” (p. 3). In addition, “attending school events...communication with the school, helping with homework, and reading to children” (Jeynes, 2010, cited in Baird, 2015, p. 154) are also acceptable ways parents can become and stay involved. It is important that parents continually monitor their children and guide them to success by providing appropriate activities and choices for their children.

It is evident from findings of major research that when parents are actively engaged in their children's education at home and school, students are more successful in school (National Education Association, 2008; Van Velsor, & Orozco, 2007). Research has indicated that home environments that encourage learning are more important than income, education level, or cultural background (Minnesota Department of Education, 2005). Parents who become involved in their child's educational process will see powerful effects in their child's academic success, as supported by Louie (2016): "Parents' engagement in their child's learning and development, not the families' social class and economic fund status, was found to make a positive impact" (cited in Amatea, 2013, p. 597). Parents can become more involved in their child's education by helping to improve schoolwork. Cotton and Reed Wikelund (1989) stated that simply providing encouragement, finding appropriate study time and space, and tutoring their child at home, are all acceptable forms of parent involvement. It is important for parents to model the desired behavior they want to see from their child.

Building relationships between home and school takes time and effort. The Board of Regents of the University of Wisconsin System (2016) offered key considerations, the "ABCs of Family Engagement" in an effort to build relationships with families and strengthen family engagement practices in schools. Six considerations have been discussed and grounded in research:

1. Awareness
2. Advocacy
3. Brokering
4. Build Trust

5. Communication

6. Connect to Learning

First and foremost is "awareness," which lends itself to the reflection of schools and educators upon their beliefs and understanding of home and school connections and how "families should support their children's education" (p. 1). Second, "advocacy" is critical when addressing challenges and needs of schools and families while promoting growth and development of parents' and children's knowledge of the school system and to provide learning opportunities that lead to empowerment. Third, "brokering" supports the idea of language brokers, or people who serve as "mediators" and have access to the information necessary to provide families access to the school culture and language (p. 3). In many instances, parent liaisons, interpreters, and translators serve as the gateway for families as they strive to have equal access to information at school and in the community. The fourth key consideration in building successful family engagement is building trust. Building rapport with parents in order to establish productive relationships (Kupzyk et al., 2016, p. 209) is necessary and is important for the success of the child in an educational setting.

Research has shown that a lack of trust is one reason families do not take part in their children's education (The Board of Regents of the University of Wisconsin System, 2016; Kupzyk et al., 2016). Building trust is not an easy task and takes time and effort. Meaningful communication is another element to family engagement. Effective home-school partnerships are a result of "two-way communication", which includes communication between families and schools (The Board of Regents of the University of Wisconsin System, 2016, p. 4; Epstein et al., 2002). Communication must include the use of parent-friendly language, and the use of interpreters and translated information must be provided when needed. Finally, the support of

student learning is the purpose of engaging families; the connection of family engagement to what students are learning in school is beneficial. Educators must be afforded the time and resources to provide families feedback on curriculum, student progress, instructional strategies, and student assessment data (p. 4). All of these considerations had a main focus of students' language development and language proficiency (Mitchell, 2016, cited in The Board of Regents of the University of Wisconsin System, 2016), as students are "learning both academic content and language" (p. 4). Support from school leaders, along with a "shared vision for family engagement" will help students meet rigorous educational demands within society (p. 4).

Educators can turn to parents for help as they have 'funds of knowledge'. Developed by Luis C. Moll and colleagues, 'funds of knowledge' is defined as "the body of knowledge, cultural artifacts, and cultural resources that are present in students' homes and communities and can be drawn on as a basis for learning" (Gonzalez, Moll, & Amanti, 2005, cited in Wright, 2015, p. 15). Despite a language barrier, parents have a wealth of knowledge about their culture and language and can gain confidence and pride in helping their child succeed in school. Funds of knowledge is supported through the *Family Literacy Project: Bilingual Picture Books by English Learners* (Louie & Davis-Welton, 2016). The family literacy project involved children in grades kindergarten through sixth grade and their families. A total of 22 in-service and 18 pre-service teachers enrolled in a university course regarding literacy instruction for English learners. During the project, families were asked to share personal or cultural stories with the children. Guidance from teachers then allowed students to create keepsake picture books using the stories that were shared. The books were written in the family's native language and in English, and were illustrated by the children. As a result, cultural heritages, languages and identities were preserved and honored. Supported through the research of Epstein et al. (2002), goal-oriented activities

were implemented to emphasize family and community involvement. The goals attained in this project included:

1. Strengthened ELs' writing skills through a meaningful and personal project.
2. Facilitated communication among students, parents, teachers, and community members.
3. Built a culturally inclusive school community by integrating heritages into schoolwork.
4. Helped to promote literacy in both English and ELs' native languages.
5. Increased ELs' self-esteem, helping them adjust better at school (Louie & Davis-Welton, 2016, p. 603).

The teachers who participated in the family literacy project experienced improvement in partnerships between schools, families, and communities. English learners' academic work and language development was supported through the project, and students and families felt welcomed at school and connected to their classrooms (p. 605).

Wong and Hughes (2006) found two decades of research (Fan & Chen, 2001, Hill et al., 2004, Izzo, Weissberg, Kaspro, & Fendrich, 1999, Macron, 1999) that provided evidence that parent participation is connected with better school attendance, increased achievement motivation, reduced dropout rate, better emotional adjustment, and improved social behavior and interactions with peers. Academic performance and graduation rates also thrive (Van Velsor & Orozco, 2007). When there is evidence of parental involvement at home, school attendance is higher, students have more confidence for learning, and children adjust well in multiple situations. In schools, "parent involvement is the key to improving school culture," confirmed principal Lisa Miramontes, of De Zavala Elementary School in West Dallas, Texas (Cattanach,

2013). Parental involvement is beneficial for families as well. LaRocque, Kleiman, and Darling (2011) found that parents who were “better informed about teachers’ objectives and the needs of their children”, also developed positive attitudes toward teachers and developed “higher educational aspirations for their children” (p. 117).

In addition to improving school culture, Peregoy and Boyle (2017) recommended through years of research, that when schools made parent involvement a priority, then improved communication was facilitated with families. The support of administration was also recommended by providing proper community liaisons and translators to deliver phone calls, home visits, and relay important information to parents (p. 224).¹ Parents hold an integral part in educating their children. Continued parental involvement and improvements in school culture will create student success over time.

Parent and educator views. Parents and educators of English learners often have different views of what parental involvement means. The views and values of education differ including what and how students should learn (Guo, 2006). Because of cultural differences, parents of English learners are often “more trusting and dependent on the school than are others. It can be agreed that the goal is the same: to provide the best education possible for students (Guo, 2006, p. 92). Although dependent upon the culture, many believe that it is the parent’s responsibility is to educate and nurture their child at home, not at school (p. 88). Parents feel responsible for teaching their children respect and cultural values at home. In the Latino culture, for example, there is a belief in the “absolute authority of the school and teachers” (Guo, 2006, p. 88). Espinosa (1995) explained,

In many Latin American countries it is considered rude for a parent to intrude into the life of the school. Parents believe that it is the school’s job to educate and the parent’s job to

nurture and that the two jobs do not mix. A child who is well educated is one who has learned moral and ethical behavior. (cited in Guo, 2006, p. 88)

Ferrer (2007), Costa (1991), and Bauch (1992), concluded that Hispanic parents are known for having low levels of involvement in their children's schools. They care about the education of their children and have high expectations for them, but are not likely to become involved in the schools their children attend (cited in Smith, Stern, & Shatrova, 2008). In a study conducted at Texas A&M University, Scribner, Young, and Pedroza (1999), found that Hispanic parents defined involvement as working on informal home activities such as checking homework, reaching out to children, and listening to children read (Smith, Stern, & Shatrova, 2008). Parents can also prepare their children for school by providing instilling values (Liska Carger, 1996, cited in Baird, 2015), setting expectations (Panferov, 2010; Walker & Dalhouse, 2008, cited in Baird, 2015), ensuring school attendance (Walker & Dalhouse, 2008, cited in Baird, 2015), and teaching the child about the family's cultural history (Walker & Dalhouse, 2008, cited in Baird, 2015).

It is difficult to know students well when parents are not involved in their education. Epstein and Dauber (1991) found that educators are less likely to know their students who come from culturally different backgrounds (cited in Van Velsor & Orozco, 2007). Educators may also have a lack of knowledge of the barriers that inhibit parental involvement, and misconceptions of cultural views. Some do not value certain parent participation or opinions of parents. There may be negative judgments made about the lack of parental involvement in those families who have a low-income status. Educators may hold the belief that the lack of school involvement may be a lack of interest (Van Velsor & Orozco, 2007). As Lopez (2001) explained, "teachers and principals tend to attribute lower levels of parent involvement among ethnic minority parents to a

lack of motivation to cooperate, a lack of concern for their children's education, and a lower value placed on education (cited in Wong & Hughes, 2006).

Building relationships between parents and teachers with similar cultural backgrounds is challenging. Building trust and respect between those with different cultural backgrounds is a task even more challenging to accomplish (Joshi, Eberly, & Konzal, 2010).² Although families want to build “positive relationships with the school personnel, they are not always sure of how to become involved in a way that school personnel values” (LaRocque et al., 2011, p. 116). For example, diversity in New Jersey schools necessitated a need to help teachers “understand family values, beliefs, and practices in order to create a learning environment at school that acknowledges and builds upon these” (p. 63). The project focus was designed for parents to be able to understand the “school's values, beliefs, and practices” in order to implement a similar “learning environment” at home (p. 63). To address teacher concerns in the schools, a survey was designed to assess current understanding and practices of New Jersey teachers. The study highlighted a central New Jersey elementary school. A total of 25 participants participated in the survey, consisting of teachers, specialists, and administrators. The majority of participants were female and 83% were European American. The survey design included three types of questions including open ended, ranking, and Likert type ranking questions. There were two sections in the survey consisting of “parental involvement and knowledge and culture and its impact upon a child's education” (p. 66). Study findings about parental involvement revealed several themes including parent participation or nonparticipation in a child's education, communication strategies, and parents' difficulty to provide basic needs. Other evident themes included comprehending language, educational restraints of parents, and difficulty in understanding school culture (p. 67). Additionally, study findings about culture revealed information about

participants' "beliefs and knowledge related to developing an understanding of cultures of families in their classrooms" (p. 67). When asked to define culture, three definitions were recorded: a set of beliefs and values, customs and traditions, and religion and language.

All participants replied positively when asked about the importance of understanding different cultures of children's families represented in their classroom. Various reasons for doing so included understanding students' backgrounds, effects culture has on children's education and learning, and using culture to aid in communicating with parents. Study participants were also asked about their acknowledgement of culture in their curriculum. Responses varied including: reading multicultural books, celebrating holidays, teaching cultural heritage units, and inviting parents to the classroom. Educators shared that their awareness of holidays and celebrations, discussion of culture, and the use of translation into families' preferred language were ways of addressing culture in their school. In terms of parental involvement, teachers reported that written communication and conferences seemed to be the most effective. Research has found that two-way communication is essential (Epstein et al., 2002; The Board of Regents of the University of Wisconsin System, 2016); however, sometimes conferences result in one-way communication. The findings of the study did not find the use of conferences as a tool for two-way communication and "cultural interchange" (Bensman, 2000, cited in Joshi et al., 2010, p. 64).² Reviewing cultural knowledge revealed teachers' awareness of culture, how culture influences learning, actual classroom practice and cultural topics teachers seek information about. Though limited in size, the study concluded that New Jersey educators had understanding of the key elements of culture. Participants lacked the ability to "interpret that knowledge" of culture into practices (p. 70).

Another study conducted by Chen et al. (2008), found that teachers viewed family involvement in traditional ways including parent conferences, report cards, and positive interactions with families. The study included a professional development project that introduced K-12 teachers to effective strategies for enhancing the learning of English learners. As a result, teachers placed more emphasis on family involvement. The results of the study revealed that teachers had developed more positive views about family involvement. They learned new strategies to reach out to families and connect with students' background knowledge. The reasons discussed are not the only explanations for varying degrees of parent involvement. When other contributing factors are considered, such as the challenges discussed in this chapter, educator views and parent involvement can change, based on newly acquired information.

Effective programs. Effective programs promote parent involvement and must involve the efforts of a school district, administration, educators, parents and the community. When partnerships are formed, outcomes will be positive and beneficial for all. Epstein et al. (2002) stated:

Partnerships can improve school programs and school climate, provide family services and support, increase parents' skills and leadership, connect families with others in the school and in the community, and help teachers with their work. (p. 7)

Epstein et al. (2002), of the Partnership Center for the Social Organization of Schools, suggests the use of *Epstein's Framework of Six Types of Involvement* when identifying effective best practices for parental involvement. The framework consists of sample practices, challenges, redefinitions, and expected results for each of the six types of involvement. The challenges and redefinitions provide insight for schools looking to make positive shifts in English learner programming and culture. According to Wright (2015),

Effective programs recognize and overcome linguistic, cultural, and other barriers preventing the full participation of ELL parents. As primary stakeholders, parents of ELLs must be included in decision-making processes that affect students and therefore must be provided with accommodations to facilitate their full participation. (p. 309)

LaRocque et al. (2011) also suggested acknowledgement of economic differences of families as well as understanding family structures, addressing barriers along the way. Research has shown partnerships are likely to decline unless schools and teachers develop and implement practices that are appropriate to each grade level. Appropriate activities need to involve all students and their parents, regardless of socioeconomic status (SES), race, and culture. When teachers (Van Velsor & Orozco, 2007) sought parents' skills, parents had an increased confidence "in their ability to support their children and their effectiveness in doing so" (Hoover-Dempsey & Sandler, 1997, p. 7). In search of promoting successful parental involvement, Peregoy and Boyle (2017) suggested "promoting language and literacy development through carefully structured literacy materials that engage students and parents. The authors also concluded that children who become involved in "using literacy in their homes and communities...will begin to develop ideas about the forms and functions of print¹—the beginnings of emergent literacy" (p. 225).

Community school model. The community school model (Education Minnesota, 2015a; Epstein et al., 2002) provided a framework for school leaders looking to address the growing needs in their communities. The Coalition for Community Schools provided a definition:

A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development, and community engagement leads to improved student learning, stronger families and healthier communities. Community

schools offer a personalized curriculum that emphasizes real-world learning and community problem-solving. Schools become centers of the community and are open to everyone—all day, every day, evenings, and weekends. Using public schools as hubs, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families, and communities. (cited in Education Minnesota Educator Policy Innovation Center, 2015b, p. 6)

School improvement frameworks such as the community school model may address “opportunity gaps at the root of the racial and economic injustices in our state” (p. 4). The Education Minnesota Educator Policy Innovation Center (EPIC) stated,

Full-service community schools offer a better path to equity and excellence by welcoming community members as partners in school improvement, bringing community services into the school, and empowering the people closest to students to examine disparities and target racial and economic opportunity gaps. (2015, p. 4)

Schools leaders who embrace the community school model must effectively plan and communicate with the community. There is an application process in the state of Minnesota to be awarded a grant to transform a school into a full-service community school. The Education Minnesota Educator Policy Innovation Center made recommendations for the transformation:

A full-service community school identifies and recruits partner organizations that also serve the specific school’s students and families. This allows the school and its partners to better address the community’s needs, harness its strengths, and coordinate program and service delivery. Typically, many of the partners will co-locate services at the school, which facilitates access to their services. For students and families to receive the greatest

benefit from the model, several key groups must work together to examine needs and disparities, and work together to close opportunity gaps hindering academic achievement.

(p. 7)

An appropriate structure and culture are needed for successful implementation of a community school. The Coalition for Community Schools (Education Minnesota Educator Policy Innovation Center, 2015b) identified criteria to meet the following conditions:

- Early childhood programs are available to nurture growth and development.
- The school offers a core instructional program delivered by qualified teachers; instruction is organized around a challenging curriculum anchored by high standards and expectations for students.
- Students are motivated and engaged in learning—in both school and community settings—before, during, and after school and in the summer.
- The basic physical, mental, and emotional health needs of young people and their families are recognized and addressed.
- Parents, families, and school staff demonstrate mutual respect and engage in effective collaboration.
- Community engagement, together with school efforts, promotes a school climate that is safe, supportive, and respectful and connects students to a broader learning community. (p. 7)

When community schools develop, positive school-community partnerships develop as well.

Epstein (2002) defined school-community partnerships as “the connections between schools and community individuals, organizations, and businesses that are forged to directly or indirectly promote students social, emotional, physical, and intellectual development” (cited in Epstein et

al., 2002, p. 31). This idea supports the potential need for community schools in many areas around the United States. The creation and continued use of the community school model may expand parental involvement and offer solutions to immediate academic, social and medical needs in communities.

Diversity and school climate. Finding success in home-school relationships begins with positive schools and communities. Diversity goes beyond one's ethnicity. Caryl Stern stated that "if we are to truly prepare our children to live and succeed in this country, we must capitalize on our nation's greatest strength—its diversity" (2009, p. 2). President Jimmy Carter once said: "We become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams" (n.d.). Embracing diversity benefits everyone in the community. Paz (2008) concluded that "Education isn't just about the brain; it's about the whole child. As school leaders, educators must set the tone to establish a positive school community" (p. 1). Celebrating diversity can improve student achievement and the involvement of parents. Using bilingual books is one way of incorporating language into the content. Research indicated that students are more motivated when they know their culture is affirmed and reflected in books (Dickinson & Hinton, 2008). Bilingual resources may help ignite family literacy in the home when used in meaningful ways.

Larocque et al. (2011) found that "parents are much more likely to become involved when they feel welcomed and valued" (p. 119). Schools can make parents and students feel comfortable and welcome at school with the encouragement of "cultural responsive-ness [*sic*], sensitivity, and appreciation" for other cultures (Logsdon, 2009, p. 1). Parents need to sense that the principal and staff want them involved in school (Prosis, 2008). English learner families may not feel welcome at the school in which their children attend because of issues such as a

language barrier or the lack of appropriate, non-culture biased activities for families in which to participate. In an article by Joanna Cattanaach (2013), parent involvement had improved due to a new program designed to help Hispanic parents. The goal of the program was to aid in improved education and health of the families. Parents became involved in a nine-week course, focused on understanding and using the school system, as well as learning ways to become actively involved in their child's education (p. 22). In this example, the Parent Teacher Association (PTA) shifted their mindset to reach more stakeholders in reaching success. The focus on improving the education and health of their families superseded the traditional approach of the PTA. The PTA then revised their mission to designate funds to go to parents rather than the school. Results of the program yielded improved test scores, strengthened parent-teacher relationships, and active parent involvement from the previously uninvolved.

Additionally, promoting and encouraging parental involvement is critical. Having the ability to access information online or at school can be challenging for parents. When parents do not know and understand the school system, they may turn away and appear to be uninvolved (H. Mu, personal communication, May 12, 2017). Hosting workshops and learning opportunities that address school regulations, and how to help parents advocate and assist their children at home, are examples of building advocacy and trust between parent and the school. Establishing relationships with families helps build trust (The Board of Regents of the University of Wisconsin System, 2016).

Educator identity. According to Griego Jones (2003) and Ramirez (2003) educators must “examine their own feelings, understandings, and biases toward ESL parents” (cited in Guo, 2006, p. 84). It is important for educators who work with English learners to “be aware of the linguistic diversity in their schools and surrounding communities” (Wright, 2015, p. 16), and to

be educated on issues of multiculturalism and diversity. They must also be comfortable with their own identity before they can address the needs of their students and parents. Educating school staff fosters an appreciation and understanding of the languages, ethnicities, and cultures represented in the schools and classrooms. Understanding cultural backgrounds is important in planning purposeful instruction for students (Wright, 2015), professional development and family engagement activities. School districts can offer professional development workshops on cultural issues in an effort for educators to better understand themselves, so they can move toward greater success in promoting active parent involvement in their classrooms. It is also helpful to learn about the community where a student lives, become involved in community or ethnic activities, and meet community leaders and liaisons to gain knowledge and valuable resources (Van Velsor & Orozco, 2007). Meeting the needs of each child is more attainable as educators set prior conceptions and biases aside. Visiting the homes of students is also a way to continually learn about families and their culture. According to Beder (1998), home visits are disputable by some, yet the rewards can be many. “Home visits minimize the power imbalance between professionals and families and help to overcome barriers related to low-income parents’ work constraints and transportation problems” (Beder, 1998, cited in Van Velsor & Orozco, 2007, p. 4). It is respectful to plan purposefully for each home visit, considering each families’ needs and culture. Offering opportunities for staff to reflect on their practices as well as becoming culturally and linguistically aware can unite schools and families.

Parent education. Prorise (2008), Van Velsor and Orozco (2007), Machen, Wilson, and Notar (2005), and Guo (2006), have recommended educational workshops for parents of English learners. Those opportunities could be used to provide parents with information such as school expectations and procedures, effective techniques to teach reading, and parenting tips for helping

children with homework. Conducting a needs assessment of the parents the district serves is important in determining the kinds of supports parents need. It is necessary to provide interpreter services at these meetings and translated handouts when needed and available. When schools hold such meetings for parents, it is a good idea to have childcare available to parents, as well as food. Providing transportation also helps to improve turnout as some parents have limited access (Minnesota Department of Education, 2005; Smith et al., 2008; Van Velsor & Orozco, 2007; Wrigley et al., 2009). Advertising on the local cable channel is another option to communicate with parents. School related topics can be shown and would be accessible to parents who have work schedules that do not allow them to attend school functions (Prosise, 2008). Another way to communicate with families is through the use of telephone systems such as Blackboard Connect, which values communication as the foundation for effective parent and community engagement (Blackboard, 2017).

Outreach. Family nights and game nights provide additional ways to invite parents to be involved in their child's education (Power, 2009; Wright, 2015). A family and parent night could be centered on themes students are learning about in school, a particular ethnicity or culture, common games or content areas such as reading, math or science. Educational topics can also be embedded, ensuring educational benefits for parents and entertainment for the family. Family nights should include the whole family and make parents feel more welcome knowing they can bring their family along. Cultural cookouts also encourage parent involvement as they encourage cultural awareness in the community (Power, 2009). Families can bring a dish to share that represents their culture, along with a recipe to share with others (Power, 2009). Local district wellness policies need to be followed in order to host such an event.

Educators must find creative ways to reach out to parents in order to foster positive parental involvement and communication. Parents have talents and abilities to offer and can be considered a partner in their child's education. When teachers (Van Velsor & Orozco, 2007) seek parents' skills, parents have an increased confidence "in their ability to support their children and their effectiveness in doing so" (Hoover-Dempsey & Sandler, 1997, p. 7, cited in Wong & Hughes, 2006)).

Benefits and Challenges Affecting Parental Involvement and Literacy

Benefits and challenges affecting parental involvement.

Home and school factors. Research has proven parental involvement beneficial for healthy relationships and successful growth in academics. While most parents feel strongly about supporting their child's education and growth, there are many challenges that inhibit parents from taking an active role in their child's education. These challenges include, but are not limited to: English language proficiency, cultural differences, socioeconomic status and basic needs, acculturation, work schedules, child care, and transportation (Minnesota Department of Education, 2005; Smith et al., 2008; Van Velsor & Orozco, 2007). History of a lack of parent involvement as well as literacy involvement is known among some ethnicities and is also dependent upon cultural and societal factors such as social class, family size, or level of parent education (Flouri & Buchanan, 2004, cited in Larrotta & Yamamura, 2011). In order to fully understand parents from various cultures, it is necessary to understand the challenges that prevent parents from becoming involved. Once this is addressed, educators can move forward to create opportunities to serve English learner families more effectively.

Advocacy and communication. In schools today, involving all parents with two-way communication is critical and may be challenging because parents of English learners may speak

little or no English. The Board of Regents of the University of Wisconsin System (2016) specify that one-way communication that comes only from school to home, does not provide learning opportunities for learning about families, nor does it allow for family engagement practices to invite families' experiences, strengths, and needs (p. 4). Language is a large obstacle to overcome when trying to have effective communication between parents and the school. Language barriers often prevent parents from taking the opportunity to volunteer in their child's classroom. Scarcella (1990) stated, "Frequently, [ESL] parents avoid going to schools because they cannot communicate in English, and there is no one at school who speaks their native language" (cited in Guo, 2006, p. 162). Parents feel that because they cannot speak English, they will not be able to communicate well enough to help students in the classroom or talk with their child's teacher. Trust is also critical for "establishing relationships with families from groups that have been historically marginalized by schools" (The Board of Regents of the University of Wisconsin System, 2016, p. 3). When trust is absent, other challenges are present preventing effective and successful home-school partnerships. As communication poses challenges, advocacy remains a key characteristic of effective family engagement. Often times, families from "historically marginalized populations, such as families of language learners, have not had the opportunity to develop the knowledge and skills needed to advocate within the U.S. education system" (The Board of Regents of the University of Wisconsin System, 2016, p. 2). This challenge of communication also applies to new immigrant parents. According to Cattanach (2013), new immigrants are not aware of how to get involved or that they should be involved with their child's school. In positive attempts to communicate effectively with the school, parents have the "protected right to request translators and interpreters, which schools are

required to provide” (U.S. Department of Education & Justice, 2015, cited in The Board of Regents of the University of Wisconsin System, 2016).

Research conducted by Smith et al. (2008) on Hispanic (Latino) parent school involvement, indicated that diversity within the Hispanics population may add difficulties in successful development of strategies in order to increase “meaningful parental involvement with their children’s schools” (p. 8). Teachers may not speak a language other than English, which can make communication difficult. Rural schools and communities face the challenge of not having enough funding or resources to hire interpreters and translators to assist families in these situations (Smith et al., 2008, p. 8). The interviews during the study resulted in communication from the school in English or a “difficult-to-understand Spanish translation, was identified as a major obstacle” (p. 11).

Improving communication is crucial to successful and sustainable parent involvement. Providing adequate interpretation and translation of conferences and school documents are also necessary in order for parents of English learners to be able to communicate with teachers and feel involved in their child’s education (Prosis, 2008). The study by Smith et al. revealed how parents felt about communication with the school: “Parents described how the failure of the school to send general information letters, school calendars, lunch menus, or newsletters printed in Spanish resulted in confusion for the children and the parents” (2008, p. 10). If English-only communication is used, parents may feel helpless and unable to help their children. It is best practice for schools to always provide an English and translated copy when available because it is the parents’ right to have the information in both languages.

Language. It is important for stakeholders to know that some languages represented in schools and communities today have not existed as a written language until recent years. Some

languages are more developed than others (U.N.E.S.C.O., 1957). The Somali language was declared the official language of Somalia in 1972. A Latin-language alphabet was then developed and standardized (Accredited Language Services, 2017). The Hmong language was not a written language until the 1950s when American and French missionaries developed the Romanized Popular Alphabet in Laos. The alphabet was a way of writing Hmong “with a version of the alphabet used by English and other western European languages” (Bankston, 2013). The Karen language has two southern languages, Pwo and S’gaw, which are written using a Burmese script. Modern Burmese is traced as far back as 1000 AD and uses a series of circular and semi-circular letters (Accredited Language Services, 2017). Finally, the Spanish language began in the 1200s and was based on the Castilian dialect. The Spanish language is the official language in 19 countries and 332 million people around the world (Accredited Language Services, 2017).

Due to the shortage of written languages, some ethnicities rely solely on oral languages instead of the written form. For these generations of parents, written communication in any language would not benefit them. Communication through interpreters in person or telephone would be most beneficial in relaying important messages. Creating family-friendly school handbooks, websites, and newsletters delivers effective communication not only to parents of English learners, but also to parents of all students (Mupanduki, 2006). Hosting an open house at the beginning of the school year gives parents the opportunity to tour the school, their child’s classroom, and to learn about school procedures and schedules. Interpreters need to be available to clarify the information presented and to answer any questions parents may have. Parent-teacher conferences also need to have interpreters present as a way to bridge communication between parents and teachers. Using students or siblings as translators for parents should be avoided (Guo, 2006). In school districts where interpreters or translators are not available for

languages represented, hardship does occur and communication is a barrier when engaging all parents as partners.

It cannot be assumed that a home where English is not the first language, or where English is not spoken, is not rich in parental support and literacy. Educational expectations differ among cultures. Home-school communication is one form of parental involvement. It can be positive to have good communication between parents and teachers (Guo, 2006). Attending parent-teacher conferences, volunteering at school functions, and helping children with homework are examples of expected activities in which parents should participate. The British Columbia Teachers' Federation reported that "the notion of helping in schools is a 'western idea,' so they need more outreach to involve them" (Naylor, 1993a, p. 22, as cited by Guo, 2006).

Research has shown, however, that parents' presence in schools may also have a negative tone, depending on the culture. The Hmong come from an agrarian society, where "early education is not known to them." According to Jesse Kao Lee, project manager of the Hmong Project, parents "believed that when children are young, they cannot learn anything before age 6 or 7. We had to talk to them about brain development" (Sparks, 2009, p. 3). Some cultures may not believe in early childhood education or may not have equitable access to resources for early childhood education. Respecting and accepting all cultural values is important when working with cultures represented in the school. Providing parent education based on family need is equally important. Additionally, the influence of prior educational experiences second language parents may have had as children has helped determine the extent to which parents are comfortable with the idea of becoming involved with their child's school (Eastern Stream Center on Resources and Training, 1998). As children, parents may have faced limited or negative

educational experiences (Hornby & Lafaele, 2011, p. 40). They do not wish for their child to endure the same hardships they experienced, so they are less likely to become involved in their child's education.

The educational background parents received in their native country may influence the level of parent involvement (Hornby & Lafaele, 2011, p. 40). The lack of confidence due to a lack of the language of instruction may also limit involvement. Some parents may have a viewpoint of not having “developed sufficient academic competence to effectively help their children” (p. 40). This becomes more evident “as students progress through secondary schools and academic work becomes more advanced” (Eccles & Harold, 1993, cited in Hornby & Lafaele, 2011, p. 40). Additionally, when families are new in a school district, parents may be scared to enter the school (H. Mu, personal communication, May 12, 2017). They may not feel comfortable in the school if they do not know how the procedures of the school work, such as a school's attendance policy, check-in procedure, or lunch procedure. As a Parent and Student Connector and interpreter, H. Mu stated that parents sometimes come to the school, but then leave before entering because they do not have an interpreter or do not know the school rules and do not know how to ask about them. Conducting sessions at the beginning of each school year for parents is important. Teaching simple school policy and taking the time to answer parents' questions about their child's school helps to bridge the gap making parents feel welcomed and valued at school (LaRocque et al., 2011, p. 119).

Also noteworthy is the influence of socioeconomic status (SES) over the level of parental involvement (Hornby & Lafaele, 2011). When families with low SES struggle to provide the basic needs, parental involvement can be inconsistent. The needs of these families go far beyond the educational process of their children (Van Velsor & Orozco, 2008). Once these needs are

met, the focus can begin to shift to intentional parent involvement. It is part of an educator's job to help parents of their students find the resources necessary to ensure the students' basic needs are met. School nurses and social workers are valuable resources and partners in effective parental involvement.

Parents of English learners may encounter daily challenges which prevent active involvement in their children's education. Work schedules (Bigelow & Schwarz, 2010) can affect the ability to participate in school functions. If two parents are in the home, one may work during the day and the other at night. This makes attending school activities and conferences difficult. Mapp (2003) stated that many parents work more than one job, as well as having responsibilities of caring for children and elderly parents who may live with them (cited in Van Velsor & Orozco, 2007). A lack of childcare is another obstacle that prevents parental involvement (Bigelow & Schwarz, 2010; Smith et al., 2008). Due to the types of jobs parents can find to meet the basic needs of their families, some do not have the monetary means to ensure childcare for their children while attending school functions. Parents who have a large, extended family may have family members who live close enough to help care for their children, but that option is not always available. Families who speak a language other than English may have a large family who lives with them, which may create a financial hardship as well. In addition to low SES, acculturation, inflexible work schedules, and a lack of childcare and transportation are large issues among ELL families (Bigelow & Schwarz, 2010; Smith et al., 2008). These challenges continue to take precedence over education and literacy acquisition.

Benefits and challenges affecting literacy.

...proficiency in English, particularly the ability to read and write the kind of English that educated adults use, goes hand in hand with access to a much broader range of

information and affords a wider set of opportunities, particularly economic opportunities. (Wrigley et al., 2009, p. 5)

Benefits. Acquiring literacy in another language is challenging, yet the benefits are promising. Basic interpersonal communicative skills and cognitive/academic language proficiency are necessary to have communicative competence in daily interpersonal and academic exchanges (Brown, 2016, pp. 206-207).³ Research in language acquisition highly suggests that English learners who can read in their first language are able to apply their literacy knowledge to reading in a second language (Pearson & Hoffman, 2011, cited in Peregoy & Boyle, 2017, p. 343).¹ Specifically, Peregoy and Boyle (2017) found that first and second language readers “use their knowledge of sound/symbol relationships, word order, grammar, and meaning to predict and confirm meaning.” (p. 341).¹ Readers also “use their background knowledge about the text’s topic and structure along with their linguistic knowledge and reading strategies to achieve their purpose for reading.” (Peregoy & Boyle, 2000, cited in Peregoy & Boyle, 2017, p. 341).¹ When literate in any language, an array of opportunities is present, including strong connections between school and home. Immigrants depend on their children as a resource when learning English. A study by Brown (2012) confirmed the important role of a child in a mother’s experiences learning English. The child served as a language tutor, “helping her mother develop a positive sense of identity and self-efficacy as an adult second language (L2) learner” (p. 218). Raised from the age of two in the United States, the child was considered a native-like speaker of English and Spanish. The child’s identity afforded her cultural, linguistic, and psychological power to influence her mother’s “language-learning efforts and, potentially more consequential, in the construction of her mother’s identity and self-worth as an L2 learner” (p. 218).

Children of culturally and linguistically diverse parents are afforded daily opportunities to learn English in U.S. public schools. It is equally important for parents to be given the same opportunity when desired. When parents and students have a language barrier, a “poverty trap for families” is formed, according to a study conducted by the Center for American Progress titled “The Case for a Two-Generation Approach for Educating English Language Learners” (Ross, 2015).⁴ Research has shown that parents who lack English skills are more likely to have higher rates of unemployment and lower wages than those proficient in English. Studies also demonstrate that immigrants proficient in English earn more than limited English proficient immigrants (Wilson, 2014, cited in Ross, 2015).⁴ Higher English proficiency among immigrant parents is “associated with higher academic and economic success of their children” (Wilson, 2014, cited in Ross, 2015).⁴

Challenges. Accompanying the benefits of native and English language literacy are challenges that represent the journey to a new land and language for culturally and linguistically diverse populations. The benefits of being literate outweigh the disadvantages. An adapted story by Miller (2009) added to the experience one young Somali woman had of living without literacy in the United States. She found obstacles in finding a job and had difficulty filling out a job application. She would memorize phone numbers but could not remember whose number was whose. It was also difficult to read a medicine label and the woman was suspicious of signing papers in fear of having her son taken (cited in National Institute for Literacy, 2010). Additionally, factors which may influence literacy development in adults learning English may include first language (L1) literacy, educational background, second language (L2) proficiency, and goals for learning English (National Center for Family Literacy & Center for Applied Linguistics, 2008).

Poverty. Batalova, Mittelstadt, Mather, and Lee (2008) concurred that one of the major causes of limited literacy is poverty (cited in Bigelow & Schwarz, 2010). The effects of poverty can be devastating for many people. There are connections between English proficiency, wages, and opportunities (Wrigley et al., 2009). Wrigley and Powrie (2008) found that most immigrants are found in entry-level jobs that pay low wages (cited in Wrigley et al., 2009). These wages are not enough to sustain a family and many immigrants work two or three minimum-wage jobs to provide for their families. Social acceptance and financial well-being (Brown, 2012) are sought for adults acquiring English or improving upon the English they already have. Decades of research has confirmed that “high rates of poverty are strongly associated with low levels of educational achievement” (Wright, 2015, p. 13). The Urban Institute reported that “over 60% of ELLs come from low-income families; about half have parents who never completed high school, and many of those have less than a 9th grade education” (p. 13). Despite these confirmations, many families living in poverty recognize the importance of education. Fitzgerald, Spiegel, and Cunningham (1991) (cited in Saracho, 2017), found that the value of education was rated higher by lower income parents than by higher income parents. While the value of education is high, locating services is difficult for those in poverty and often falls low on the list of daily survival.

Immigration. The status of immigration holds value in consideration of one’s ability to acquire native and English language literacy. Literacy can have positive or negative value depending on a person’s experiences, which may occur during immigration processes. Refugee status is a key consideration when determining the level of literacy, a person has or has not acquired. According to the United Nations High Commissioner for Refugees (UNHCR) a refugee is defined as an individual who fled from his or her country for fear of persecution on

account of race, religion, and nationality, membership of a certain social group or political opinion (UNCHR, 1951, cited in Kupzyk et al., 2016). A total of 69,909 refugees were admitted into the United States in 2013; 26,933 were children (Martin & Yankay, 2014, cited in Kupzyk et al., 2016). Qualifying for refugee status is a long and emotional process, according to A. Salad, a previous interpreter for the United Nations (A. Salad, personal communication, February 17, 2017). In reflection of her experiences when she interpreted for asylums who were applying for refugee status, she reported that the interview process for doing so could take as long as three hours per person and it was very emotional and traumatic for those telling their story. On occasion, family members travel hundreds of miles to a port, but if they were denied refugee status, they likely had to return home. The return was often a treacherous and dangerous trip. Reasons refugees seek refugee status include but are not limited to: war trauma, flee for safety, death of family members, sexual violence and search for education and employment. Researchers have reported the three phases of the refugee process: preflight, flight, and resettlement (Kupzyk et al., 2016, p. 205). Refugees may witness stresses not limited to the outbreak of war, family member disappearances, and famine. Continued stressors and traumatic events can also occur during the flight phases. “In fact, the intensity, duration, and number of psychological traumas experienced during the flight period can predict the risk for resettlement problems upon arrival in the resettlement country” (Kunz, 1973, cited in Kupzyk et al., 2016, pp. 205-206). During the third phase of resettlement, cultural, social, and psychological factors make the process more complex (Gonsalves, 1992, cited in Kupzyk et al., 2016). Stresses including language differences, culture, values, and demands of the newly acquired culture may be present upon resettlement. Refugees may experience difficulty in meeting their basic needs such as

living accommodations, finding education for children, transportation, and employment (Clinton-Davis & Fassil, 1992, cited in Kupzyk et al., 2016).

Acculturation. Learning a new language is challenging, and once resettled, learning about the culture that accompanies the language poses even more challenges. “Acculturation is a process in which members of one cultural group adopt and learn the beliefs and behaviors of another cultural group, while still maintaining their own cultural practices” (O’Leary, 2014, p. 1). According to Eastern Stream Center on Resources and Training (1998), there are four stages of acculturation: euphoria, culture shock, anomie, and assimilation. During euphoria, persons experience a period of excitement for their new surroundings. This stage turns into culture shock, in which feelings of “estrangement, anger, hostility, indecision, frustration, unhappiness, sadness, loneliness, homesickness, and even physical illness,” begin to develop into a panic or crisis mindset (Brown, 1994, cited in Eastern Stream Center on Resources and Training, 1998, p. 3). Anomie is a stage of gradual recovery for the person. Individuals begin to accept the changes they have endured and start to show empathy toward people of the new culture. They feel caught between two cultures. The last stage of acculturation is assimilation. Near or full recovery is shown by the acceptance of the new culture. The person will have self-confidence in the “new” person that has developed within the culture. Educators must make an effort to understand where parents and students are in their acculturation process. Enculturation is defined as the process in which an individual (usually born into the culture) learns the traditional content of a culture and assimilates its practices and values (Merriam-Webster Online Dictionary, 2010). After acculturation, one must learn how to put the values and norms of a society into practice. Without enculturation, functioning in society would be difficult.

During the transition period, immigrants and refugees can experience psychological, physical, and social difficulties when introduced to a new culture. Acculturation stress “reflects the anxieties and concerns about the sense of loss of familiarity that occurs when adjusting to or integrating into a new system of beliefs, routines, and social roles” (O’Leary, 2014, p. 5). Effects of acculturation stress and trauma may develop symptoms including, but not limited to depression, sadness, isolation, or loss of appetite. Refugees coming from cultures where family is highly valued, are often faced with shifts in family dynamics that can be stressful. Women may begin to work outside the home and “children adapt more quickly than their parents and find themselves acting as translators and cultural brokers for their elders” (Ullman, 1997; Weinstein, 1998, cited in Seufert, 1999). Acculturation stress can also lead to poor mental health. Mental health is a state of well-being and is an important part of a person’s overall health. For undocumented immigrants, living a life of constant anxiety is common. Mental health conditions for the undocumented may include social isolation, depression, and anxiety. When undocumented, access to mental health care services is limited, therefore hindering immigrants’ health (O’Leary, 2014). Seeking mental health services varies among ethnicities. Obstacles include a lack of access to healthcare and insurance, and a “limited number of service providers who can offer treatment in languages other than English. In addition, some providers also lack “cultural sensitivity and competence to effectively address the mental health needs of immigrants” (O’Leary, 2014, p. 465).

Additionally, the risk and act of deportation affects adult English learners and their ability to become literate in their native language or English. If culturally and linguistically diverse populations arrive in the United States without proper immigration documentation, they are at risk for deportation back to their country of origin. The Department of Homeland Security

(DHS) defines deportation as “the removal of an alien from the United States for violation of criminal or immigration laws” (O’Leary, 2014, p. 54). The process of deportation would have negative effects on the learning process for someone who had enrolled in an Adult Education program.

Adult education. Adult Education programs offer Basic English skills and literacy to adults over the age of sixteen. As immigrants, adult English learners may have limited formal education in their native language or have formal education, and lack language and literacy skills in English. Zehler et al. (2003) estimated that “more than 50% of parents of K-12 ELLs have not completed more than 8 years (less than high school) of formal education” (cited in Lukes, 2011, p. 22). Additionally, Cheng (1998) indicated that refugees may arrive with postgraduate degrees, or they may be unable to read and write in their own languages (cited in Seufert, 1999). Adult English learners often speak unwritten languages or indigenous languages as their first language (Bigelow & Schwarz, 2010). Regardless of the amount of literacy or previous education, however, like many adult immigrant learners, refugees were often educated in systems that stressed listening, observing, and reading; imitating and responding to teachers' questions; and taking tests that required only the recall of factual information. English language acquisition programs (U.S. Department of Education, 2015) help English learners achieve “competence in reading, writing, speaking, and comprehension of the English language” when delivered in the right context and support of English learners’ needs. Availability of English language acquisition programs for adults learning English can be limited, depending on the size of the city one lives in. Since these programs receive funding from federal funds, state funds, and local agencies, funding may not be available to continue the implementation of such programs. The work of Brown (2012) supports the challenges adult English learners face despite program availability:

“Even in areas where adult ESL education is available and not subject to strict eligibility requirements, only a small percentage of adult LEP learners, both documented and undocumented, are able to take full advantage of language classes because of long work hours and familial obligations.” (p. 219)

Adult Education program typically include six components, consisting of adult literacy instruction, developmental education, General Educational Development (GED) preparation, English to Speakers of Other Languages (ESOL) education, citizenship education, and family literacy (O’Leary, 2014). Even though options are available, additional influences may limit adults’ attendance in classes. Adkins, Birman, and Sample (1999, cited in Seufert, 1999) recognized that the “stress and trauma that refugees experience may be manifested in symptoms such as difficulty concentrating, memory loss, fatigue and drowsiness, somatic complaints, and frequent absences that can have a direct effect on learning.” The symptoms experienced support a well-known adult life theory. Seufert (1999) referenced McClusky's “power-load-margin” formula (cited in Main, 1979, pp. 19-33) that can be applied to refugees today: “‘Power’ is the total amount of energy a refugee has, ‘load’ is the energy used for basic daily survival, and ‘margin’ is what is left and can be applied to other activities such as learning.” Adult refugees and immigrants learn English at different rates and McClusky’s formula reinforced that reasoning, as well as why more time is necessary to learn English at high levels. Seufert (1999) also recognized that once the English language is acquired, adult learners’ goals for self-sufficiency are supported, resulting in having “enough language to be eligible for job promotions and higher education.”

Adult, immigrant English learners, who are not literate, have been deprived of educational opportunities in their native country due to ethnic oppression (Bigelow & Schwarz,

2010) or natural disasters that have caused disruption in communities and educational opportunities (Schwarz, 2005, cited in Bigelow & Schwarz, 2010). Reasons for a lack of literacy include but are not limited to: cultural expectations, civil war, genocide, famine, and forced migration (Bigelow & Schwarz, 2010). Once in the United States, learners who are not literate in their L1 may reject the idea of becoming literate in their L1. Gillespie (1994) concluded that learners preferred to focus on English literacy since it carried more status than L1 literacy; furthermore, learners felt they would not learn English if they continually used their L1 (cited in Bigelow & Schwarz, 2010). This finding does not disown the importance of native language literacy and its benefits to one's community and society. Having the ability to overcome such challenges as an immigrant requires patience, dedication, hard work, help from others, and most importantly, the gift of time.

Generational and family literacy. Literacy traditions in the home and community affect people differently, yet they are critical to the development of literacy skills. Adult language learners have a range in literacy ability that is dependent upon early learning experiences in the home and school. These experiences often influence the tradition of literacy that is developed in the home. Careful consideration and appreciation of that literacy knowledge is beneficial when working with adults and children alike. Illiteracy can affect generations in negative ways. According to Cooper (2014), literacy is “very much an intergenerational, inheritable attribute” (p. 8). Factors such as poverty and lack of education among adults cause isolation from the working world and parenting experiences (Chance, 2010, p. 10) such as family literacy that could be participated in. Chance (2010) referenced Darling's (2004) finding that “the poverty of experience is then transmitted across generations” (p. 606).

In recent years, the concept of family literacy has presented itself as a valuable asset in building successful relationships and literacy skills among parents and children. The Florida Reading Association (2014) defined family literacy as “the ways parents, children, and extended family members use literacy at home, at work, at school, and in their community life” (cited in Kuo, 2016, p. 200). Research has affirmed the idea that literacy development begins at birth when a literacy-rich environment is provided. Once rapport and trust is established with immigrants, parents can be taught the importance of their “role in their child’s early literacy development” (Kupzyk e tal., 2016, p. 209). Participation in family literacy programs offered in schools and the community is often the first step towards literacy. Refugee families may or may not have had access to libraries prior to resettling in the United States. Libraries offer free resources (p. 210) that provide exposure to print materials valuable to parents and children aiming to attain literacy.

Larrotta and Yamamura (2011) examined a family literacy project which included Latino parental involvement. Research questions for this study included: (1) how does a family literacy project in which participants study literacy strategies through reading and discussing culturally relevant texts facilitate Latina/Latino parental involvement? and (2) what types of community cultural wealth do participants develops as a result of their interactions and family literacy practices? Data collection sources included questionnaires, interviews, field notes, and reflective journals of parents. This study was supported by Freire’s (1970) emancipatory learning theory and Yosso’s (2005, cited in Larrotta & Yamamura, 2011). Community Cultural Wealth, or CCW approach. The emancipatory learning theory is based on the development of instructors and students who develop understanding and knowledge about unsatisfactory circumstances. Learners identify problems, ask questions, and analyze and develop transformative strategies.

Diverse communities who use this theory are often affected positively with strength in academic and social success. Yosso's CCW approach offers six components evident in diverse communities, more specifically in Latino communities. The six components are interconnected in support of family literacy development among Latinos. The six components of Community Cultural Wealth are: aspirational capital, familial capital, social capital, linguistic capital, resistant capital, and navigational capital. Each component helps validate cultural strengths in communities. The forms of capital are "interconnected" and allow examination of the "complexity and confounded nature" (cited in Larrotta & Yamamura, 2011).

The family literacy project goals included providing parents opportunities to participate in meaningful parent involvement experiences. The project was held in partnership with a local elementary school of 900 students. Ninety percent were Latina/Latino and 50% were English learners. The event took place at the school in two classrooms. Childcare was provided during the project sessions. Sessions continued for 2 hours each week for 12 weeks in the spring of 2007. The data from questionnaires, interviews, field notes, and parents' journals, were collected in Spanish and then translated into English. Parents were asked to complete questionnaires at the beginning, middle, and end of the sessions. The study was successful in connection with the six components of Yosso's CCW approach. The findings are consistent with research including benefits of parent involvement in children's education. For the purpose of the study, the authors' findings showed the promotion of meaningful Latina/Latino parental involvement. Conclusive perceptions from this study included the sustainment of culturally responsive parental involvement. In order for long-term continued success of programs like this, frequent and ongoing communication between teachers and parents must occur. Mindset shifts should be

considered as parents are viewed as cultural experts and capable adults in this family literacy process.

Meaningful parental involvement engages parents in literacy practices, benefitting both adults and children (Flouri & Buchanan, 2004; Larrotta & Gainer, 2009, cited in Larrotta & Yamamura, 2011). The five pillars of family and community engagement (FACE), The five pillars of family and community engagement (FACE), reviewed by Kuo (2016), examined five elements and their influence on preservice teachers' knowledge of family literacy practices. The five pillars included: early literacy, family involvement, access to books, expanded learning, and mentoring partnerships. Eleven undergraduate, preservice teachers at a midsize public university participated in the study. A total of 20 sessions of in-class discussions and activities, and 30 hours of fieldwork at a nonprofit literacy center were completed. A different pillar was the focus of each week's session. Study results indicated that the five pillars of FACE were found to increase the preservice teachers' knowledge of family literacy and influence their future practice in teaching. This review of family literacy demonstrated the impact knowledge of family literacy practices has on preservice teachers entering the field of education. "Family literacy involves factors beyond what is done at home between parents and children" (Kuo, 2016, p. 199). Future educational and community leaders can utilize pivotal studies as these to effectively plan and implement similar programs tailored to meet the needs of parents and students in the community.

Summary

Adult literacy and illiteracy among language learners has become an interesting topic of investigation in recent years. Little research has been conducted on adult English learners, their literacy ability, and the effect on their children's education. The research presented a historical review of adult literacy and illiteracy in the United States to provide a clearer understanding of

how literacy affects many in daily life. Adult learners acquiring a new language may face challenges that inhibit new language and literacy learning and parental involvement. Research has indicated numerous barriers, which affect the language acquisition of adult language learners. These challenges not only affect adults, but their families as well.

Additionally, foundational research concur the critical impact English learner parental involvement has on a child's successful educational experiences. Parental involvement is viewed differently by parents and educators, and holds multiple definitions for stakeholders. Cultural and linguistic differences play a large role in determining educational values in families. It is necessary for schools and educators to provide a safe and welcoming school environment in order to build positive relationships with families across all ethnicities. Chapter III describes the participants, human subject approval—Institutional Review Board, instruments for data collection and data analysis, research design, procedure and timeline, and a summary of the chapter.

Chapter III: Methodology

Introduction

The purpose of the quantitative study was to examine English learner parent perceptions of the impact their native and English language literacy proficiencies had on their involvement in their children's education. The study also sought K-12 public school administrators' perceptions of English learner parental involvement and the possible challenges affecting that involvement. The study intended to provide information and insights for parents and administrators to positively affect English learner parental involvement.

The challenges of parental involvement in schools across the nation can be understood more easily when a basic overview of literacy and illiteracy, native and English language literacy proficiency benefits and challenges, and demographics, best practices and effective programs have been provided. Additionally, K-12 public school administrator perceptions were examined in the study to gain knowledge of parental involvement in three southern Minnesota communities. The study collected qualitative and quantitative data which were analyzed and reported. Furthermore, the study identified specific needs of parents of English learners related to their native and English language literacy proficiency and parental involvement. The results of the study and recommendations may be shared with teachers, administrators and community agencies that have direct connections with the schools.

Four questions guided the research:

1. What did immigrant parents of English learners perceive as the proficiency levels of their native and English language literacy proficiency?
2. What did immigrant parents of English learners report as the challenges that affected their native and English language literacy proficiency levels?

3. What did immigrant parents of English learners report as the effect of their proficiency levels of native and English language literacy on their involvement in their children's education?
4. What did select Minnesota K-12 public school administrators report as the levels of immigrant English learner parental involvement in their schools and school districts?

Research Question One was designed to help the researcher understand how parents perceived their native and English language literacy proficiency. Research Question Two was designed to provide an understanding of the challenges parents have endured along the path to literacy in native and English languages. Research Question Three was intended to provide school and community constituents' information on the impact native and English language literacy proficiency had on parental involvement. Community constituents included partnering community agencies such as local libraries or health clinics, interpreters and translators, and anyone else who had a direct connection and partnership with the school that could impact English learner families. Finally, the purpose of Research Question Four was to gain clarity of school administrator perceptions of parental involvement in their districts and schools and understand perceived challenges parents encounter. This chapter describes the participants, human subject approval - Institutional Review Board, instruments for data collection and data analysis, research design, procedures and timeline, and a summary of the chapter.

Participants

The population selected for the study consisted of two groups of people: immigrant parents of English learners and K-12 public school administrators. Parents invited to complete the survey were attending an English language acquisition program or Adult Basic Education program classes in southern Minnesota. The researcher sought permission from each of the three

school district superintendents in order to conduct the survey (Appendices A-C). The Adult Basic Education programs were part of a joint collaborative between the school district and community education. Visits by the researcher were arranged with the Adult Basic Education coordinators at three Adult Basic Education Centers in southern Minnesota. The program coordinators notified class participants that a survey would be available to complete if they chose. A letter of informed consent, along with copies of the survey for each participant were presented during each visit. The letter explained the study, its purpose, and invited participation in the study (Appendix K). The informed consent letter and survey were provided in multiple formats: read in English, interpreted in a native language via recording, or provided in translated form. The researcher provided each interpreter and translator a stipend of \$60 to cover appreciation and labor of interpreting and translation of the needed documents for the study. The three communities were chosen because they have large minority populations. The researcher administered surveys to each of the following ethnic groups of parents: Karen, Latino and Somali parents. Although people of many ethnicities reside in Minnesota, the Karen, Latino and Somali ethnicities were chosen because they had the greatest minority population in southern Minnesota.

The researcher visited the English language acquisition classes in the Adult Basic Education centers to administer the survey (Appendix F). A database of participants was not necessary due to the possible variation in class attendance. Attendance may have been inconsistent due to factors including immigration or acculturation stress, lack of English language proficiency, work schedules, transportation or childcare. Survey participants participated voluntarily by a show of hands once they acknowledged they had a child or children attending school. Participants then signed an informed consent. The study was explained through

a recorded interpretation of the informed consent. The researcher anticipated a total of 75 parents to complete the survey. The number was appropriate for the size of classes the researcher attended at each site and was an appropriate estimate given the time the researcher could offer to visit each site. The actual number of participants in the study was 66.

The second group of participants included K-12 public school administrators. The survey (Appendix J) was sent to elementary, middle and high school principals and assistant principals through electronic mail by each consenting superintendent of the three school districts chosen. The school districts chosen were in the same cities as the Adult Basic Education programs to allow for consistency in populations the school district serves. Immigrant parents of English learners who attend Adult Basic Education classes most likely sent their children to the schools in the school districts where the administrators were employed. The superintendents or superintendents' assistants sent an email to K-12 administrators with the researcher's explanation, informed consent and survey link (Appendix D). Participants were notified in the email that their participation was voluntary and not required. The researcher anticipated a total of 26 administrators to participate based on information located on each school district's website. The actual number of participants in the study was 17.

Human Subject Approval—Institutional Review Board (IRB)

In order to ensure compliance with the Federal Policy for the Protection of Human Subjects (45 CFR 46), approval of the study was obtained from the St. Cloud State University Institutional Review Board on December 27, 2017. The study proposal was submitted to the Institutional Review Board at St. Cloud State University for review, consideration and feedback. The researcher described details, ethical implications, and the procedures that would be implemented to protect the participants and data obtained during and after the study. Upon

review, small necessary changes to the informed consent letter were made (Appendix K). The Institutional Review Board (IRB) at St. Cloud State University reviewed the human subject proposal in the study and found it satisfactory. The approval letter was attached for the reader's reference and review (Appendix L).

Instruments for Data Collection and Analysis

The parent survey was designed by the researcher to reflect research findings in the review of related literature and the guiding research questions (Appendix F). The survey was distributed to immigrant parents of English learners in the three communities chosen for their diverse population. In appreciation of language and culture, the surveys were translated into the native languages of the participants and a recording of the survey in each language was available upon request in order to accommodate the literacy needs of the participants. The survey was distributed in paper form in order to accurately record participant responses. The researcher provided pens for participants to complete the survey. The researcher was available during the survey to answer questions and offer the interpreted recordings of the survey. Translated copies of the survey were also offered as requested. In appreciation of survey participants completing the survey the day the researcher visited each site, cookies and doughnuts were provided.

The researcher sought permission from each school district superintendent in order to conduct the survey (Appendices A-C). Participants were given an informed consent letter and a verbal invitation to participate in the study in person. The letter explained the study, its purpose, invited participation in the study (Appendix K). Participants who agreed to participate signed the consent form. The survey was collected over an eight-week period and included three site visits.

The survey included 17 questions designed to obtain information regarding parent perceptions of their native and English language literacy proficiency and their perceptions of the

effect of challenges on parental and family engagement in their children's education.

Demographic information was collected from the participants, including ethnicity, gender and amount of time they have resided in the United States. There were four questions with answer choices of "yes" or "no". Thirteen questions had two to seven specific choices from which to choose. Space was provided at the end of five selected questions for open-ended responses. The questions on the survey corresponded to the first three research questions guiding the study. Four questions related to research question one which inquired about the participants' reported native and English language literacy proficiency. Three demographic questions corresponded to research question two which addressed the benefits and challenges in adult English learners' lives which have affected native and English language literacy proficiency and parental involvement. The remaining 13 questions related to research question three inquired about parents' perceptions of their native and English language literacy proficiency and its effect on their parental involvement.

The survey designed by the researcher for K-12 public school administrators was distributed to K-12 principals and assistant principals in the communities selected to participate in the study (Appendix J). A final email was sent to survey participants (Appendix E) in an effort to increase participation. The survey included ten questions designed to supply information to answer the fourth research question guiding the study. Questions included student enrollment of the school district, student enrollment of the school in which the administrator worked, school level (elementary, middle or high school), and district English learner student enrollment. Administrators were asked to share their perceptions of the English learner parental and family engagement level in their district. The perceived challenges preventing parent participation in school events was asked as it was in the parent survey. Additionally, the perceived need for more

English learner parent involvement was asked as well as information regarding improvement efforts for engagement of English learner parents and staff development offerings. Finally, administrators were asked about their collaboration with community or outside agencies to provide quality programming for parents of English learners.

The reliability of the parent survey was determined through working with the interpreters and translators to create a product that would be clearly understood by survey participants regardless of the language used. The same explanation of the study, purpose, and invited participation in the study was also the same for all participants. Variation in reliability could have happened due to the literacy proficiency levels of the parent participants. The reliability of the administrator survey was determined by the use of the same explanation of the study, purpose, and invited participation in the study. Each administrator participant also worked at a school and district that had English learners in attendance. The reliability of the study varied depending on the open-ended question responses that related to each site. The parent survey had validity because it measured the perceived native and English language literacy proficiency of parents and perceived parental involvement.

A pilot test was conducted on a small scale to ensure clarity of directions and test questions. Ten randomly selected parents of English learners who had children attending a local school in the pilot study were selected to respond to the parent survey. Preliminary survey results yielded anticipated and similar findings to the actual study. Preliminary results were not included in the findings of the study. The administrator survey was shared with colleagues and professors in the researcher's cohort in order to gain constructive feedback for successful delivery.

Research Design

The use of a quantitative methodology was used to gather participants' responses and perceptions. The methodology allowed for reporting of underlying themes from the open-ended questions and therefore identifying correlations between adult literacy in native and English language literacy proficiency and its effect on parental involvement in a child's education.

The use of quantitative methodology allowed the researcher to sample a large population of immigrant parent participants in order to more accurately reflect the immigrant population across southern Minnesota. Narrative data in the form of open-ended questions allowed the researcher to make generalizations from the descriptive data. An online survey method, Survey Monkey, was developed for administrator participants as they reported their perceptions of English learner parental involvement in their schools and school districts. Collecting the study's findings through an online survey ensured that the researcher's biases were not revealed to participants. The procedure also protected the identities of study participants from the researcher.

Data Collection Procedures

The researcher sought permission from each school district superintendent in order to conduct the survey (Appendices A-C). Visits were then arranged at the three Adult Basic Education Centers in southern Minnesota and a letter of informed consent, along with copies of the survey were presented to all students in attendance during the visit who would be potential participants. The letter explained the study, its purpose, and invited participation in the study (Appendix K). The informed consent letter and survey were provided in multiple formats: read in English, interpreted in a native language via recording, or provided in translated form (Appendices G-I). Participants had the option to request one or more accommodations to meet their literacy needs. An informed consent form notified that any personal information included in

the survey would remain confidential. The participants were notified that they would be able to gain access to the results of the study if they requested them. The researcher decided to distribute the survey in paper format in order to accurately record participant responses and avoid more barriers in addition to language.

The administrator survey was collected over a four-week period. Once approved, the researcher sent an email with a description of the study, its purpose, and invited participation in the study. The survey included information of voluntary consent and limited identifying information. The participants were notified that they would be able to access the results of the study if they requested them.

Data Analysis

Once data were collected, they were analyzed and sorted by participant responses by the researcher. Data were then recorded and organized into an excel spreadsheet by the researcher. Tables were constructed to organize and display the data. The researcher then reviewed the data collected for common themes and correlations between reported adult native and English language literacy proficiency and parental involvement. The statistical application used to determine correlations was frequency distribution. The responses to the open-ended questions were included after the table data.

Procedures and Timeline

- Permission sought from three select K-12 public school superintendents in order to conduct one immigrant parent survey and one K-12 public school administrator survey - November to December 2017
- Arranged visits made to three select Adult Basic Education programs in southern Minnesota - December 2017 to January 2018

- Email communication to K-12 public school administrators sent with link to Survey Monkey and invited participation in the study - January 2018
- Final email communication to K-12 public school administrators sent to increase participation in the study - February 2018
- Data were gathered and analyzed - June to August 2018
- Final presentation of the study - February 2019

Summary

This chapter included the methodology, population and sample, instrumentation, and data analysis. Chapter IV will report the data as it was collected for both the immigrant parent survey and the K-12 public school administrator survey.

Chapter IV: Results

Introduction

This chapter reports the data findings from the study presented and is organized by each research question. Tables reporting the data are presented based on the study research questions and survey question responses; a detailed description of data findings accompanies each table.

Purpose of the Study

The purpose of the quantitative study was to examine immigrant English learner parent perceptions of the impact their native and English language literacy proficiencies had on their involvement in their children's education. The study also sought K-12 public school administrators' perceptions of English learner parental involvement and the possible challenges affecting that involvement. The study intended to provide information and insights for parents and administrators to positively affect English learner parental involvement.

Research Questions

1. What did immigrant English learner parents perceive as the proficiency levels of their native and English language literacy?
2. What did immigrant English learner parents report as the challenges that affected their native and English language literacy proficiency levels?
3. What did immigrant English learner parents report as the effect of their proficiency levels of native and English language literacy on their involvement in their children's education?
4. What did select Minnesota K-12 public school administrators report as the levels of immigrant English learner parental involvement in their schools and school districts?

The chapter includes the results of 66 parent and 17 administrator surveys as they relate to each research question. The demographic information is reported first and then the survey results for each research question are discussed.

Demographic Information

The ethnicity of participants and the number of years they have lived in the United States are reported in Tables 1 and 2.

Table 1

Reported Immigrant Parent Ethnicity

Reported Ethnicity	# Participants	Percentage of Participants
Latino	33	50.0
Somali	24	36.4
Karen	9	13.6
Hmong	0	0
Total	66	100.0

Table 1 data reveal the results of participants' reported ethnicity. The Latino ethnicity was reported by 50.0% (n = 33) of the participants. Another 36.4% (n = 24) of participants reported having Somali ethnicity and 13.6% (n = 9) participants reported having Karen ethnicity.

Table 2 data describe the number of years participants reported they lived in the United States.

Table 2

Reported Years Lived in the United States

Years lived in United States	# Participants	Percentage of Participants
0-5 years	24	36.4
More than 10 years	23	34.8
6-10 years	19	28.8
Total	66	100.0

Note. Participants provided hand-written responses. Due to the variety of responses, the years were grouped together for reporting purposes.

Table 2 data reveal that of the 66 participants, the largest number, 24 or 36.4% reported living in the United States for 0-5 years. The second largest number of participants (n = 23, 34.8%) reported having lived in the United States for more than 10 years, while the fewest number of participants, 19 or 28.8%, reported living in the United States for 6-10 years.

Research question one. What did immigrant English learner parents perceive as the proficiency levels of their native and English language literacy proficiency?

Table 3 provides the data for how the participants rated their native language and English language proficiency.

Table 3

Native Language Literacy Proficiency and English Language Literacy Proficiency

Native and English Language Literacy Proficiency	# Participants	Percentage of Participants
Native language literacy proficiency	52	79.0
No native language literacy proficiency	12	18.0
No reply (native language)	2	3.0
Total	66	100.0
English language literacy proficiency	45	68.0
No English language literacy proficiency	19	29.0
No reply (English language)	2	3.0
Total	66	100.0

Note. Participants had the choice to select “high proficiency”, “some proficiency”, or “no proficiency” for the native language literacy proficiency and English language literacy proficiency options. If participants reported their literacy proficiency in either language as “high” or “some”, the responses were combined into either the native language literacy proficiency or English language literacy proficiency categories, indicating at least some degree of literacy proficiency.

Table 3 data reveal two participants (3.0%) did not respond to the question regarding either native language literacy or English language literacy proficiency. Those who reported having high or some degree of native language literacy proficiency totaled 79.0% (n = 52) of all participants. Having no native language literacy proficiency was selected by 18.0% (n = 12) of all study participants. Those participants who reported having high or some degree of English language literacy proficiency totaled 68.0% (n = 45), while 29.0% (n = 19) of study participants reported having no English language literacy proficiency.

Research question two. What did immigrant English learner parents report as the challenges that affected their native and English language literacy proficiency levels?

Research Question Two data are detailed in Tables 4 through 6. Table 4 reports the years of schooling in native countries the study participants recorded. The choice of no reply was not included in the reported data.

Table 4

Reported Years of Formal Schooling in Native Country

Years of Formal Schooling	# Participants	Percentage of Participants
0-5 years	15	25.0
6-10 years	21	35.0
More than 10 years	5	8.3
No formal schooling	19	31.7
No reply	6	
Total	60	100.0

Table 4 data reveal the total years of formal schooling participants reported they received in their native country. Participants could select “yes” or “no” to the question and also write in the total years they received formal schooling in their native country. Of the 60 participants who responded to this question, 35.0% (n = 21), reported having 6-10 years of formal schooling, and participants having no formal schooling totaled 31.7% (n = 19). Another 25.0% (n = 15) of participants reported having 0-5 years of schooling, while 8.3% (n = 5) of participants selected having more than 10 years of formal schooling.

Table 5 details the participants’ responses to the question of feeling welcomed at their children’s school.

Table 5

Feeling Welcome at School

Participant Responses	# Participants	Percentage of Participants
Yes	55	84.6
No	10	15.3
No reply	1	
Total	65	99.9

Table 5 data indicate that of the 65 participants who responded, 84.6% (n = 55) selected yes, they felt welcomed at their children's school and 15.3% (n = 10) said no, they did not feel welcomed at their children's school.

Table 6 illustrates the responses to challenges preventing participation in Adult ESL classes.

Table 6

Reported Challenges Preventing Participation in Adult ESL Classes

Challenges	# Responses	Percentage of Total Responses
Lack of English language proficiency	19	32.2
Work schedules	9	15.3
Immigration/Acculturation stress	7	11.9
Childcare	4	6.8
Transportation	1	1.7
Other, please list	1	1.7
None	18	30.5
No reply	8	
Total	59	100.1

Note. Participants had the ability to select more than one question category.

Table 6 data reveal that the largest number of responses, 32.2% (n = 19), selected the lack of English language proficiency as a challenge that hindered their participation in Adult ESL classes. The next largest number of responses, 30.5% (n=18), selected “none”, meaning participants experienced no challenges. A total of 15.3% (n = 9) of responses reported their work schedules were a challenge that hindered their participation in Adult ESL classes. Immigration/acclulturation stress received 11.9% (n = 7) of responses, and childcare received 6.8% (n = 4) of responses as challenges that hindered participants’ participation in Adult ESL classes. Transportation and other challenges each received one response.

Research question three. What did immigrant English learner parents report as the effect of their proficiency levels of native and English language literacy on their involvement in their children’s education?

Tables 7 through 16 reveal the survey data for research question three. Table 7 provides data related to the challenges which prevented parents’ participation in their children’s education.

Table 7

Reported Challenges Preventing Participation in Child's Education

Challenges	# Responses	Percentage of Total Responses
Lack of English language proficiency	46	73.0
Work schedules	7	11.1
Transportation	3	4.7
Immigration/Acculturation stress	1	1.5
Childcare	1	1.5
Other, please list	0	0
None	5	7.9
No reply	6	
Total	63	99.7

Note. Participants had the ability to select more than one question category.

In Table 7, the majority of participants, 73.0% (n = 46), stated their lack of English language proficiency was a challenge affecting participation in their children's education. Other challenges received few responses. Work schedules were reported as a challenge that affected 11.1% (n = 7) of participants'; 7.9% (n = 5) responses indicated there were no challenges; 4.7% (n=3) of responses identified that transportation affected their participation; and immigration/acculturation stress and childcare were each selected by one participant as a challenge that affected participation in their child's education.

Table 8 details the responses to the reported benefits of native language literacy proficiency.

Table 8

Reported Benefits of Native Language Literacy Proficiency

Benefits	# Responses	Percentage of Total Responses
The ability to use native language literacy proficiency to learn English	25	39.7
The ability to have communication skills	19	30.2
The ability to stay connected to native language and culture	18	28.6
Other, please list	1	1.6
No reply	5	
Total	63	100.1

Note. Participants had the ability to select more than one question category.

Table 8 data reveal participants' responses to the benefits of native language literacy proficiency. The largest number of responses, 39.7% (n = 25), cited by participants was the ability to use their native language literacy proficiency to learn English. The two next largest number of responses stated the benefits of native language literacy proficiency. The first totaled 30.2% (n = 19) for the ability to have communication skills; and 28.6% (n = 18) for the ability to stay connected to the native language and culture.

Table 9 reports participants' responses to the benefits of being skilled in the English language.

Table 9

Reported Benefits of Being Skilled in the English Language

Benefits	# Responses	Percentage of Total Responses
The ability to communicate with others	29	45.3
The ability to help my children with homework and be involved at school	20	31.3
The ability to find and keep a job	10	15.6
The ability to find resources in the community	5	7.8
Other, please list	0	0
No reply	3	
Total	64	100.0

Note. Participants had the ability to select more than one question category.

Table 9 reveals data regarding the participants' reported benefits of being skilled in the English language. The largest number of responses by participants, 45.3% (n = 29), cited their ability to communicate with others as a benefit of being skilled in the English language. The second largest number of responses by participants, 31.3% (n = 20), identified as a benefit of being skilled in the English language was the ability to help their children with homework and to be involved at school. Participants identified that finding and keeping a job, 15.6% (n = 10), and finding resources in the community, 7.8% (n = 5), were less important benefits of being skilled in the English language.

Table 10 provides the data of participants' responses of capabilities in helping their child with school.

Table 10

Areas of Parental Capabilities

Areas	# Responses	Percentage of Total Responses
Attending parent/teacher conferences and events at school	36	40.4
Asking about my child's day at school	23	25.8
Checking my child's folder	18	20.2
Helping my child with homework	12	13.5
Other, please list	0	0
No reply	3	
Total	89	99.9

Note. Participants had the ability to select more than one question category.

Table 10 data reveal participants' responses of their capabilities in helping their child with school. The largest number of responses, 40.4% (n = 36), indicated that they felt capable of attending parent/teacher conferences and events at school. The second most frequently identified capability, 25.8% (n = 23), was for asking their child about their day at school. The parental capability of checking the child's folder, accounted for 20.2% (n = 18) of responses, and 13.5% (n = 12) of participants felt capable of helping their child with homework.

Table 11 illustrates participants' reported rate of educational involvement.

Table 11

Reported Rate of Educational Involvement

Rate of Educational Involvement	# Participants	Percentage of Participants
Some	30	46.9
Much	29	45.3
Low	3	4.7
None	2	3.1
No reply	2	
Total	64	100.0

Table 11 data reveal that 46.9% (n = 30) of participants, reported having some educational involvement, while 45.3% (n = 29) of participants reported having much involvement in their children's education. Three participants or 4.7% reported their rate of educational involvement was low. Two participants or 3.1% reported no educational involvement.

Table 12 provides participants' responses for whether being skilled in a native language allows or prevents active involvement.

Table 12

Being Skilled in a Native Language and Active Involvement

Involvement	# Participants	Percentage of Participants
Allows active involvement	51	83.6
Prevents active involvement	10	16.4
No reply	5	
Total	61	100.0

Note. Responses are inclusive of Karen, Latino and Somali ethnicities represented in the study.

Table 12 data reveal that the majority of participants, 83.6% (n = 51), reported that being skilled in a native language allowed them to be actively involved in their children's education. Ten participants or 16.4% reported that being skilled in a native language prevented active involvement in their children's education.

Table 13 details participants' responses on whether being skilled in the English language allowed or prevented active involvement in their children's education.

Table 13

Being Skilled in the English Language and Active Involvement

Involvement	# Participants	Percentage of Participants
Allows active involvement	53	91.4
Prevents active involvement	5	8.6
No reply	8	
Total	58	100.0

Note. Responses are inclusive of Karen, Latino and Somali ethnicities represented in the study.

Table 13 data reveal that the majority of immigrant parent participants, 91.4% (n = 53), reported that skill in the English language allowed active involvement in their children's education. Five participants or 8.6%, reported that being skilled in the English language prevented active involvement in their children's education.

Table 14 reports data regarding participants' responses to types of teacher and school communication.

Table 14

Teacher and School Communication

Type of communication	# Responses	Percentage of Total Responses
Interpreter or translation services	45	66.2
English-only communication	22	32.4
No communication	1	1.5
No reply	3	
Total	68	100.0

Note. Participants had the ability to select more than one question category.

Table 14 data reveal that the majority of participants, 66.2% (n = 45), reported receiving communication through the use of an interpreter or translation services. The second largest number of responses, 31.0% (n = 22), received English-only communication from their child's school. One respondent revealed he/she received no communication from his/her child's school.

Table 15 illustrates participants' responses to events attended at their child's school.

Table 15

Events Attended by Immigrant Parents

Events	# Responses	Percentage of Total Responses
Parent/Teacher conferences	63	61.8
Reading or math nights	16	15.7
Music concerts	14	13.8
School carnival	5	4.9
English learner events	3	2.9
Movie nights	0	0
Other, please list	1	0.01
No reply	2	
Total	102	99.1

Note. Participants had the ability to select more than one question category.

Table 15 data reveal that the majority, 61.8% (n = 63), of participants' responses cited attending parent/teacher conferences when able. Reading or math nights received 15.7% (n = 16) of all responses, music concerts 13.8% (n = 14) of responses. Five participants identified that they attended school carnivals and three attended English learner events.

Table 16 demonstrates data regarding participants' responses regarding the ways schools can help parents be active in their child's education.

Table 16

Ways Schools Can Help Parents Be Active in Child's Education

Items provided	# Responses	Percentage of Total Responses
Materials for learning at home	35	45.5
Interpreters	23	29.9
Transportation	7	9.1
Childcare	4	5.2
Events offered at better times of day or evening	3	3.8
Other, please list	4	5.2
No reply	1	1.3
Total	77	99.9

Note. Participants had the ability to select more than one question category.

Table 16 data reveal that the most frequently selected responses by participants were providing materials for learning at home 45.5% (n = 35) and providing interpreters 29.9% (n = 23), while the need for transportation received 9.1% (n = 7) of the responses, and childcare received 5.2% (n = 4) responses as did the selection of other. Comments for the other selection included: "I can't decide because I work and I do not have a lot of time at home; provide internet at home because homework today is done on the internet; offer ABE program to teach parents

English; and classes for parents to learn English”. The need for events to be offered at better times during the day or evening received 4.5% (n = 3) of the participant responses.

Research question four. What did select Minnesota K-12 public school administrators report as the levels of immigrant English learner parental and family engagement in their schools and school districts?

For research question four, Tables 17 through 26 reveal the data for participating administrators’ survey responses.

Table 17 provides the student enrollment of school districts participating in the study—as reported by responding administrators—using the selections of 1-1,499, 1,500-2,499 and 2,500-3,499.

Table 17

Reported School District Student Enrollment

District Enrollment	# Administrators	Percentage of Administrators
1-1,499	1	6.0
1,500-2,499	4	23.0
2,500-3,499	12	71.0
Total	17	100.0

Note. Table figures represent the total school district student enrollment as reported by administrators who completed the survey.

Table 17 data reveal that the majority of administrators, 71.0% (n = 12), reported their school district student enrollments ranged between 2,500-3,499 students. Four participants or 23.0% reported school district student enrollments of 1,500-2,499 students, while one (6.0%) administrator reported the school district student enrollment ranged between 1-1,499 students.

Table 18 provides data regarding participating administrators' reports on the student enrollment of their schools.

Table 18

Reported School Student Enrollment

Student Enrollment	# Administrators	Percentage of Administrators
1-199	0	0
200-499	0	0
500-799	8	47.1
800 +	9	52.9
Total	17	100.0

Note. These figures represent the student enrollment at schools in which reporting administrators were employed.

Table 18 data reveal that 52.9% (n = 9) of administrators reported a total of 800 or more students were enrolled in their schools, while 47.1% (n = 8) of administrators reported the range of students enrolled in their schools was 500-799.

Table 19 describes the administrator participants' reported school level of employment.

Table 19

Reported School Level of Employment

School Level of Employment	# Administrators	Percentage of Administrators
Elementary	6	35.3
Middle School	6	35.3
High School	5	29.4
Total	17	100.0

Table 19 data reveal that 35.3% (n = 6) of the administrators surveyed were employed at the elementary school level; 35.3% (n = 6) of the administrators were employed at the middle school level; and 29.4% (n = 5) were employed at the high school level.

As reported by study administrators in their school districts, Table 20 details the percentages of English learner students enrolled.

Table 20

Reported English Learner Student Enrollment

% English Learner Student Enrollment	# Administrators Reporting
1-10%	0
11-19%	3
20-29%	7
30-39%	5
40% +	2
Total	17

Note. The table illustrates administrators' reported English learner student enrollment in the school district in which they worked at the time of survey completion. The accuracy of the English learner student enrollment as reported by administrators may have varied due to available information at the time of the survey.

Table 20 data reveal that a total of seven administrators reported 20-29% English learner student enrollments in their school districts. Additionally, five administrators reported English learner student enrollments of 30-39%, while three administrators reported having English learner student enrollments in their school districts of 11-19%, and two administrators reported 40% or more of their school district enrollments to be English learners.

Table 21 presents data regarding administrator participants' reported English learner parental engagement in the schools and school districts in which they were employed.

Table 21

Reported English Learner Parental Engagement

Engagement	# Administrators	Percentage of Administrators
Engaged	15	88.0
Actively engaged	1	6.0
Not engaged	1	6.0
Total	17	100.0

Note. Reported engagement levels may be misinterpreted due to available information at the time of the study.

Table 21 data reveal that the majority of administrators, 88.0% (n = 15), reported the parents of English learners in their schools were engaged in their children's education. One administrator (6.0%) reported the parents of English learners were actively engaged in their children's education, and one administrator (6.0%) reported the parents of English learners in their school were not engaged.

Table 22 divulges data regarding administrator participants' perceptions of challenges which impacted English learner parent participation in school events.

Table 22

Administrator Perceptions of Challenges Impacting English Learner Parent Participation in School Events

Challenges	# Responses	Percentage of Total Responses
Work schedules	13	25.0
Transportation	11	21.2
Immigration/Acculturation stress	9	17.3
Lack of English language proficiency	9	17.3
Childcare	4	7.7
Other, please specify	6	11.5
Total	52	100.0

Note. Administrator participants had the ability to select more than one question category.

Table 22 data reveal that 25.0% (n = 13) of administrator participants identified that work schedules had the greatest impact on English learner parent participation in school events, while 21.2% (n = 11) perceived transportation had the second greatest impact. Nine responding administrators or 17.3% perceived both immigration/acclimation stress and a lack of English language proficiency as challenges that impacted parent participation in school events. Six participants or 11.5% cited the choice of other. Administrator responses included: “Not knowing that family engagement is part of the education system in the U.S.; limited opportunities tailored for these parents; and many of our EL families are very receptive to our programs—we take out transportation and lack of proficiency barriers when possible and parenting or readiness for success in our school systems.” Four or 7.4% of administrators reported childcare as a challenge endured by parents.

Table 23 provides data regarding the reported need for more English learner parental and family engagement in schools.

Table 23

Administrators’ Reported Need for More English Learner Parental and Family Engagement

Need for More Engagement	# Administrators	Percentage of Administrators
Yes	17	100.0
No	0	0
Total	17	100.0

Table 23 data reveal that all 17 (100.0%) participating administrators reported the need for more English learner parental and family engagement in their schools.

Table 24 reports the data on administrators’ efforts for improved English learner parental and family engagement in schools.

Table 24

Administrators' Reported Efforts to Improve English Learner Parental and Family Engagement

Efforts	# Administrators	Percentage of Administrators
Improved communication	17	100.0
Parent education	17	70.6
English learner events	17	58.8
Literacy events	17	41.2
Literacy events	17	11.8
Other, please specify	17	17.6
Total	17	

Note. Administrator participants had the ability to select more than one type of effort.

Table 24 data reveal that improved communication with parents was selected by 100.0% (n = 17) of participating administrators as a way to improve English learner parental and family engagement. Efforts to increase parent education was selected by 70.6% (n = 12) of administrators, while offering English learner events was selected by 58.8% (n=10) of administrators and hosting literacy events was reported by 41.2% (n = 7) of administrators. Three or 17.6% of administrators reported other responses, detailed below as a vehicle for improving English learner parental and family engagement. Individual administrator responses included: “Parent/Student Connectors that are a collaboration between our community and school. Salaries are split between those two entities; family liaisons employed by the school district, employing an EL coordinator to work on continuous improvement in our EL education and opportunities and collaboration with our Integration Collaboration; and family fun nights.” Two or 3.9% of administrators reported that the addition of parent advisory committees would improve English learner parental and family engagement efforts.

Table 25 provides administrator participants' responses on providing staff development for teachers in their school.

Table 25

Administrators' Reported Staff Development Provided for Teachers

Response	# Administrators	Percentage of Administrators
Yes	9	52.9
No	8	47.1
Total	17	100.0

Table 25 data reveal that administrator responses were nearly equally divided on providing staff development for teachers (52.9%; n = 9) and not providing staff development (47.1%; n = 8). Individual administrator comments included:

“We provide instruction on home visiting and encourage this as an outreach strategy. We also provide educational opportunities about the various cultures that are in our school system to increase teachers' knowledge and sensitivity to cultural topics or experiences that they may encounter with EL families; regular in-services; we have cultural liaisons in our building that work with our teachers; and numerous opportunities provided to ensure our staff understands what our immigrant population has been through to get here. Every new teacher/team member participates in a one-day cultural experience with presentations, discussions, and tours of businesses throughout town. During the tour, hires are exposed to many things and get to experience the cultures and their different foods.”

Table 26 demonstrates data regarding administrator participants' collaborative efforts with community or outside agencies in order to offer quality programming for parents of English learners.

Table 26

Administrators' Reported Collaborative Efforts with Community or Outside Agencies

Response	# Administrators	Percentage of Administrators
Yes	11	64.7
No	6	35.3
Total	17	100.0

Table 26 data illustrate that the majority of administrators, 64.7% (n = 11), reported using collaborative efforts with community or outside agencies in order to offer quality programming for parents of English learners. The other 35.3% (n = 6) of administrators reported that they did not have collaborative efforts with community or outside agencies to offer quality programming for parents of English learners. Individual administrator comments included: "PASS classes are offered at different times; Community Education has lots of offerings; we collaborate with the public library, Extension Service and Public Health; Adult Basic Education, Goodwill/Easter Seals and Jennie-O; and we work with our county and local entities to support our population. We ensure that people are aware of programs that are available to them for support. We have Cultural Liaisons that work with our different populations to gain trust and help empower our English learning communities."

Summary

The study findings reveal that English learner parental and family engagement is needed and valued in parents' lives and in school districts. Despite challenges preventing parental and family engagement, the majority of English learner parents have some degree of language literacy proficiency, whether in their native language or English, and they have some degree of

active involvement in their children's education. The study findings of the administrator survey also revealed acknowledgement of active English learner parental and family engagement.

Chapter IV reported the data collected from the immigrant English learner parent and K-12 public school administrator surveys in three communities in southern Minnesota. Discussion, conclusions and a summary of the data were included, based on the research questions in the study. Chapter V provides an analysis of the study results, discussion and conclusions, limitations, and finally, recommendations for practice and further research.

Chapter V: Conclusions, Discussion, Limitations, and Recommendations

The purpose of the study was to examine immigrant English learner parent perceptions of the impact their native and English language literacy proficiencies had on their involvement in their children's education. The study also sought K-12 public school administrators' perceptions of English learner parental involvement and the possible challenges affecting that involvement. The study intended to provide information and insights for parents and administrators to positively affect English learner parental involvement.

The sample chosen for the study consisted of two groups of participants: immigrant parents of English learners and K-12 public school administrators. A total of 66 immigrant parents of English learners and 17 K-12 public school administrators in three selected Minnesota communities participated in the surveys.

Chapter V presents a summary of the study and examines the findings with relationship to the theoretical framework and the related literature on immigrant parental involvement of English learners, a discussion on the findings for each research question, limitations of the study, and recommendations for practice and for further research.

Conclusions

The study investigated the link between the native and English language literacy proficiency of immigrant parents of English learners and parental involvement in their children's education. The conclusions found from the survey data are presented below.

Research question one: What did immigrant English learner parents perceive as the proficiency levels of their native and English language literacy?

Demographic questions of ethnicity, gender, years lived in the United States and years of formal schooling were asked of immigrant English learner parents. The majority, 86.4%, of

parents surveyed were either Latino or Somali and 13.6% identified as Karen. Parents identified the length of time they lived in the United States: 36.4% selected zero to five years, 28.8% selected six to ten years and 34.8% selected more than 10 years. When asked about the degree of their native or English language literacy proficiency, 79.0% of participants reported having some degree of native language literacy proficiency, and 68.0% reported having some degree of English language literacy proficiency.

Regarding proficiency in a native language or English, data from 2014 reported that 29 percent of the U.S. adult population could not read above an eighth-grade level. Additionally, 14 percent could not read above a fifth-grade level (Pro-Literacy, 2014, cited in Cooper, 2014). These data are not specific to immigrants, though, once in the United States, learners who are not literate in their L1 may reject the idea of becoming literate in their L1 (Gillespie, 1994); furthermore, learners believed they would not learn English if they continually used their L1 (cited in Bigelow & Schwarz, 2010). Data specifically reporting native language literacy proficiency in native countries were not addressed in the study.

Research question two: What did immigrant English learner parents report as the challenges that affected their native and English language literacy proficiency levels?

When asked to report the years of formal schooling in their native country, the responses varied, but the majority, 60.0%, reported 10 years or less of formal schooling and 31.7% reported having no formal schooling. The majority of immigrant parent participants, 84.6%, reported feeling welcomed at their children's schools. When asked the challenges preventing participation in Adult ESL classes, the lack of English language proficiency was also reported by 32.2% of participants. There were 30.5% participants who reported having no challenges in participating in Adult ESL classes.

The formal schooling of immigrant parents and notion of feeling welcomed in their children's schools have been supported by research. The influence of prior educational experiences second language parents may have encountered as children has helped determine the extent to which those parents are comfortable with the idea of becoming involved with their child's school (Eastern Stream Center on Resources and Training, 1998). Though the data findings in the study support that parents mostly feel welcome at their children's schools, Hornby and Lafaele (2011) found that, as children, parents may have faced limited or negative educational experiences (p. 40). English language proficiency, or the lack thereof, was also supported by research as a reason for not being involved in a child's education (Minnesota Department of Education, 2005; Smith et al., 2008; Van Velsor & Orozco, 2007) and it may also be linked to the lack of participation in Adult ESL classes.

Research question three: What did immigrant English learner parents report as the effect of their proficiency levels of native and English language literacy on their involvement in their children's education?

Immigrant parent participants reported challenges that prevented them from participating in their children's education. The study found that the majority of participants, 73.0%, reported the lack of English language proficiency as the reason they did not participate. The benefits of native language literacy proficiency were also reported by the largest percentage of immigrant parent participants, 39.7%, selecting the ability to use the native language literacy proficiency to learn English as a benefit of their native language literacy. Slightly over a fourth of participants also reported having communication skills and the ability to stay connected to the native language and culture as benefits. The benefits of being skilled in the English language were reported by the largest number of participants (43.9%) when they cited the ability to

communicate with others, and the ability to help their children with homework and be involved at school (30.3%).

Immigrant parent participants were asked to report their rate of involvement in their child's education. The study found that the majority of participants, 92.2%, had either some or much involvement in their child's education.

When participants were asked about being skilled in their native and English languages, a majority of immigrant parents reported that being skilled in a native language, 83.6%, and the English language, 91.4%, allows for active involvement in their children's education. Regarding communication from the teacher and school, 66.2% of immigrant parents of English learners, reported that their children's schools communicate with them through the use of interpreters or translation services. The use of English-only communication was reported by about a third of the immigrant parent participants.

Immigrant parent participants were also asked to report those events they attended at their children's schools when able. The majority of parents, 61.8%, attended parent/teacher conferences; 15.7% reported they attended reading or math nights and 13.8% reported they attended music concerts. Finally, immigrant parent participants were asked to select ways the school could help them become more involved in their children's education. The largest percentage of participants (45.5%) selected the need for the schools to provide materials for learning at home. There were 29.9% of participants who reported the need for interpreters to be provided by the school.

Several challenges were cited in research on reasons for parents not being involved in their children's education, and their English language proficiency, or the lack thereof, was one of those challenges (Minnesota Department of Education, 2005; Smith et al., 2008; Van Velsor &

Orozco, 2007). The findings of the study regarding the benefits of native language literacy proficiency are supported by research (Kupzyk et al., 2016), as well as the benefits of English language literacy proficiency (Gillespie, 1994, cited in Bigelow & Schwarz, 2010). Additionally, providing adequate interpretation and translation of conferences and school documents were reported as necessary for good communication between the school and parents (Prosis, 2008). This is consistent with the findings of the study where immigrant parents reported receiving most communication through interpreters and translated documents.

Research question four: What did select Minnesota K-12 public school administrators report as the levels of immigrant English learner parental involvement in their schools and school districts?

Administrators employed in K-12 school districts reported their school districts' student enrollments, school student enrollments, and school levels of their employment. The data revealed: The majority of participants, 71%, reported their school districts' student enrollments ranged between 2,500 to 3,499 students and 52.9% reported their schools' enrollments as greater than 800 students. Most responding administrators (70.6%), reported being employed at either an elementary school or middle school, while 29.4% stated they were employed at a high school. The English learner student enrollments were also reported by school administrators with 70.6% of them reporting the English learner enrollments in their schools were between 20-39%.

Administrators reported their perceptions of English learner parent engagement in their schools. The majority of administrators, 94.0%, reported English learner parents in their schools to be engaged or actively engaged in their children's school, and stated that the two challenges they believed most impacted English learner parent participation in school events included: work

schedules and transportation. Virtually all administrators reported the need for more English learner parental and family engagement.

School administrators were asked about efforts to improve English learner parental and family engagement. All administrators stated the necessity of improved communication; providing parent education and English learner events were each selected by more than 50% of the school administrators. Administrators were asked to report whether or not they provided staff development for teachers regarding parental and family engagement of English learner families. Responses were fairly even with nine administrators reporting they provided staff development, and eight who reported they did not. The majority of school administrators, 64.7%, reported having collaborative efforts with community or outside agencies in order to offer quality programming for parents of English learners.

Discussion

The study revealed that immigrant parents of English learners do have involvement in their children's education. Despite education and language barriers and challenges preventing parental involvement, the majority of parents are receptive to being involved. Public school administrators also want to involve parents and families of English learners. The understanding of the challenges faced by parents is evident, as is the overall effort to improve parental and family engagement in schools.

Data gathered from the parent and administrator surveys support future efforts to create parent advisory groups (Bolivar & Chrispeels, 2001) in collaboration with school staff. Parent advisory groups would allow for parents' voices to be heard. As this collaboration develops, parents will gain motivation and begin to take on leadership roles as advocates in their children's education (Baird, 2015; Epstein et al., 2002). The Minnesota Department of Education has

recommended having cultural panels, which provide valuable information regarding ethnicities and cultures represented in a community, address present needs of the school and community, and suggest recommendations moving forward. Suggested panelists include community leaders, former students, current parents and students and community partners (2005).

The English learner parent survey data reveal the necessity for schools to make efforts to involve and communicate with parents of English learners. Despite a lack of English language proficiency, it was evident that parents felt welcomed at their child's school and reported that they were engaged in their education. Immigrant parent participants also valued the benefit of being skilled in their native and English language, as it has allowed active participation in their children's education. Participants reported the most important benefits of native language literacy proficiency were being able to use native language literacy proficiency to learn English better and to stay connected to the language and culture (Kupzyk et al., 2016). The most common responses from parent participants regarding the benefits of being skilled in the English language (Gillespie, 1994, cited in Bigelow & Schwarz, 2010) included helping children with homework, and finding and keeping a job (Epstein et al., 2002; Prosis, 2008).

Parental involvement may be the "missing link in educational equity, in terms of educational achievement" (Colombo, 2006, cited in Larocque et al., (2011). The K-12 public school administrator survey data revealed the need for continued administrative support of English learner parental and family engagement in the three school districts studied in southern Minnesota. Administrators' reported high engagement levels of parents of English learners. Research-based challenges that prevent parents of English learners from participating in school events were acknowledged. Efforts to improve parental and family engagement in the schools studied were present. The study data also revealed that survey participants were divided in their

interest to provide staff development for teachers regarding parental and family engagement of English learners. Finally, evidence of collaboration with community or outside agencies was present.

Two themes emerged from the immigrant parent survey results. First, the majority of parents surveyed reported living in the United States from zero to ten years. Immigrant parents also reported having some degree of native and English language literacy proficiency. These data are significant because research in language acquisition has suggested that English learners who can read in their first language are able to apply their literacy knowledge to reading in a second language (Pearson & Hoffman, 2011, cited in Peregoy & Boyle, 2017, p. 343).¹ This knowledge may indicate that those who have native language literacy proficiency will learn English faster than those who do not. Those who have any level of proficiency in native or English may also be slightly more involved in their children's education than those who do not have any proficiency in either language. These facts may have influenced parents' beliefs about parental and family engagement. Formal schooling in the native language and in English had been received by parent participants, perhaps making them feel welcomed in their children's schools. Though many immigrant participants had received formal schooling, the years of schooling varied. Zehler et al. (2003) estimated that "more than 50% of parents of K-12 ELLs have not completed more than 8 years (less than high school) of formal education" (cited in Lukes, 2011, p. 22). In addition, though the lack of English language proficiency (Minnesota Department of Education, 2005; Smith et al., 2008; Wrigley et al., 2009; Van Velsor & Orozco, 2007) prevented participation in education or attendance in Adult ESL classes, the value was evident of having native and English language proficiency in order to communicate with others, as well as helping their children with homework and being involved at school. Moreover, immigrant parents were well represented in

parent/teacher conferences and other events, which was indicative of their efforts to be involved in their children's education. The data suggest that immigrant parents of English learners do value parental involvement.

Another theme identified was the need for continued adult English language acquisition programming. Programs of this type could assist parents in learning English so they could be actively involved in their children's education. The need for continued and improved communication between parents and schools was also evident from the data collected. While the majority of communication was conducted through interpreters or translation services, some parents reported having received English-only communication from the school even though the need for language support was needed. The need for improved communication is clear and is consistent with responses from school administrators who acknowledged the need for improved communication (Prosise, 2008; Smith et al., 2008) with parents of English learners as a way to improve parental and family engagement.

Two themes also emerged from the administrator survey results. The first theme revealed was the reported engagement levels of parents of English learners. Administrators considered parents of English learners to be engaged in their children's education, despite reported challenges impacting parental and family engagement. Additionally, administrators reported work schedules and transportation as challenges they thought impacted families from participating in school events. Regarding improvement efforts administrators had made, improving communication with parents and families was reported by all survey participants. It was evident that communication was valued among school administrators. As cultural and linguistic diversity trends upward in schools, administrators will experience the challenges of meeting communication needs of families (Epstein et al., 2002). Expanding teaching and support

staff will require the use of multilingual staff members who are able to communicate effectively with parents and families.

The second theme identified by participating administrators was to improve English learner parental involvement through offering parent education which, again, portrays the value of educating parents as a pathway to improved success for all learners.

The survey data also revealed that staff development was provided to teachers by about half of the study's administrators. This may suggest the need for more staff development for teachers in the area of English learner parental and family engagement. Additionally, collaboration with community or outside agencies to offer quality programming for parents of English learners was identified as important to administrator participants. The connections schools develop in the community demonstrate a commitment to assisting parents and families in accessing resources and lifelong learning. When administrators consider a community school model, "the connections between schools and community individuals, organizations, and businesses" (Epstein, 2002) will develop further, and will then "directly or indirectly promote students social, emotional, physical, and intellectual development" (cited in Epstein et al., 2002, p. 31).

Research in the study affirmed the continued need to address adult learners' literacy acquisition. The data collected during the study revealed an urgency to assist immigrant, adult language learners in developing their native and English language literacy proficiency in order to become actively involved in their children's education. When native language literacy proficiency is present, other skills are likely to develop including the ability to learn English, being engaged in their children's education, and being actively involved in the community.

Best practices in parental involvement of English learner parents include their participation in effective English learner programs in schools. Wright (2015) has supported the effort of developing effective English learner programs despite challenges that may occur:

Effective programs recognize and overcome linguistic, cultural, and other barriers preventing the full participation of ELL parents. As primary stakeholders, parents of ELLs must be included in decision-making processes that affect students and therefore must be provided with accommodations to facilitate their full participation. (p. 309)

Epstein's Framework of Six Types of Involvement closely relates with this concept. Two types of involvement, Decision-Making and Collaborating with Community (Epstein et al., 2002), involve parents as partners in making decisions which ultimately affect their involvement and their children's education. In order to create and sustain effective English learner programs in school systems, effective teacher leader development and staff development must occur. School administrators and teachers should lead school staff in understanding cultures and languages represented in the schools and community. Additionally, providing advocacy (Wright, 2015) for parents and students in a school system and community is a tool worth developing to develop and maintain positive and successful home-school partnerships. Educator-created learning opportunities for families and staff are needed to address cultural and language barriers, the needs of parents and educators, and for bridging the gap between schools and families.

Promoting family literacy is important for everyone involved. It is focused on parents' literacy development and teaching parents to pass on the joy of reading to their children, regardless of the language spoken in the home. Data from the study revealed the challenge to parents who lacked native or English language literacy proficiency, setting limits on the participation in their children's education. Administrators, teachers and community partners can

be mindful of families' literacy needs when considering new programming. Access to family literacy (Wright, 2015) and Adult Language Acquisition programming would be beneficial options for immigrant parents of English learners during the school day.

The researcher found the three southern Minnesota communities and school districts to be caring and involved. While unique in population, similarities were found in their programming. The concern for the immigrant parents' success at the Adult Basic Education sites was observed and appreciated. During the study, the researcher further developed a greater awareness and passion for parents and families of English learners.

Limitations

Roberts (2005) defined limitations as features of the study that may negatively affect the results or areas of which one does not have control (p. 162). The limitations of the study were:

1. In the majority of the survey questions presented to parents, there were between one and six participants who did not reply to the questions, thereby reducing the numbers of participants responding to most survey questions.
2. There were fewer than anticipated participants for both the parent and administrator surveys.

Recommendations for Practice

The following are recommended practices based on the findings of the study:

1. It is recommended that school districts develop partnerships with community or outside agencies where possible, to redistribute local services offered to one or more schools within that community.
2. It is recommended that administrators and educators study and consider the implementation of Epstein's Framework of Six Types of Involvement in their school

- system. This may guide administrators, educators, students and parents to yield positive results for future action.
3. It is recommended that administrators provide yearly professional development for educators, including the understanding of the ethnicities represented in their schools and communities, and the challenges of native and English language literacy proficiency on parental and family engagement.
 4. It is recommended that administrators and educators work collaboratively with Adult Basic Education to address the lack of English proficiency and teacher and school communication shortfalls which prevent English learner parental involvement.
 5. It is recommended that administrators and educators advocate for their students and families through initiatives such as parent advisory groups, family nights, literacy events, providing parent education and providing materials for learning at home.

The study affirmed the need for continued development in school districts in the area of parental and family engagement of English learners and native and English language literacy acquisition of immigrant parents of English learners.

Recommendations for Further Research

Based on the findings of the study, further research related to the parental and family engagement of English learners and native and English language literacy proficiency could be explored through the following:

1. It is recommended a study be conducted exploring the community school model in relation to immigrant parental and family engagement of English learners.

2. It is recommended a case study be conducted in one school district with a focus on a chosen ethnicity to identify current and future challenges with opportunities through English learner parental and family engagement.
3. It is recommended a comparison study be conducted across several school districts, identifying those who currently have implemented a parental involvement framework and those who, based on current data, demonstrate the need for such framework. These comparisons could provide opportunities for desired change.
4. It is recommended a study be conducted in which immigrant parents identify challenges and support systems they believe have affected their parental involvement.

Summary

The study reinforced previous and existing research explaining that there is no single effective method in increasing parental and family engagement. The study identified specific perceptions of English learner parents and public school administrators regarding their parental and family engagement levels. The many challenges endured by immigrant parents of English learners in relation to native and English language literacy proficiency and parental involvement have not gone unnoticed. For decades to come, immigrant parental and family engagement will continue to present an acute need for planning and action in schools and communities.

References

- Accredited Language Services. (2017). *Somali*. New York, NY. Retrieved from <https://www.alsintl.com/resources/>
- Alfalit, International, Inc. (2016). *A basic guide to illiteracy: One of today's world problems*. Retrieved from <https://english.alfalit.org>
- Amatea, E. S. (2013). *Building culturally responsive family-school relationships* (2nd ed.). Boston: Pearson.
- Baird, A. S. (2015). Beyond the greatest hits: A counterstory of English learner parent involvement. *School Community Journal*, 25(2), 153-175.
- Bankston, C. L. (2013). *Countries and their cultures: Hmong Americans*. Retrieved from <http://www.everyculture.com/multi/Ha-La/Hmong-Americans.html>
- Bigelow, M., & Schwarz, R. L. (2010, September). *Adult English language learners with limited literacy*. (Literacy Contract No. ED-04-CO-0121/0002 with MPR Associates Inc.). Washington, DC: National Institute for Literacy.
- Blackboard*. (2017). 1997-2017 Blackboard, Inc. Retrieved from <http://www.blackboard.com>.
- Bolivar, J. M., & Chrispeels, J. H. (2001, February). Enhancing parent leadership through building social and intellectual capital. *American Educational Research Journal*, 48(1), 4-38. Retrieved from <http://aerj.aera.net>
- Brown, A. (2012). Learning English on her own—almost: The facilitative role of one immigrant's daughter. *Journal of Latinos and Education*, 11, 218-231. Taylor & Francis Group, LLC. doi:10.1080/15348431.2012.715495
- Brown, H. (2016). *Principles of language learning and teaching* (6th ed.). White Plains, NY: Pearson Longman.

- Bureau of Education, Department of the Interior. (1929). *Educational directory 1929*. Bulletin, No. 1: Washington.
- Camarota, S. A., & Zeigler, K. (2015, October). *One in five U.S. residents speaks foreign language at home: Record 63.2 million; Arabic and Urdu are the fastest growing*. Washington, DC: Center for Immigration Studies.
- Cattanach, J. (2013, March). Support parents to improve student learning. *Kappan Magazine*, 94(6), 20-25.
- Chance, R. (2010, June). Family literacy programs—opportunities and possibilities. *Teacher Librarian*, 37(5), 8-16. Retrieved from <http://go.galegroup.com/ps/i.do?id=GALE%7CA231092327&v=2.1&u=mnsminitex&it=r&p=PROF&sw=w>
- Chen, C., Kyle, D., & McIntyre, E. (2008, Spring/Summer). Helping teachers work effectively with English language learners and their families [Electronic version.]. *School Community Journal*, 18(1), 7-20. Retrieved from Education Research Complete database
- Cooper, K. (2014, May-June). Supporting adult literacy. *Public Libraries*, 53(3), 8-12. Retrieved from <http://go.galegroup.com/ps/i.do?id=GALE%7CA374332703&v=2.1&u=mnsminitex&it=r&a mp;p=PROF&sw=w>
- Costa, M. (1988). *Adult literacy/illiteracy in the United States: A handbook for reference and research*. Santa Barbara, CA: ABC-CLIO, Inc.
- Cotton, K., & Reed Wikeland, K. (1989, May). *Parent involvement in education*. Retrieved from <http://www.nwrel.org/archive/sirs/3/cu6.html>
- Dickinson, G., & Hinton, K. (2008, April-May). Make the connection: Celebrating language diversity to improve achievement. *Library Media Connection*, p. 5.

Eastern Stream Center on Resources and Training, Region IV Comprehensive Center at AEL, & Region XIV Comprehensive Center/Center for Applied Linguistics. (1998). *Help! They don't speak English starter kit for primary teachers* (3rd ed.). Oneonta, NY: Eastern Stream Center on Resources and Training.

Education Minnesota. (2018, May). What is a full-service community school? *Minnesota Educator*, p. 8. Retrieved from <https://educationminnesota.org/EDMN/media/edmn-files/news/May-2018-Educator.pdf>

Education Minnesota Educator Policy Innovation Center. (2015a, December). *Community schools report one pager*. Retrieved from <https://www.educationminnesota.org/advocacy/Educator-Policy-Innovation-Center/EPIC-reports>

Education Minnesota Educator Policy Innovation Center. (2015b, December). *Our communities, our schools: closing the opportunity gap in Minnesota with full-service community schools*. Retrieved from <https://www.educationminnesota.org/advocacy/Educator-Policy-Innovation-Center/EPIC-reports>

Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). *School, family, and community partnerships: Your handbook for action* (2nd ed.). Thousand Oaks, CA: Corwin Press, Inc.

Ferlazzo, L. (2011, May). Involvement or engagement? *Educational Leadership*, pp. 10-14. Association for Supervision & Curriculum Development.

Guo, Y. (2006, January 1). Why didn't they show up? Rethinking ESL parent involvement in K-12 education. *TESL Canada Journal*, 24(1), 80-95. (ERIC Document Reproduction Service No. EJ815745). Retrieved from ERIC database.

- Herrera, S. G., & Murry, K. G. (2016). *Mastering ESL and EFL methods: Differentiating instruction for culturally and linguistically diverse (CLD) students* (3rd ed.). Boston, MA: Pearson.
- Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational Review*, 63(1), 37-52. doi:10.1080/00131911.2010.488049
- Hull, J. D. (n.d.). *BrainyQuote.com*. Retrieved from BrainyQuote.com Website: <https://www.brainyquote.com/quotes/quotes/j/janedhull224522.html>
- Joshi, A., Eberly, J., & Konzal, J. (2010). Dialogue across cultures: Communicating with diverse families. In F. W. Parkay, G. Hass, & E. J. Anctil (Eds.). *Curriculum leadership: Readings for developing quality educational programs* (pp. 63-71). Boston, MA: Pearson Education, Inc.
- Kuo, N. C. (2016). Promoting family literacy through the five pillars of family and community engagement (FACE). *School Community Journal*, 26(1), 199-222.
- Kupzyk, S. S., Banks, B. M., & Chadwell, M. R. (2016). Collaborating with refugee families to increase early literacy opportunities: A pilot investigation. *Contemporary School Psychology*, 20(3), 205-217. doi:10.1007/s40688-015-0074-6
- LaRocque, M., Kleiman, I., & Darling, S. M. (2011). Parental involvement: The missing link in school achievement. *Preventing School Failure*, 55(3), 115-122.
doi:10.1080/10459880903472876
- Larotta, C., & Yamamura, E. (2011, Summer). A community cultural wealth approach to Latina/Latino parent involvement: The promise of family literacy. *Adult Basic Education and Literacy Journal*, 5(2).

- Logsdon, A. (2009). Top 3 ways to accommodate parents of English language learners. Retrieved from <http://learningdisabilities.about.com/od/publicschoolprograms/tp/eslparents.htm>
- Louie, B., & Davis-Welton, K. (2016). Family literacy project: Bilingual picture books by English learners. *The Reading Teacher*, 69(6), 597-606. International Literacy Association. doi:10.1002/trtr.1444
- Lukes, M. (2011). "I understand English but can't write it": The power of native language instruction for adult English learners. *International Multilingual Research Journal*, 5, 19-38. Taylor & Francis Group, LLC. doi:10.1080/19313152.2011.539488
- Machen, S. M., Wilson, J. D., & Notar, C. E. (2005, March). Parental involvement in the classroom [Electronic version.]. *Journal of Instructional Psychology*, 32(1), 13-16. Retrieved from Professional Collection via Gale database.
- Merriam-Webster Online Dictionary*, Incorporated (2010, 2018). Springfield, MA.
- Minnesota Department of Education. (2005, August). *ELL education program guidelines: Parent involvement*. Retrieved from http://www.education.state.mn.us/MDE/Learning_Support/English_Language_Learners/Resources/index.html
- Minnesota LINCS/Minnesota Literacy Council. (2017). *Adult basic education*. Retrieved from www.mnabe.org
- Mitchell, C. (2016, 11 May). Teaching America's English language learners: Home-school connections help ELLs and their parents. *Education Week: Editorial Projects in Education*. Retrieved from <http://www.edweek.org/ew/articles/2016/05/11/home-school-connections-help-ells-and-their-parents.html?cmp=eml-enl-eu-news1>

- Mupanduki, B. T. (2006, Fall). Together we can: Uniting families, schools and communities to help all children learn. [Review of the book *Together we can: Uniting families, schools and communities to help all children learn*]. *Childhood Education*, 83(1), 56.
Retrieved from Educator's Reference Complete database.
- National Center for Education Statistics. (2017, March). *The condition of education: English language learners in public schools*. Retrieved from https://nces.ed.gov/programs/coe/indicator_cgf.asp
- National Center for Family Literacy & Center for Applied Linguistics. (2008). *Practitioner toolkit: Working with adult English language learners*. Louisville, KY, and Washington, DC: Authors.
- National Council of Teachers of English. (2017). The NCTE definition of 21st century literacies. Retrieved from <http://www2.ncte.org/statement/21stcentdefinition/>
- National Education Association. (2008). *Parent, family, community involvement in education*. Washington, DC: NEA Education Policy and Practice Department.
- O'Leary, A. O. (2014). *Undocumented immigrants in the United States: An encyclopedia of their experience*. Santa Barbara, CA: ABC-CLIO, LLC.
- Parent Teacher Association. (2009). *PTA position statement on parent involvement*. Retrieved from http://www.pta.org/topic_pta_position_statement_on_parent_involvement_asp
- Paz, S. (2008, November). Cultural competency. *School Administrator*, 65(10), 36-38. Retrieved from Education Research Complete database.
- Peregoy, S., & Boyle, O. (2017). *Reading, writing, and learning in ESL: A resource book for teaching k-12 English learners* (7th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

- Power, B. (2009). *Creative literacy events for families*. Retrieved from <http://www.choiceliteracy.com/public/152print.cfm>
- Prosise, R. (2008, December). How to involve parents of English language learners. *Our Children*, 34(3), 12-13. Retrieved from Education Research Complete database.
- Roberts, C. M. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation* (2nd ed.). Thousand Oaks, CA: Corwin.
- Ross, T. (2015, May 6). *The case for a two-generation approach for education English language learners*. Washington, DC: Center for American Progress.
- Saracho, O. N. (2017). Literacy in the twenty-first century: Children, families and policy. *Early Child Development and Care*, 187(3-4), 630-643. doi: 10.1080/03004430.2016.1261513
- Seufert, P. (1999). *Refugees as English language learners: Issues and concerns*. Retrieved from HYPERLINK "http://www.cal.org/caela/esl_resources/digests/Refugee.html"
http://www.cal.org/caela/esl_resources/digests/Refugee.html
- Smith, J., Stern, K., & Shatrova, Z. (2008, Winter). Factors inhibiting Hispanic parents' school involvement. *Rural Educator*, 29(2), 8-13. Retrieved from Education Research Complete database.
- Sparks, S. (2009, February 6). Hmong project highlights routes to parent involvement. *Education Daily*, 42(23), 3-3. Retrieved from Education Research Complete database.
- Stern, C. M. (2009). *Improve diversity to make a stronger PTA*. Retrieved from http://www.pta.org/topic_improve_diversity_to_make_a_stronger_pta.asp

- Stromquist, N. P. (2006). *The political benefits of adult literacy*. Paper commissioned for the EFA Global Monitoring Report 2006, Literacy for Life. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.560.7430&rep=rep1&type=pdf>
- The Board of Regents of the University of Wisconsin System. (2016). *ABCs of family engagement: Key considerations for building relationships with families and strengthening family engagement practices* [Focus on family engagement]. Retrieved from <http://www.wida.us>
- U.N.E.S.C.O (1957). *World illiteracy at mid-century: A statistical study*. USA: UNESCO.
- U.S. Department of Education, Office of Career, Technical, and Adult Education. (2015, 24 March). *Workforce Innovation and Opportunity Act: English language acquisition*. Retrieved from <https://www2.ed.gov/about/offices/list/ovae/index.html>
- Uvin, J. E., Tesfai, L., & Drummond, C. (2014, 22 September). *Renewing economic opportunity for all* [Web log post]. Office of Career, Technical, and Adult Education: United States Department of Education. Retrieved from <https://sites.ed.gov/octae/2014/08/20/renewing-economic-opportunity-for-all/#more-2060>
- Van Velsor, P., & Orozco, G. L. (2007, October). Involving low-income parents in the schools: Communitycentric strategies for school counselors. *Professional School Counseling*, 11(1), 17-24. Retrieved from Professional Collection via Gale database.
- Whitescarver, K., & Kalman, J. (2009, 25 June). Extending traditional explanations of illiteracy: Historical and cross-cultural perspectives. *Compare: A Journal of Comparative and International Education*, 39(4), 501-515. doi:10.1080/03057920801903407. Retrieved from <http://dx.doi.org/10.1080/03057920801903407>

- Wong, S. W., & Hughes, J. N. (2006). Ethnicity and language contributions to dimensions of parent involvement. *School Psychology Review*, 35(4), 645-662. Retrieved from ERIC database.
- Wright, W. (2015). *Foundations for teaching English language learners: Research, theory, policy, & practice* (2nd ed.). Philadelphia, PA: Caslon Publishing.
- Wrigley, H. S., Chen, J., White, S., & Soroui, J. (2009, Spring). Assessing the literacy skills of adult immigrants and adult English language learners. *New Directions for Adult and Continuing Education*, p. 121. Wiley Periodicals, Inc. doi:10.1002/ace.321

Endnotes

1. PEREGOY, SUZANNE F.; BOYLE, OWEN F., READING, WRITING AND LEARNING IN ESL: A RESOURCE BOOK FOR TEACHING K-12 ENGLISH LEARNERS, 7th, ©2017. Reprinted by permission of Pearson Education, Inc., New York, New York.
2. JOSHI, A., EBERLY, J., & KONZAL, J., DIALOGUE ACROSS CULTURES: COMMUNICATING WITH DIVERSE FAMILIES. IN PARKAY, F. W., HASS, G., & ANCTIL, E. J. (EDS.) CURRICULUM LEADERSHIP: READINGS FOR DEVELOPING QUALITY EDUCATIONAL PROGRAMS, 9th, ©2010. Reprinted by permission of Pearson Education, Inc., Boston, MA.
3. BROWN, H., PRINCIPLES OF LANGUAGE LEARNING AND TEACHING, 6th, ©2016. Reprinted by permission of Pearson Longman, White Plains, New York
4. ROSS, T., THE CASE FOR A TWO-GENERATION APPROACH FOR EDUCATING ENGLISH LANGUAGE LEARNERS, ©2015. Reprinted by permission of Center for American Progress, Washington, D.C.

Appendix A: Letter of Support—School District A



Marshall Public Schools

Where every student is inspired every day!

From the Office of the Superintendent
401 South Saratoga St | Marshall, MN 56258
(507) 537-6924 | Phone
(507) 537-6931 | Fax
www.marshall.k12.mn.us

November 30, 2017

RE: Letter of Support for Doctoral Study ~ Student Kristi Wiese

To Whom It May Concern,

I am writing this letter in support of the Doctoral Study for student Kristi Wiese. Ms. Wiese has asked to conduct a study within our school district relating to the “The Impact of Adult Native and English Language Literacy Proficiency on Parental and Family Engagement and School Practices”.

In Ms. Wiese’s request, she asked to conduct the study with our Adult Basic Education area and with our K-12 school administration. I fully support Ms. Wiese’s study and look forward to any results she can share at the end of the study.

If you have any questions, please feel free to contact my office. Thank you for your time.

Yours in Education,

A handwritten signature in black ink that reads "Scott J. Monson". The signature is written in a cursive style.

Scott Monson
Superintendent of Schools

Appendix B: Letter of Support—School District B

Willmar Public Schools - ISD 347

Dr. Jeffrey Holm - Superintendent

'Inspiring and preparing all learners for their future in our community and the world'

December 1, 2017

Kristi A. Wiese
P.O. Box 86
Russell, MN 56169

Dear Ms. Wiese,

Thank you for your interest in our district as part of your dissertation study.

This letter will serve as approval for you to conduct a survey with Willmar Public School K-12 school administrators as well as adult English learners attending Adult Basic Education classes in the district.

The information gathered from the surveys will be valuable to schools and communities as they continue on a path to successful partnerships and collaborative efforts.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeffrey Holm". The signature is written in a cursive style with a large initial "J".

Dr. Jeffrey Holm
Superintendent

Appendix C: Letter of Support—School District C

John Landgaard
Superintendent

David Skog
Director of Management Services



1117 Marine Avenue
Worthington, MN 56187

Phone 507-372-2172
Fax 507-372-2174

December 5, 2017

Kristi A. Wiese
P.O. Box 86
Russell, MN 56169

Dear Ms. Wiese:

Thank you for your interest in our district as you complete your dissertation study. This letter serves as approval for you to conduct administrator surveys with Worthington Public Schools as well as Adult Basic Education classes in the district.

The outcome of the study will provide valuable information for future partnerships.

Sincerely,

A handwritten signature in black ink, appearing to read "John Landgaard", written over a horizontal line.

John Landgaard
Superintendent

Appendix D: Email Communication to Participants

Greetings! My name is Kristi A. Wiese. I am a doctoral student in the Educational Administration and Leadership program at St. Cloud State University. I am conducting a survey as part of my dissertation titled "The Impact of Immigrant Native and English Language Literacy on Parental and Family Engagement and School Practices" (SCSU IRB#: 1748 - 2213).

As administrators in public schools, you know the growing population of English learners in our schools brings challenges and opportunities. You have been invited to participate in a short survey (5 minutes or less). Any identifying information such as district name will not be disclosed and only survey responses will be released. The survey results will be available to you at a later date if you are interested. Please feel free to email me directly at kawiese@stcloudstate.edu if interested. I appreciate your time and feedback. Please use the link below to access the survey.

Thank you,

Kristi A. Wiese

Appendix E: Final Email Communication to Participants

Greetings! My name is Kristi A. Wiese. I am a doctoral student in the Educational Administration and Leadership program at St. Cloud State University. I am conducting a survey as part of my dissertation titled “The Impact of Immigrant Native and English Language Literacy on Parental and Family Engagement and School Practices” (SCSU IRB#: 1748-2213). Please use the link below to access the survey. Please only respond if you haven’t already. The survey will remain open until February 5th. It takes on average 3-4 minutes to complete.

Your time is appreciated.

Kristi A. Wiese

Appendix F: English Learner Parent Survey Instrument: English

English Learner Parent Survey

Hello! Thank you for taking this short survey today. The purpose of the survey is to learn about your involvement in your child's education and how the challenges and benefits of your native and English language knowledge affect your involvement in your child's education. The results from the survey will help school administrators, teachers, and community leaders understand more clearly the difficulties of literacy in the community, and how partnerships can be developed to help families improve their children's educational experience. All personal information will remain confidential and only survey responses will be shared. This survey will be provided in English and in translated form upon request.

Vocabulary Reference

English language literacy proficiency—The ability to read, write and comprehend the English language.

Acculturation stress—Anxieties and concerns that occur when learning a new culture.

Demographic Information

Choose the ethnicity with which you identify:

- a. Hmong
- b. Karen
- c. Latino
- d. Somali
- e. Other, please list: _____

Choose the gender with which you identify:

- a. Female
- b. Male

How many years have you lived in the United States?

- a. 0-5 years
- b. 6-10 years
- c. more than 10 years

Literacy Information

1. Did you receive formal schooling in your native language while living in your native country? Yes, please list: _____ years

- a. Yes
- b. No
- c. Other, please describe: _____

2. Have you participated in Adult ESL classes (English Language Acquisition Program) in the United States?

- a. Yes
- b. No

3. How proficient are you in your native language? (Can you read, write and comprehend...)

High proficiency	Some proficiency	No proficiency
3	2	1

4. How proficient are you in English? (Can you read, write and comprehend...)

High proficiency	Some proficiency	No proficiency
3	2	1

5. Do you feel welcome at your child's school? (I know how to get into the school, find the office and classroom, and communicate my needs)

- a. Yes
- b. No

6. What prevents you from participating in your child's education?

- a. Immigration/Acculturation stress
- b. Lack of English language proficiency
- c. Work schedules
- d. Transportation
- e. Childcare
- f. Other, please list: _____

7. What prevents you from participating in Adult ESL classes?

- a. Immigration/Acculturation stress
- b. Lack of English language proficiency
- c. Work schedules
- d. Transportation
- d. Childcare
- e. Other, please list: _____

8. What are benefits of native language literacy proficiency?

- a. The ability to have communication skills
- b. The ability to use native literacy proficiency to learn English
- c. The ability to stay connected to native language and culture
- d. Other, please list: _____

9. What are benefits of being skilled in the English language?

- a. The ability to communicate with others
- b. The ability to find and keep a job
- c. The ability to help my children with homework and be involved at school
- d. The ability to find resources in the community
- e. Other, please list: _____

10. In which areas do you feel capable of helping your child with school?

- a. Asking about my child's day at school
- b. Helping my child with homework
- c. Checking my child's folder
- d. Attending parent/teacher conferences and events at school
- e. Other, please list: _____

11. Please rate your involvement in your child's education:

None	Low	Some	Much
1	2	3	4

12. Does being skilled in your native language:

- Allow you to be actively involved in your child's education
- Prevent you from being actively involved in your child's education

13. Does being skilled in the English language:

- Allow you to be actively involved in your child's education
- Prevent you from being actively involved in your child's education

14. If you were more skilled in English, would you be more active in your child's education?

- Yes
- No

15. Does your child's teacher and school communicate with you?

- Yes, communication such as newsletters or phone calls only in English
- Yes, communication is provided through an interpreter or translation services
- No, there is no communication from my child's school

16. Which of these events do you attend at your child's school when you are able?

- Parent/Teacher Conferences
- Music Concerts
- Reading or Math Nights
- School Carnival
- English Learner Events
- Movie Nights
- Other, please list: _____

17. How can the school help you become more active in your child's education and in the community?

- Provide materials for learning at home (such as homework, books, school supplies, parent information)
- Provide events at better times during the day or evening
- Provide interpreters
- Provide childcare
- Provide transportation
- Other, please list: _____

Thank you for your time!

Appendix G: English Learner Parent Survey Instrument: Karen

ပုၤမၤလိၤဆဲၣ်ကလံၣ်ကျိၣ်မိၢ်ပၢ်အတၢ်ဟ်ဖျါထီၣ်တၢ်ထံၣ်ဒီးတၢ်ဆိကမိၣ် /English Learner Parent Survey

Hello(ဟဲလိၣ်), တၢ်ဘျုးလၢသုတၢ်ဟ်ဖျါထီၣ်တၢ်ထံၣ်ဒီးတၢ်ဆိကမိၣ်လၢတနံၤန့ၣ်လီၤ.

တၢ်တိၣ်ဟ်လၢသုတၢ်ဟ်ဖျါထီၣ်တၢ်ထံၣ်န့ၣ်ဒီးဒီးပကသ့ၣ်ညါဘၣ်သုတၢ်မၤသကိးတၢ်ဒီးသုဖိတၢ်ကူၣ်ဘၣ်ကူၣ်သုအဂ့ၢ်အကျိၤ,

တၢ်ကဘၣ်မၤဂ့ၢ်ထီၣ်ဆိၤန့ၣ်လဲၣ်, ဒီးလၢတၢ်သ့ၣ်ညါန့ၣ်ပၢ်ဘၣ်ယၢ်နီၢ်ကစၢ်ကျိၣ်ဒီးဆဲၣ်ကလံၣ်ကျိၣ်န့ၣ်

မၤတံၢ်တၢ်သုလၢတၢ်မၤသကိးတၢ်ဒီးသုဖိတၢ်ကူၣ်ဘၣ်ကူၣ်သုဒ်လဲၣ်န့ၣ်လီၤ. လၢသုတၢ်ဟ်ဖျါထီၣ်တၢ်ထံၣ်ဆိၤအယိကမၤစၢၤပုၤပၤစၢၤကျိၤ,

က့ၢ်သရၣ်သရၣ်မုၢ်တဖၣ်, ဒီးဟီၣ်ကဝီၤခိၣ်န့ၣ်တဖၣ် ဒ်သိးကသ့ၣ်ညါအိၣ်ထီၣ်တၢ်ဂ့ၢ်ကိသ့ၣ်တဖၣ်မိၢ်ဖျါလၢတၢ်တသ့ဖးသ့ကွဲးလံာ်လၢပုၤတၢ်ကျိၤ,

ဒီးဒီးဒီးကမၤဂ့ၢ်ထီၣ်တၢ်မၤသကိးတၢ်ဒီးဟံၣ်ဖိယိဖိလၢတၢ်ကမၤဒိၣ်ထီၣ်ထီၣ်ဖိသ့ၣ်တဖၣ်အတၢ်မၤလိမၤဒီးအဂီၢ်န့ၣ်လီၤ

ဘၣ်ယၢ်ဒီးသုနီၢ်ကစၢ်တၢ်ဂ့ၢ်ကျိၤတဖၣ်ဆိၤကဘၣ်ဟ်ဆိၤတၢ်ဂ့ၢ်သ့ၣ်သိး ဒီးသုတၢ်ဟ်ဖျါတဖၣ်တၢ်ကဒုးသ့ၣ်ညါထဲပုၤလၢဘၣ်မူဘၣ်ဒါန့ၣ်လီၤ

လံာ်လၢတၢ်ဟ်ဖျါထီၣ်တၢ်ထံၣ်တၢ်ဆိကမိၣ်ဆိၤဆိၣ်ဝဲလၢဆဲၣ်ကလံၣ်ကျိၣ်ဒီးဘၣ်တၢ်ကျိၣ်ထံဆိၤဖျါကိးန့ၣ်လီၤ.

တၢ်ဟ်ဖျါထီၣ်တၢ်ဂ့ၢ်ပုၢ်တဖၣ်မ့ၢ်

ဆဲၣ်ကလံၣ်ကျိၣ်တၢ်သုတၢ်ဘၣ် — တၢ်သုတၢ်ဘၣ်ဒ်အမ့ၢ်ပဖးဆိၤ, ပကွဲးဆိၤ, ဒီးပသ့ၣ်ညါန့ၣ်ပၢ်ဆဲၣ်ကလံၣ်ကျိၣ်ဂ့ၢ်န့ၣ်လီၤ.

တၢ်ကိတၢ်ခဲလၢတၢ်မၤလိကျိၣ်သီ —လၢသုတၢ်မၤလိကျိၣ်ဒီးတၢ်ခဲတၢ်လၢသီယိကဲထီၣ်တၢ်သ့ၣ်ကိသးဂီၤဒီးတၢ်ဘၣ်ယိၣ်ဘၣ်ဘီသ့န့ၣ်လီၤ

ဟ်ဖျါထီၣ်တၢ်ဂ့ၢ်လၢလံာ်တဖၣ်ဆိၤတက့ၢ်

နမ့ၢ်မန့ၢ်ကလုာ်န့ၣ်လဲၣ်:

- a. မိကလုာ်န့ၣ် (Hmong)
- b. ပုၤကညီကလုာ် (Karen)
- c. ပုၤလဲးတုၣ်နီၣ်မိ (Latino)
- d. ပုၤစိမၤလဲမိ (Somali)
- e. အဂၤတဖၣ် (Other, please list): _____

နမ့ၢ်မိၢ်မုၢ်မုၢ်တဖၣ်မိၢ်ခွါလဲၣ်:

- a. မိၢ်မုၢ် (Female)
- b. မိၢ်ခွါ (Male)

နဆိပ်ဖဲအမဲရကကီ(United States) ပွဲန့ၣ်လဲလဲ?

- a. 0-5 years (၀ တူၤလၢ ၅ နံၣ်)
- b. 6-10 years (၆ တူၤလၢ ၁၀ နံၣ်)
- c. more than 10 years (ဩၣ်န့ၣ်ဒီး ၁၀ နံၣ်)

တၢ်ကူၣ်ဘၣ်ကူၣ်သ့အဝုၢ်အကျိၤ

- 1. မ့ၢ်န့ၣ်ထီၣ်ဘၣ်ကူၣ်ဖဲနဆိပ်လၢနကစၢ်ထံကီၢ်စ့ၢ်ခါ?
 - a. မ့ၢ်, ယထီၣ်ဘၣ်: _____ နံၣ်
 - b. ယထီၣ်ဘၣ်ကူၣ်ဘၣ်
 - c. အဂၤတဖၣ်, ကွဲးဖျါထီၣ်အီၤတက့ၢ်: _____

2. မ့ၢ်န့ၣ်ထီၣ်ဘၣ်ပှၤသးပှၤကီၢ်အမ့ၢ်ကီၢ်ခံကီၢ်တကျိၣ်ကီၢ် (English Language Acquisition Program) ဖဲကီၢ်အမဲရကပူၤစ့ၢ်ခါ?

- a. ထီၣ်ဘၣ်
- b. တထီၣ်ဘၣ်
- 3. မ့ၢ်န့ၣ်ညါဒီးန့ၢ်ပၢၢ်နကစၢ်ကျိၣ်ထဲလဲၣ်? (နဖးအီၤ, နကွဲးအီၤဒီးနန့ၢ်ပၢၢ်အီၤဂ့ၤဂ့ၤ...)

ဖးသးကွဲးသ့န့ၢ်ပၢၢ်သ့ခဲလၢၣ်	ဘၣ်တဖဲဖိတအါတဖၣ်	ကွဲးတဘၣ်ဖးတဘၣ်တန့ၢ်ပၢၢ်အီၤပညီဘၣ်
3	2	1
- 4. မ့ၢ်န့ၣ်ညါဒီးန့ၢ်ပၢၢ်အဲကလံၣ်ကျိၣ်လဲၣ်? (နဖးအီၤ, နကွဲးအီၤဒီးနန့ၢ်ပၢၢ်အီၤဂ့ၤဂ့ၤ...)

ဖးသးကွဲးသ့န့ၢ်ပၢၢ်သ့ခဲလၢၣ်	ဘၣ်တဖဲဖိတအါတဖၣ်	ကွဲးတဘၣ်ဖးတဘၣ်တန့ၢ်ပၢၢ်အီၤပညီဘၣ်
3	2	1

5. မ့ၢ်တၢ်တူၢ်လိာ်မ့ၢ်န့ၣ်လၢနဖိကီၢ်စ့ၢ်ခါ? (ယလဲၤလၢယဖိကီၢ်သ့, လဲၤထံၣ်လိာ်သးဒီးက့ၢ်သရၣ်ဒီးသ့ညါယဖိထီၣ်ကီၢ်လီၤ, ဒီးစဲးကျိၣ်တၢ်လၢယလိာ်ဘၣ်တဖၣ်)

- a. မ့ၢ်
- b. တမ့ၢ်ဘၣ်

6. မ့ၢ်န့ၣ်ဘၣ်လၢမန့ၢ်တဖဲၤတြီယၢ်န့ၢ်လၢနကမၤသကီၢ်တၢ်ဒီးနဖိအတၢ်ကူၣ်ဘၣ်ကူၣ်သ့န့ၣ်လဲၣ်?

- a. ဒီဖျါလၢတၢ်သုၣ်လီၤသုၣ်ကျဲၤတၢ်ဆီၤလီၤက့ၤသးတၢ်ကီၢ်တၢ်ခဲ
- b. ဒီဖျါလၢတန့ၢ်ပၢၢ်အဲကလံၣ်ကျိၣ်ဂ့ၤဂ့ၤဘၣ်ယိ
- c. ဒီဖျါလၢတၢ်ဖဲးတၢ်မၤဆၢကတီၢ်ယိ
- d. ဒီဖျါလၢတၢ်လဲၤတၢ်က့ၤယိ
- e. ဒီဖျါလၢတၢ်ကွၢ်ထွဲဖိသ့ညါယိ
- f. အဂၤတဖၣ်, ဟံၤဖျါထီၣ်အီၤတက့ၢ်: _____

7. မှန်မမှန်တမ်းလဲ၊ ငြိမ်းသက်၊ လာနာ၊ လာနာထိုင်ပွားသားပွားကိုးအမှန်ကျိန်ခံကျိန်တကျိန်လဲ?

- a. ခီဖျိုလာတတ်သုတ်လီသုတ်ကျဲတတ်ဆီလီကုသေးတတ်ကီတတ်ခဲ
- b. ခီဖျိုလာတတ်ပာ်အဲကလံင်ကျိန်ဂုၤဂုၤဘၣ်ယံ
- c. ခီဖျိုလာတတ်ဖဲးတတ်မၤဆၢကတီၢ်ယံ
- d. ခီဖျိုလာတတ်လဲၤတတ်ကုၤယံ
- e. ခီဖျိုလာတတ်ကွၢ်ထွဲဖိသၣ်ယံ
- f. အဂၤတဖၣ်, ဟံဖျါထီၣ်အီၤတက့ၢ်: _____

8. မှန်မမှန်အဘျူးအဖျိၣ်အိၣ်လာနသ့ၣ်ညါနာ်ပာ်နနီၢ်ကစၢ်ကျိန်လဲ?

- a. တၢ်သုတ်ဘၣ်တၢ်ဘၣ်လၢတၢ်စဲးကျိန်လီၤသး
- b. ခီဖျိုလာတတ်သ့ၣ်ညါကစၢ်ကျိန်မုၢ်မုၢ်နီၢ်နီၢ်ယံညီဝဲလၢမၤလဲအဲကလံင်ကျိန်
- c. တၢ်သုတ်ဘၣ်အိၣ်ထီၤသးလၢနီၢ်ကစၢ်ကျိန်ဒီးတၢ်စဲးတၢ်လၢ
- d. အဂၤတဖၣ်, ဟံဖျါထီၣ်အီၤတက့ၢ်: _____

9. မှန်မမှန်အဘျူးအဖျိၣ်အိၣ်လာနသ့ၣ်ညါနာ်ပာ်အဲကလံင်ကျိန်လဲ?

- a. တၢ်သုတ်ဘၣ်အိၣ်လၢကစဲးကျိန်ဒီးပုၤဂၤ
- b. တၢ်သုတ်ဘၣ်အိၣ်လၢကယုတ်မၤဒီးကအိၣ်ဒီးတၢ်မၤထီၣ်
- c. တၢ်သုတ်ဘၣ်အိၣ်လၢကမၤစၢၤဘၣ်ဖိအဟံၣ်တၢ်မၤဒီးမၤသကိးတၢ်လၢကွီတၢ်လိၣ်ဘၣ်အဂီၢ်
- d. တၢ်သုတ်ဘၣ်အိၣ်လၢကသ့ၣ်ညါဘၣ်ယၢ်ဒီးပုၤတၢ်ပုၤလၢမခိၣ်ယၢ်တၢ်အိၣ်သး
- e. အဂၤတဖၣ်, ဟံဖျါထီၣ်အီၤတက့ၢ်: _____

10. မှန်ထံၣ်လာနမၤစၢၤနဖိဘၣ်ယၢ်ဒီးအကွီတၢ်လိၣ်ဘၣ်သုလၢကျဲးလဲ?

- a. သံကွၢ်နဖိလၢဘၣ်ယၢ်ဒီးတၢ်အိၣ်သးလၢကွီ
- b. မၤစၢၤနဖိလံာ်လံာ်လၢဟံၣ်တၢ်မၤဂီၢ်
- c. ကွၢ်လံာ်လံာ်လၢနဖိဖဲတၢ်စီၢ်လၢကွီ
- d. လဲၤအိၣ်ဖျိၣ်အဲမုၢ်မုၢ်ပာ်သရၣ်တၢ်ထံၣ်လီၤသးလၢကွီ
- e. အဂၤတဖၣ်, ဟံဖျါထီၣ်အီၤတက့ၢ်: _____

11. ဝံသးစူၤဂၤဝီၤလီၤတၢ်လၢနမၤဘၣ်ထွဲသးဒီးနဖိတၢ်ကူၣ်ဘၣ်ကူၣ်သုတက့ၢ်:

နီတၢ်ဘျီဘၣ်	စူၤကိးဖိ	တအါတစူၤ	အါမး
1	2	3	4

12. မှတ်သားသောတစ်ခုခုကိုအသုံးပြုပြီးနောက်လူတို့၏အပြုအမူကိုအကျဉ်းချုပ်ဖော်ပြပါ။

- a. ဟွန်နရူးလောနကမသကိးတီးနီနီဖိတဖှ်တင်ကူင်ဘင်ကူင်သု
- b. တြီယာနလောနကမသကိးတီးနီနီဖိတဖှ်တင်ကူင်ဘင်ကူင်သု

13. မှတ်သားသောတစ်ခုခုကိုအသုံးပြုပြီးနောက်လူတို့၏အပြုအမူကိုအကျဉ်းချုပ်ဖော်ပြပါ။

- c. ဟွန်နရူးလောနကမသကိးတီးနီနီဖိတဖှ်တင်ကူင်ဘင်ကူင်သု
- d. တီယာနလောနကမသကိးတီးနီနီဖိတဖှ်တင်ကူင်ဘင်ကူင်သု

14. နတ်ကူင်ဘင်ကူင်သုမှတ်သားလောကလံင်ကျိန်နုင်, မှတ်သားသောတစ်ခုခုကိုအသုံးပြုပြီးနောက်လူတို့၏အပြုအမူကိုအကျဉ်းချုပ်ဖော်ပြပါ။

- a. မှတ်
- b. တမှတ်ဘင်

15. မှတ်သားသောတစ်ခုခုကိုအသုံးပြုပြီးနောက်လူတို့၏အပြုအမူကိုအကျဉ်းချုပ်ဖော်ပြပါ။

- a. မှတ်, တစ်စုံတစ်ခုကိုအသုံးပြုပြီးနောက် မှတ်မရ လီတဲစီဖိုဖိုကလံင်ကျိန်
- b. မှတ်, တစ်စုံတစ်ခုကိုအသုံးပြုပြီးနောက် မှတ်မရ တစ်စုံတစ်ခုကိုအသုံးပြုပြီးနောက်
- c. တမှတ်ဘင်, တစ်စုံတစ်ခုကိုအသုံးပြုပြီးနောက်

16. တစ်ခုခုကိုအသုံးပြုပြီးနောက်လူတို့၏အပြုအမူကိုအကျဉ်းချုပ်ဖော်ပြပါ။

- a. မိတ်ဖိးသရင်သရင်မှတ်တင်ထံင်လိင်သး
- b. တင်သုင်ဝံင်သးဆာဒီးတင်ဒုတင်အူ
- c. တင်ဖးလိင်ဖးလဲ မှတ်မရ တင်ဒုးမှတ်နုတဖှ်
- d. ကိုဘုင်သးမှတ်တဖှ်
- e. ပုမလိထဲကလံင်ကျိန်မှတ်
- f. တင်ဒုးနုင်တင်ဂီမူနုတဖှ်
- g. အဂတဖှ်, ဟ်ဖျါထိင်ထီတကွ်: _____

17. မှတ်သားသောတစ်ခုခုကိုအသုံးပြုပြီးနောက်လူတို့၏အပြုအမူကိုအကျဉ်းချုပ်ဖော်ပြပါ။

- a. ဆာလီနုနုတင်လောနကမလီထီတဖှ်လောဟံင် (ဒ်အမှတ်ဟံင်တင်မလီ, လံင်လဲင်တဖှ်, ကိုတင်ပီးတင်လီတဖှ်, မိတ်ဖိးတင်ကျိန်တဖှ်)
- b. ကတီဟွန်နုတင်ဆာကတီလောမှတ်နုမှတ်မုတ်ဟါဒီလောအဂုလောနဂီ
- c. ကတီနုနုပုလောကကျိန်ထံင်တဖှ်
- d. ကတီဟွန်နုပုလောကကျိန်ထွန်နုဖိ
- e. ကတီဟွန်နုတင်လဲတင်ကု
- f. အဂတဖှ်, ဟ်ဖျါထိင်ထီတကွ်: _____

တင်ဘုးလောနတင်ဆာကတီ!

Appendix H: English Learner Parent Survey Instrument: Spanish

Encuesta para padres de alumnos de inglés

¡Hola! Gracias por tomar esta pequeña encuesta hoy. El propósito de la encuesta es conocer su participación en la educación de su hijo y cómo los desafíos y beneficios de su conocimiento del idioma nativo e inglés afectan su participación en la educación de su hijo. Los resultados de la encuesta ayudarán a los administradores, maestros y líderes comunitarios a comprender más claramente las dificultades de la lectura en la comunidad y cómo pueden desarrollarse asociaciones para ayudar a las familias a mejorar la experiencia educativa de sus hijos. Toda la información personal se mantendrá confidencial y solo se compartirán las respuestas de la encuesta. Esta encuesta se proporcionará en inglés y en forma traducida a pedido.

Referencia de vocabulario

Competencia de lectura en inglés - La capacidad de leer, escribir y comprender el idioma inglés

Estrés de aculturación - Ansiedades y preocupaciones que ocurren cuando se aprende una nueva cultura.

Información demográfica

Elige la etnia con la que te identificas

- a. Hmong
- b. Karen
- c. Latino
- d. Somali
- e. Otro, por favor lista: _____

Elige el género con el que te identificas

- a. Mujer
- b. Hombre

Cuantos años a vivido en los Estados Unidos?

- a. 0-5 años
- b. 6-10 años
- c. Mas que 10 años

1. ¿Recibió educación formal en su lengua materna mientras vivía en su país de origen?

- a. Sí, por favor liste: _____ años
- b. No
- c. Otro, por favor describe _____

2. ¿Has participado en clases de ESL para adultos (Programa de Adquisición del Idioma Inglés) en los Estados Unidos?

- a. Si
- b. No

3. ¿Cuán competente es usted en su lengua materna? (¿Puedes leer, escribir y comprender ...)

Alta Proficiencia	Algunas proficiencias	Sin competencia
3	2	1

4. ¿Qué tan competente eres en inglés? (¿Puedes leer, escribir y comprender ...)

Alta Proficiencia	Algunas proficiencias	Sin competencia
3	2	1

5. ¿Te sientes bienvenido en la escuela de tu hijo? (Sé cómo ingresar a la escuela, encontrar la oficina y el aula, y comunicar mis necesidades)

- a. Si
- b. No

6. ¿Qué le impide participar en la educación de su hijo?

- a. Estrés de inmigración / aculturación
- b. Falta de dominio del idioma inglés
- c. Programas de trabajo
- d. Transporte
- e. Cuidado de los niños
- f. Otro, por favor liste: _____

7. ¿Qué le impide participar en clases de ESL para adultos?

- a. Estrés de inmigración / aculturación
- b. Falta de dominio del idioma inglés
- c. Programas de trabajo
- d. Transporte
- e. Cuidado de los niños
- f. Otro, por favor liste: _____

8. ¿Cuáles son los beneficios de tener competencia en lectoescritura en el idioma materno?

- a. La capacidad de tener habilidades de comunicación
- b. La capacidad de utilizar la competencia de lectoescritura nativa para aprender inglés
- c. La capacidad de mantenerse conectado con el idioma y la cultura nativos
- d. Otro, por favor liste: _____

9. ¿Cuáles son los beneficios de ser experto en el idioma inglés?

- a. La capacidad de comunicarse con los demás
- b. La capacidad de encontrar y conservar un trabajo
- c. La capacidad de ayudar a mis hijos con la tarea y participar en la escuela
- d. La capacidad de encontrar recursos en la comunidad
- e. Otro, por favor liste: _____

10. ¿En qué áreas te sientes capaz de ayudar a tu hijo con la escuela?

- a. Preguntar sobre el día de su hijo en la escuela
- b. Ayudando a mi hijo con la tarea
- c. Verificando la carpeta de mi hijo
- d. Asistir a conferencias y eventos para padres / maestros en la escuela
- e. Otro, por favor liste: _____

11. Por favor califique su participación en la educación de su hijo?
- | | | | |
|---------|------|---------|-------|
| Ninguna | Bajo | Algunos | Mucho |
| 1 | 2 | 3 | 4 |
12. Tiene habilidades en su lengua materna:
- Permitirle participar activamente en la educación de su hijo
 - Evite que participe activamente en la educación de su hijo
13. Tiene habilidades en el idioma inglés:
- Permitirle participar activamente en la educación de su hijo
 - Evite que participe activamente en la educación de su hijo
14. Si fuera más hábil en inglés, ¿sería más activo en la educación de su hijo?
- Si
 - No
15. ¿El maestro y la escuela de su hijo se comunican con usted?
- Sí, comunicación como boletines informativos o llamadas telefónicas solo en inglés
 - Sí, la comunicación se proporciona a través de un intérprete o servicios de traducción
 - No, no hay comunicación de la escuela de mi hijo
16. ¿A cuál de estos eventos asiste en la escuela de su hijo cuando puede?
- Conferencias de padres y profesores
 - Conciertos de música
 - Noches de lectura o matemáticas
 - Carnaval Escolar
 - Eventos para Estudiantes de inglés
 - Noches de cine
 - Otro, por favor liste: _____
17. ¿Cómo puede ayudar la escuela a ser más activo en la educación de su hijo y en la comunidad?
- Proporcionar materiales para aprender en casa (como tareas, libros, útiles escolares, información para padres)
 - Proporcione eventos en mejores momentos durante el día o la noche
 - Proporcionar intérpretes
 - Proporcionar cuidado de niños
 - Proporcionar transporte
 - Otros, por favor liste: _____

¡Gracias por tu tiempo!

Appendix I: English Learner Parent Survey Instrument: Somali

Baaritaan walidiinta barta luqada ingiriiska.

Waad ku mahadsantahay inaad ka qeyb qaadatid sahamintan gaaban maanta. Ujeedada sahanku waa in lagu barto ku lug lahaanshahaaga waxbarashada ilmahaaga iyo caqabadaha ama faa'iidooyinka luuqadaada hooyo iyo Ingiriisiga iyo sida ay u saameeyaan ka qayb qaadashada waxbarashada ilmahaaga. Natiijooyinka ka soo baxa sahanka waxay ka caawin doonaan maamulayaasha iskoolada, macallimiinta, iyo hoggaamiyeyaasha bushada in ay si cad u fahmaan dhibaatooyinka akhriska ee bulshada, iyo sida loo wadaagi karo iskaashiga si loogu caawiyo qoysaska inay kor u qaadaan khibradooda waxbarasho ee carruurta. Dhammaan macluumaadka shakhsi ahaaneed waxay ahaan doonaan kuwo qarsoodi ah oo kaliya jawaabaha sahanka ayaa la wadaagi doonaa. Sahankan waxaa lagu bixin doonaa Ingiriisi iyo foom la tarjumay markii la codsado.

Tilmaanta Erayada.

Aqoonta luqadda Ingiriisiga - Aqoonta akhriska, qorista iyo fahamka luuqada Ingiriisiga.

Faa'idada dhaqanka - Dhibaatooyinka iyo walwalka ka dhasha markaad baranayso dhaqan cusub.

Macluumaad.

Dooro luqadada

- a. Hmong
- b. Karen
- c. Latino
- d. Somali
- e. Kuwo kale/halkan ku qor

Dooro jinsigaaga.

- a. Dumar
- b. Rag

Meeqo sano ayaad Mareykanka kunooled.

- a. 0-5
- b. 6-10
- c. In kabadan 10 sano

1. Wax maku so baratay luqadada hooyo intaad joogtay wadankaagi.

- a. Haa, fadlan qor inta sano
- b. Maya
- c. Kuwo kale, fadlan noo sharrax _____

2. Miyaad kaqaybqaadatay fasalada ESL (Barnaamijka Luqadda Ingiriisiga dadka waweyn) ee Maraykanka?

- a.
- b. May

3. Intee le'egtahay aqoonta luqadada hooyo (dhanka aqrinta, qorida, iyo fahamka)?

Si heersare	meel dhexaad	ma ii fududa
3	2	1

4. Intee le'egtahay aqoontada luqada ingiriiska (dhanka aqrinta, qorida, iyo fahamka)?

Si heersare	meel dhexaad	ma ii fududa
3	2	1

5. Ma dareynta so dhaweyn iskoolka ilmahaga (wan aqaan sida lo tago iskuulka, wana gali kara xafiiska wana sheegan kara bahideyda)?

- a. Haa
- b. Maya

6. Maxa ka xanibaya in aad ka qeyb qaadato wax barshada ilmahaga?

- a. Walaac iyo laqabsi la'an qurbaha laxariira
- b. Aqoon la'anta luqada engiriiska
- c. Jadwalka shaqada
- d. Gadiidka
- e. Caruur
- f. Wax yaabo kale _____

7. Maxa ka xanibaya in aad ka qeyb qaadato wax barashada ESL ka e dadka waaweyn?

- a. Walaac iyo laqabsi la'an qurbaha laxiriira
- b. Aqoon la'anta luqada ingiriiska
- c. Jadwalka shaqada
- d. Gadiid
- e. Caruur
- f. Wax yaabo kale _____

8. Wa maxay faa'iidoyinka ay ledahay helitaanka aqoonta luqada hooyo?
- Waxaan leeyahay xirfad an kula xariiri karo bulshada.
 - Waxaan awooda ah in aan u isticmalo aqoonta luqadeyda hooyo in an kubarto luuqada ingiriiska,
 - Waxaan awooda in an bulshada luuqadayda hooyo ku dhaxjiri karo iyo dhaqankeyga.
 - Wax yaabo kale _____
9. Wa maxay faa'iidoyinka ay ledahay in aad luuqada ingiriiska taqaan?
- Waxaan awood u leeyahay in aan dadka la xiriiro
 - Waxaan awood u leeyahay in aan shaqo raadsado haysanna karo shaqadeyda.
 - Waxaan awood u leeyahay in ilmahayga an ka caawiyo karo howlaha guriga loogu soo dhiibo iyo in aan ka qeyb qaadan karo wax barashada ilmahayga.
 - Waxaan awooda in an xog ka raadsado bulshada
 - Wax yaabo kale _____
10. Meelahee darentaa in aad awood u leedahay inaad ilmahaga ka caawiso dhanka iskoolka?
- Wan wareysan kara cunugeyga sida u aha iskuulka malintaas
 - Wan ka caawin kara howlaha guriga loogu so direy
 - Wan fiirin kara jaldiga/foldharka cunugeyga
 - Wan tagi kara maalmaha u jiro kulanka macalimiinta iyo waalidka iyo munasabadaha iskoolka kadhaca.
 - Wax yaabo kale _____
11. Fadlan qiimee ku lug lahaanshahaaga waxbarashada ilmahaaga.
- | Kuma lug lihi | inyar | xoogaa | si aad ah |
|---------------|-------|--------|-----------|
| 1 | 2 | 3 | 4 |
12. In aad aqoon u ledahay luuqadada hooyo....
- Ma waxey kugu cawineysa inaad si firfircoon uga qayb qaadato waxbarashada ilmahaaga
 - Ma waxey kaa xannibeysa in aad ka qeyb qaadato waxbarashada ilmahaga

13. In aad aqoon u leedahy luuqada ingiriiska...
- Ma waxey ku cawineysa inaad si firfircoon uga qayb qaadato waxbarashada ilmahaaga.
 - Ma waxey kaa xannibeysa in aad ka qeyb qaadato waxbarshad ilmahaga
14. Hadii aad ku fiicnaan lahayd inigriiska ma waxaad si firfircoon uga qeyb qadan lahyd waxbarashada ilmahaaga?
- Haa
 - Maya
15. Macalinka ilmahaga iyo iskuul miyay kula xiriiraan?
- Haa, xiiritaan warqad iyo telfoon wacis oo luuqada ingiriiska ah
 - Haa xiriir uu noo dhaxeeyo turjubaan iyo warqado la turjumay
 - Maya wax xiriir ah na ma dhaxmaro iskoolka ilmahayga.
16. Munaasabadahan iskuulka ilmahaga keeba ka qeyb gashaa markii aad awoodid?
- Kulanka macallimiinta iyo waalidiinta
 - Xaflad bandhigeedka musiga
 - Habeenada wax akhriska ama xisaabta
 - Habeenka ay ciyar, cuno, iyo abaalmarino jiraan
 - Habeenada isku imaadka inta barata ingiriiska
 - Habeenada bandhig filimeedka
 - Wax yaabo kale _____

17. Sidee ayuu iskoolka kaaga caawin karaa inaad noqoto mid si firfircoon uga qeyb qaata waxbarashada ilmahaaga iyo bulshada?

- a. In ay kusiyaan qalabka guriga wax loogu baran karo (sida warqadaha guriga looga shaqeeyo, buugaag, qalabka iskuulka, macluumadka waalidka)
- b. In ay qabtaan munasabadaha waqtiyo haboon sida maalinti ama habeenki xilliga hore.
- c. In ay turjumaan keenaan
- d. In ay xananada ilmaha keenaan
- e. In ay gaadiid keenaan
- f. Wax yaabo kale _____

Waad ku mahadsantahay waqtiga nasiisay.

Appendix J: K-12 Administrator Survey Instrument

Administrator Survey

Greetings! Thank you for taking this short survey today. The purpose of this survey is to acquire knowledge about English learner parental and family engagement in K-12 schools in three, rural regional hubs in southwest Minnesota. Your input is valuable and will be used to promote and improve the parental and family engagement of English learner families in schools across the United States. Any identifying information will remain confidential, and only survey responses will be shared.

For the purpose of the survey, the term parental and family engagement is equivalent to parental involvement.

School Demographics

1. What is the student enrollment of the district in which you work?
 - a. 1-799
 - b. 800-1,499
 - c. 1,500-2,499
 - d. 2,500 +

2. What is the student enrollment of your school?
 - a. 1-199
 - b. 200-499
 - c. 500-799
 - d. 800 +

3. The English learner population in your district is:
 - a. 1-10%
 - b. 11-19%
 - c. 20-29%
 - d. 30-39%
 - e. 40% +

4. Your school is:
 - a. Elementary
 - b. Middle School
 - c. High School

Family Engagement

5. Parents of English learners in your district are:
 - a. Actively engaged
 - b. Engaged
 - c. Not engaged

6. What challenges prevent most parents of English learners at your school from participating in school events?
 - a. Immigration/Acculturation stress
 - b. Lack of English literacy proficiency
 - c. Work schedules
 - d. Transportation
 - e. Childcare
 - f. Other, please list: _____

7. Is there a need for more parental and family engagement of English learners in your school?
 - a. Yes
 - b. No

8. What efforts have been made to improve parental and family engagement in your school?
 - a. Improved communication (including interpreted and translated information)
 - b. Parent education
 - c. Addition of parent advisory committees
 - d. English Learner events
 - e. Literacy events
 - f. Other, please list: _____

Professional Development

9. As an instructional leader, do you provide staff development for teachers regarding parental and family engagement of English learners?
 - a. Yes
 - b. No
 - c. If yes, please list ways you provide staff development regarding parental and family engagement of English learners:

10. Do you collaborate with community or outside agencies to offer quality programming for parents of English learners?

a. Yes

b. No

c. If yes, how do you collaborate? _____

Thank you for your time.

Appendix K: Informed Consent Letter

Informed Consent - English Learner Parent Survey

Procedures

You have been invited to participate in a study regarding your perceptions of literacy experiences in your native and English language, and parental involvement in your child's education. If you agree to be part of the research study, you will be asked to answer questions about your literacy learning and its impact on your child's education at school. The survey should take approximately 10-15 minutes to complete.

Benefits

The results of this survey will be published to help school administrators, teachers, and community leaders understand literacy experiences of parents of English learners in relation to parent involvement in schools. Benefits related to you include a shared understanding of your experiences and views of parental involvement and literacy, as well as improved programming at Adult Basic Education and your child's school. Results will be shared with the school districts and other stakeholders involved.

Contact Information

This research study is being conducted by Kristi A. Wiese. Upon completion, the researcher's dissertation will be electronically available for you to review the results. Please contact Kristi Wiese at kawiese@stcloudstate.edu if you have questions or would like a written summary of the research. You may also contact Dr. Kay Worner, university advisor at ktworner@stcloudstate.edu with any questions you may have.

Confidentiality

The confidentiality of the information collected during your participation of this study will be maintained. Your personal identity will remain confidential, as your input is valued. You will not be identified by your name in any published materials relating to the study. The data collected from the survey will be aggregated and no more than 1-2 identifiers will be presented together.

Risk

There are no serious risks associated with the research study. Due to the nature of this study, there is slight risk of emotional discomfort during the survey. The confidentiality of your survey responses will be maintained. Names or other information that would allow any individual to be identified during this process will not be released.

Voluntary Participation/Withdrawal

Your participation in this study is voluntary. You may decide not to participate or to withdraw your consent to participate in this study at any time, for any reason, without penalty. Your decision whether or not to participate will not affect your current or future relations with St.

Cloud State University or the researcher. Please remember this information is confidential and is designed to better understand the connection between native and English literacy and parental involvement.

Acceptance to Participate in the Study

Your completion of this survey indicates that you are at least 18 years of age, you have read or have had the above information read to you in a language understandable, and you give informed consent to participate in this research study.

Yes, I consent to participate in this survey _____ (signature)

St. Cloud State University
Institutional Review Board
Approval date: 12-27-17
Expiration date: 12-26-18

Appendix L: Human Subject Approval—IRB Approval



Institutional Review Board (IRB)

720 4th Avenue South AS 210, St. Cloud, MN 56301-4498

Name: Kristi Wiese
Email: kawiese@stcloudstate.edu

IRB PROTOCOL DETERMINATION: **Expedited Review-1**

Project Title: The Impact of Immigrant Native and English Language Literacy on Parental and Family Engagement and School Practices

Advisor Kay Worner

The Institutional Review Board has reviewed your protocol to conduct research involving human subjects. Your project has been: **APPROVED**

Please note the following important information concerning IRB projects:

- The principal investigator assumes the responsibilities for the protection of participants in this project. Any adverse events must be reported to the IRB as soon as possible (ex. research related injuries, harmful outcomes, significant withdrawal of subject population, etc.).

- For expedited or full board review, the principal investigator must submit a Continuing Review/Final Report form in advance of the expiration date indicated on this letter to report conclusion of the research or request an extension.

-Exempt review only requires the submission of a Continuing Review/Final Report form in advance of the expiration date indicated in this letter if an extension of time is needed.

- Approved consent forms display the official IRB stamp which documents approval and expiration dates. If a renewal is requested and approved, new consent forms will be officially stamped and reflect the new approval and expiration dates.

- The principal investigator must seek approval for any changes to the study (ex. research design, consent process, survey/interview instruments, funding source, etc.). The IRB reserves the right to review the research at any time.

If we can be of further assistance, feel free to contact the IRB at 320-308-4932 or email ResearchNow@stcloudstate.edu and please reference the SCSU IRB number when corresponding.

IRB Chair:

Dr. Benjamin Witts
Associate Professor- Applied Behavior Analysis
Department of Community Psychology, Counseling, and Family Therapy

IRB Institutional Official:

Dr. Latha Ramakrishnan
Interim Associate Provost for Research
Dean of Graduate Studies

OFFICE USE ONLY

SCSU IRB# 1748 - 2213	Type: Expedited Review-1	Today's Date: 12/27/2017
1st Year Approval Date: 12/27/2017	2nd Year Approval Date:	3rd Year Approval Date:
1st Year Expiration Date: 12/26/2018	2nd Year Expiration Date:	3rd Year Expiration Date: