

DISSERTATION

MEASURING EARLY LITERACY BEHAVIORS: PRESCHOOL AGE CHILDREN

AND

FIRST GENERATION MEXICAN IMMIGRANT PARENTS

Submitted by

Jan Marie DeLay

School of Education

In partial fulfillment of the requirements

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**Committee on Graduate Work**

Maria E. Puig MARIA E. PUIG

Jean P. Lehmann Jean P. Lehmann

Gloria Gloeckner GLOECKNER

Carole I. Makela MAKELA

Imoegh I. Okoro

Director

Imoegh I. Okoro

Director

## ABSTRACT OF DISSERTATION

### MEASURING EARLY LITERACY BEHAVIORS: PRESCHOOL AGE CHILDREN AND FIRST GENERATION MEXICAN IMMIGRANT PARENTS

The purpose of this dissertation was to contribute a theoretically and empirically sound quantitative measurement of parent early literacy behaviors, designed for Spanish speaking families. This study describes the need for and the development of a questionnaire completed by parents. A pilot test of the Emergent Literacy Behavior Questionnaire (ELBQ) provided preliminary exploration of an instrument designed specifically for first generation Mexican immigrants in Colorado. The long-term objectives included establishing reliability and validity of the ELBQ for informing parent education program practices. Suggestions for further research include field tests with the ELBQ in programs providing services to families including early childhood, family literacy and adult education.

Testing and outcome accountability measures often tied to funding for parent education with early intervention programs rely primarily on measures of early childhood development. These assessments often miss the purpose of family literacy and adult education programs to break the cycle of low literacy, not to raise test scores of very young children. Capturing valid data on parent strengths could assist in comparing information from child development measures for deeper diagnostic and program improvement purposes.

Parent behaviors influence children's later school success. Often the home literacy behaviors of parents studied in the context of cultural factors overlook strengths as a point of reference for constructing knowledge. The myth that Latino and other

parents of diverse backgrounds do not value education is one of the primary reasons cited in this dissertation as a need to develop an instrument designed to measure diverse cultural values and behaviors related to early literacy parent behaviors with young children.

Immigrant parents from Mexico assisted with the design and creation of the ELBQ to include respect of family cultures that better examines changes that may lead to increased understanding of the importance of cultural variances. The pilot test analyses were limited to exploratory factor analysis and preliminary reliability and validity assessment.

Results offer possibilities for refining the questionnaire and suggest a field test design. Recommendations conclude by proposing uses of the questionnaire as a supportive addition to the strengths-based framework of research in school improvement and parent involvement.

Jan Marie DeLay  
School of Education  
Colorado State University  
Fort Collins, CO 80523  
Spring 2007

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## CHAPTER I - INTRODUCTION

Colorado is one of ten states experiencing the fastest immigrant growth rates in the past ten years. The 2000 census indicates that the children of immigrants from Mexico and Latin America represent 60% of the total school age children of immigrants (U.S. Census, 2003). The context of the No Child Left Behind Act of 2001 (U.S. Department Education, 2002) brings an urgency of defining the role of educators in bridging school cultures and diverse family cultural and social characteristics. Differing socio-cultural contexts, if understood, can become resources for educators rather than deficits to be corrected. However, home socio-cultural characteristics often do not fit easily with school values. Increased understanding based on information provided by families begins a reciprocal process of honoring and supporting immigrant Latino families toward accessing the culture of power in the schools. Researchers advocate incorporating cultural analysis that brings an increased understanding of home characteristics based on the strengths of families, rather than deficits (Auerbach, 1989).

Therefore, the intent of this study is development and validation of a parent questionnaire designed to inquire about three universals of emergent literacy supportive constructs. These universals, based on early literacy development research, include: exposure to oral language; reading with children; and supporting print concepts (Neuman & Dickinson, 2002; Snow, Barnes, Chandler, Goodman, & Hemphill, 1991). The emergent literacy construct questions target parent behaviors embedded in the daily lives and routines of families who are first generation immigrants from Mexico. The end product of a validated parent-completed questionnaire will allow education programs to

build on information that references family socio-cultural contexts and thereby goes beyond the simple transmission of school-related facts and knowledge.

The impact of an unprecedented national school reform mandate changes public school requirements to explicitly include children from racial and socioeconomic groups heretofore averaged into achievement data. Any school district accepting federal assistance must demonstrate high expectations for all children at a time when the very composition of school populations is changing (Lewis, 2003). Performance stakes for higher achievement of students will increase for schools through the year 2014. In the time frame from the signing of the No Child Left Behind Act of 2001 to the 2014 goal for all children performing at a given state's definition of proficiency, children of first generation immigrants will continue to enter schools from diverse cultures. These cultures may include different languages as well as different familial expectations of the roles of educators. Tension between cultural and parental values and school practices is a growing dilemma reported in the mainstream media. In an editorial in the *Chicago Tribune* syndicated columnist, Pulitzer Prize and American Civil Liberties Union award winner, Clarence Page (2003) asserts that he could not challenge the findings of researchers Abigail and Stephan Thernstrom (2003), in their recent book, *No Excuses: Closing the Racial Gap in Learning*. Page discusses and expands on the Thernstroms' research contribution to the issue of the racial education gap in his editorial. Page asserts low parental priorities for education are contributing factors of the under performance of African American and Latino students. Yet, as schools, under mounting accountability pressure, increase expectations from families for homework help, communication with

teachers, and participation in school conferences, the cultural and linguistic backgrounds of these families are rarely addressed.

Ethnography and case study research by Valdés (1996), Pena (2000) and López (2001) shared common findings in their studies of immigrants from Mexico. Often, families viewed their role as educators and nurturers of their children. The education included lessons about many cultural values, such as hard work and respect (*respeto*). Families expected the school to teach academic subjects. These researchers also found that Mexican immigrant parents valued education and wanted their children to succeed, but were often confused about what was expected by the school in regard to their children's academic readiness and parent involvement.

Case studies bring forth a depth of information suggesting areas of research that need attention in examining the language and cultural correlates of Mexican first generation immigrant parents. As the percentage of students who must be proficient on annual standardized tests ratchets up, educators will need to find a way to recognize the contributions of families to the education of their children, and invite them to the table, rather than assuming they are uncaring and uninvolved.

#### Statement of the Problem

The promise and challenge for educators include the children of first generation immigrants entering the U.S. public school system whose numbers have doubled nationally and quadrupled in many states experiencing unprecedented immigrant growth. According to the Urban Institute, children of first generation immigrants in grades K-12 currently represent one in five students. The increase in the past ten years is the largest in any decade of the nation's history (Census 1990 and 2000 data as cited in Fix & Passel,

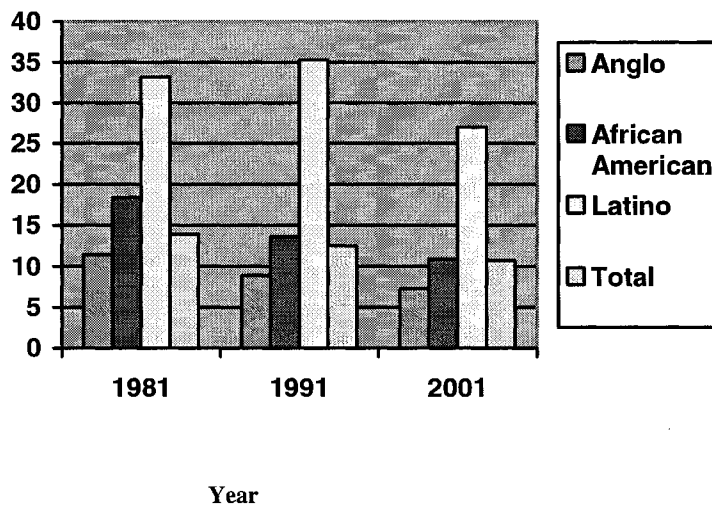
2003). Of these first generation children whose parents are immigrants, 48% are children whose families migrated from Mexico or a Latin American country.

The growing numbers of Latino children consistently perform below national averages in the National Assessment of Educational Progress (NAEP). According to the Associate Commissioner of the National Center of Education Statistics (NCES, 2003a), the gap between Latino and Anglo students' scores at the fourth and eighth grades was about 27 points each in reading and math. This gap in both grades remained constant from 1992 to the release of scores in 2003. The percentage of Latinos taking the assessment increased from 7% to 17% in this same time frame. The differences in achievement begin as early as kindergarten and continue through the grades (NCES, 2003b). The NCES reports specifically about the early literacy experiences of children in *The Condition of Education, 2003*. Survey results from the Early Childhood Longitudinal study indicated a positive relationship, regardless of the family's economic status, between parents' reports of the home literacy environment and children's reading knowledge and skills in elementary school (NCES, 2003b).

Carlo, et al. (2004) and Hirsch (2001) describe the compounding effects of the academic gaps in the elementary years that decrease students' abilities to access content in the secondary school curriculum. The low educational attainment for Latino children as a group widens again at high school, reflected by cohort dropout rates of 18 %, compared to 12 % of all students (NCES, 2003b). As illustrated in Figure 1, this dropout rate is higher than for any other ethnic group. The first-generation Latino dropout rate is 15.4 % compared to 10.9 % for African American students and 7.3 % for Anglo students. The status dropout rate is even higher. Status dropout is defined in NCES *Condition of*

*Education, 2003* (NCES, 2003b, p. 42) as: "...status dropout rate represents the percentage of an age group that is not enrolled in school and has not earned a high school credential (i.e., diploma or equivalent, such as a GED)". Latino children/young adults who were born outside the United States have a status dropout rate of 43.4 %. This extremely high rate is partially due to the number of youthful Latino immigrants who enter the United States with no intent to attend school (NCES, 2003c).

Percent



*Figure 1.* Status Dropout Rates of 16-to 24-year-olds, by race/ethnicity: October 1981-2001 (NCES, 2003b)

The dropout statistics illustrate the group ethnic differences in high school dropout rates, but other variables that include poverty, parent education levels, and nutritional status contribute to the statistical variance. The Department of Education reports that more than half of Latino immigrant “dropouts” never enroll in school or drop in to begin. However, if Latino children arrive before the eighth grade, they finish high school and enroll in post secondary programs at rates similar to Latino children born in the United States (NCES, 2003c).

Some indicators of the high dropout rate among Latino students are evident in the early years of elementary school. Achievement test scores indicate that by age nine, average Latino children are about two grades behind average Anglo children (NCES, 2003b). Neurobiologists and researchers in the behavioral sciences agree that in the period between conception and the first day of kindergarten, human development and learning occurs at the fastest pace of any other stage of life (Hart & Risley, 1995; National Research Council..., 2000). Many of the current state and federal policies to close the education achievement gap focus on providing improved reading instruction in schools. While the quality of school instruction is a key component, research has shown for decades that families and parents play a crucial role in literacy acquisition of their children. Specific parent behaviors that correlate with better reading and school performance of children include reading to children, singing songs, telling stories and exposure to letters/print (Nord, Lennon, Liu, & Chandler, 1999; Snow, Burns, & Griffin, 1998). Review of the literature reveals qualitative and quantitative studies that include parent interviews, but no studies or program evaluations that make use of strengths-based quantitative measures of parent early literacy behaviors with children which include some cultural, language and environmental variables for recent immigrants from Mexico (Arzubiaga, Rueda, & Monzó, 2002; Moore, Brown, & Scarupa, 2003; Reese & Gallimore, 2000; Ricciuti, St. Pierre, Lee, Parsad, & Rimdzius, 2004).

#### Study Significance

School accountability policies set forth in the reauthorization of the Elementary and Secondary Education Act (ESEA), entitled the No Child Left Behind Act of 2001 (NCLB, 2002), reflect the intent at the national level to close the education gap. NCLB

identifies children of Latino heritage as one group who must be disaggregated from local school and state assessments, in order to measure progress and ensure school accountability (The Education Trust, 2003). For the purposes of this research, parents who immigrated to the U.S. from Mexico and have a child entering kindergarten respond to a questionnaire that identifies some opinions and attitudes about education and home literacy activities that could illuminate discussion regarding priorities necessitated by mere survival in a new country. Children of parents who immigrate from Mexico often belong to the student groups that typically lag behind other children in school achievement. The subgroups, identified in the NCLB legislation, include: "...low-income students, students from major racial and ethnic groups, students with disabilities and students with limited English proficiency..." (U.S. Department of Education, 2002, p.17). In addition to the categories within NCLB, large numbers of children of immigrant parents from Mexico are likely to have other risk factors that influence success in school. These may include cultural differences and low parental education levels (Hernandez, 2004). In the 2000 census, 34.6 % of immigrants ages 25 and older from Mexico and Latin American countries had less than a ninth grade education (Suárez-Orozco, M., 2001).

Federal and state education policies challenge schools to address the education deficits of historically underserved students, including children who are learning English and living in poverty. The goal of equality in educational opportunities requires good public schools. Schools across the nation face several challenges in the wake of the current federal requirements regarding the population of immigrant children from Mexico and Latin America. They must ensure all children make Adequate Yearly Progress

(AYP), even as new waves of children of immigrants flow into the schools. The law also requires schools and districts receiving funding from NCLB to set aside a percentage of their federal allocation and coordinate numerous activities to involve the students' parents (Appendix A). Schools and communities with the most recent immigrant growth are ill prepared to create meaningful activities that accommodate cultural and language differences.

The NCLB legislation requires a yearly measure of children's progress across grade levels beginning in 3<sup>rd</sup> grade. This type of measurement constitutes a cross sectional approach to analysis of how children learn through the grades. Colorado State Statute uses the same annual measurements as the primary data used for school accountability reports. The state uses the annual test scores to rate schools as excellent, high, average, low or unsatisfactory. Under both the Federal NCLB Title One legislation and Colorado State Statute, schools are held accountable for the achievement of children of immigrants. The consequences for low achievement on the high stakes tests in Colorado fall on the schools, in the form of some type of conversion of the school structure, such as to a charter school (Colorado Department of Education, 2004).

Policies that examine early childhood programs which include parents also address the complex education needs for all children and especially children who are most vulnerable due to poverty and low parental education. These programs rarely receive the front page coverage frequently afforded to the results of annual tests. Years of neurobiology and other longitudinal research (Campbell & Ramey, 1994; Hart & Risley, 1995; National Research Council..., 2000) indicate that a stimulating, nurturing

environment in the early years has lasting positive effects not only on school performance, but life trajectories.

Goldenberg cites numerous studies suggesting that low-income, culturally and linguistically diverse families are able to play a critical role in student achievement. The research is particularly promising for parents in the early literacy years and has the potential of building home-school connections that do not produce “conflict, blame and dysfunction” (Goldenberg, 2002, p. 221). Research Goldenberg conducted with families who emigrated from Mexico indicates that schools must be cognizant of the family context and parent beliefs about literacy. Goldenberg’s research suggests that schools or community programs utilize information about parental views of how children learn and become literate. When schools devise plans including parental views, they increase school involvement that make the most sense to the parents (Goldenberg, 2002). Effective plans for parents as participants in their children’s education also have ramifications for another risk factor of newly immigrated Mexican families, that of high mobility. Families are the only constant in the education of highly mobile children. Involving parents and members of the Latino community in meaningful ways requires respectful understanding of the ideas, knowledge and skills of their cultures that schools can use to build inviting partnerships.

A school and community’s systematic invitation to immigrant families based upon the strengths in their cultures would imply a fundamental change in the schools and the communities. It may mean that teachers and principals visit neighborhood meetings, Latino trainers work with other parents to become leaders in the school district, and meaningful activities that the families know how to do are sent home with kindergartners.

School systems are notoriously resistant to change. Change is difficult to navigate if there is not a chart of the waters. School leaders must increase their knowledge and understanding of what Latino families know and are able to do. This information should then be used so school systems and parents can work together to reach a consensus of what it means for all children to make Adequate Yearly Progress.

#### Statement of Purpose

This research develops and examines the reliability and validity of a parent questionnaire intended to measure parental behaviors related to three constructs of early literacy activities that enhance child opportunities for learning to read (DeTemple & Snow, 1992). The questionnaire was designed to examine the strengths and variety of immigrant parents' early literacy behaviors with their preschool aged children. Ecocultural features, such as immigration history, workload, culture and language were included in the instrument based on the ethnographic work of Arzubiaga, Rueda, and Monzó (2002). The questionnaire was evaluated in a pilot test for construct validity and reliability with immigrants from Mexico.

Parents were participants in family literacy educational programs designed to assist families in acculturation, provide parenting information, early childhood education services for the children, and increase adult literacy. The questionnaire was designed with help from immigrant families from Mexico to assist with creation of a measurement that includes a respect of family cultures which will better examine changes that may lead to increased understanding of the importance of cultural variances, both from the parents' perspective and the school's expectation perspective. The parent perspective is informed by research on the differences in childrearing beliefs and practices as they pertain to

children the year prior to entering K-12 schools (Neuman, Caperelli, & Kee, 1998; Teale, 1986; Valdés, 1996). School expectations include decades of research on the importance of reading to preschool children and encouraging language and vocabulary development in day-to-day activities (Snow, Burns, & Griffin, 1998). The study investigates an instrument designed specifically for first generation Mexican immigrants in Colorado with the long-term objectives of informing parent education practice in PK-3 education, adult education and suggesting other research possibilities.

### Program Definitions

Participants in three of the four programs in the study were enrolled in a four component family literacy program, known as Even Start, which is defined in federal statute. Family Literacy programs (FLP) are included in seven different titles of the No Child Left Behind Act of 2001 (National Center for Family Literacy, 2002). Programs that receive federal funding through grants must comply with the following federal definition:

The 105th Congress (1997-1998) enacted legislation that gave a consistent comprehensive definition to family literacy. The following definition of family literacy is included in the Elementary and Secondary Education Act (which includes Even Start, Reading First, Early Reading First), the Head Start Act, The Workforce Investment Act (which includes the Adult Education and Family Literacy Act), and the Community Services Block Grant Act.

“The term 'family literacy services' means services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrate all of the following activities:

- (A) Interactive literacy activities between parents and their children.
- (B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
- (C) Parent literacy training that leads to economic self-sufficiency.

(D) An age appropriate education to prepare children for success in school and life experiences.” (National Center for Family Literacy, 2002)

The fourth program was a former Even Start funded program, and a long standing education provider for immigrant Latino families in the Denver area. This program also provided the four components, but was no longer funded by Even Start.

Current accountability regulations for federally funded family literacy programs include evidence of child progress, measures of parent participation and educational gains of parents. Programs are also required to use a systematic curriculum with measurable benchmarks.

#### Research Questions

The research questions consist of the following:

1. What are the demographic characteristics of program participant parents?
2. What is the reliability of the Emergent Literacy Behavior Questionnaire (ELBQ) in measuring (a) the family ecocultural features, (b) the constructs of parent beliefs embedded in ecocultural features for child school performance and early literacy, and (c) the constructs of parent behaviors/activities that enhance emergent literacy skills of preschool age children, as defined in the literature?
3. How do the family characteristics compare with the self reported parent behaviors/activities that enhance emergent literacy skills of preschool age children?

### Assumptions

1. The Latino immigrant population in the United States will continue to grow at a rapid rate as predicted by researchers, and Latinos in the public schools will continue to comprise the largest minority in the United States.
2. Population growth of Latino immigrants is concentrated in many of the Rocky Mountain, Midwest, and Southwestern states.
3. The education of Latino students creates an untapped opportunity and an increasing challenge for schools that have little previous history and experience in educating this population.
4. The subjects in this study responded to the research instruments in an honest and objective manner, and their perceptions are assumed to be accurate.

### Limitations

1. The subject population is not representative of all first generation immigrants from Mexico. Participating families had voluntarily enrolled in some type of education program. Although immigrants in many areas may have similar education opportunities, the findings may not be generalized to other immigrant parents from Mexico who do not seek education resources.
2. The questionnaire was designed to measure several key constructs of parent behaviors in the area of early literacy interactions with their preschool age children. The area of literacy development consists of innumerable factors with large variability within those factors.

3. Ecocultural factors vary within cultures, communities, families, and over time.

The instrument is a snapshot of complex and fluctuating family environments and behaviors.

4. Many immigrant families from Mexico are undocumented workers, and experience the accompanying stresses associated with fear of deportation. This variable cannot be directly addressed in a questionnaire.

#### Delimitation

The scope of this study is to investigate relationships in ecocultural features and early literacy behaviors among first generation immigrants from Mexico who have at least one child in the age range from 36 to 52 months. The study investigates first generation Mexican Latino immigrants in Colorado with the objectives of creating an instrument that draws on first-hand parent feedback that may be used to inform parent education practice in PK-3 education, family literacy programs, and other adult education programs and suggests other research possibilities.

#### Definition of Terms

Latino: In many cases for the Spanish-speaking population, Latino is a term of ethnic pride, and can mean the same populations as described under Hispanic, with the exception of European ancestry of Spain. For this research, the term Latino is used by the researcher, but many of the statistics cited in the literature refer interchangeably to “Hispanic” and sometimes to “Latino” to describe populations that vary within and between the two labels.

Hispanic: Term coined in the United States for people with ancestral origins of Latin America, Mexico, Cuba, Puerto Rico or Spain. The term is used by the U.S. Census Bureau and other government agencies.

First Generation Families: Parents or at least one parent was born in Mexico. Child may have been born in Mexico or the United States.

Parent Early Literacy Behaviors: Adult-child active interactions with oral language; text in reading, including pictures; and text in writing, including drawing.

Emergent Literacy: Developmental precursors of formal reading that have their origins early in the life of a child (Whitehurst & Lonigan, 2002).

Ecocultural Features: Environmental, ecological, and cultural factors that shape everyday family routines. The routines may influence interactions among the developing child, the parents, and other members of the household (Arzubiaga, Rueda, & Monzó, 2002).

Researcher's Perspective: From 1998 to 2002, the researcher coordinated a state-wide migrant family literacy program that served migrant families. From 1994-1998, she piloted a parent education home visit program in a semi-rural county in Colorado that served any family with a child from birth through age five. The family education programs required evaluations that the researcher believed did not capture and build on strengths that many families brought to the programs. Immigrant families enrolled in these programs also appeared to have strong motivation for providing educational opportunities for their young children. These experiences, paired with the requirements from the NCLB legislation for increased achievement accountability among students

from diverse backgrounds, provided the motivation to research the possibility of asking families directly about their opinions and interactions with their preschool age children.

## CHAPTER II - LITERATURE REVIEW

This chapter presents a review of the literature related to Latino students, their families, and the process of learning to read in the United States. This chapter is organized into six primary sections: (1) theoretical framework (2) demographic information related to the changing K-12 student population, (3) federal policy and legislation affecting school accountability for Latino immigrant students, (4) factors supporting early and emergent literacy skills, (5) barriers to early literacy and emergent literacy skills and, (6) factors and influences affecting Latino students in United States school cultures.

### Theoretical Framework

Neurobiologists and researchers in the behavioral sciences agree that in the period between conception and the first day of kindergarten, human development, and learning occurs at the fastest pace of any other stage of life (Davis, 1997; Hart & Risley, 1995; National Research Council..., 2000). Bronfenbrenner found that parents of preschool children typically changed their interactions with their children to reflect the age-related, school readiness changes in their children. (Bronfenbrenner, 1979). However, many of the current state and federal policies intended to close the education achievement gap focus on providing improved reading instruction in schools, with little attention to the home-school transition (Gee, 2001). While the quality of school instruction is a key component, research has shown for decades that families and parents play a crucial role in child's literacy acquisition before children enter school. Family activities with preschool age children correlated with later reading and school success include one-on-

one conversations with children, parent use of written materials, mealtime conversations with family, and a general joyful, playful atmosphere surrounding printed materials for children. Specific parent behaviors that correlate with better reading and school performance of children describe reading to children, singing songs, and telling stories (Nord, et al., 1999; Snow, Burns, & Griffin, 1998).

Educators' assumptions that children who enter kindergarten have certain kinds of literacy experiences sometimes create a schism in home-school collaborative efforts, when parents have variable cultural, socio-economic, and/or educational backgrounds. Gallimore and Goldenberg (2001) analyze differing settings and cultural models in home influences of early literacy learning employing data from a 12-year longitudinal study of immigrant Latino families and their children (Reese, Garnier, Gallimore, & Goldenberg, 2000). The researchers clearly state that immigrant Latino parents are not a homogeneous group, but a dynamic population with continuous changes in cultural beliefs. By attending to varied parent goals, values, and beliefs, educators will gain more understanding about varieties of communication with parents that best bridge the U.S. school schema and the cultural similarities and differences of families (Reese & Gallimore, 2000).

Goldenberg, Gallimore, and Reese (2001) present findings from longitudinal data summarizing key contextual factors correlated with literacy development and achievement among Latino children of immigrant parents. The researchers identified activity settings along with cultural models as units of analysis. The combination of research techniques, using setting analysis, or the ecology (Whiting, 1980), and cultural analysis (Cole, 1985) termed ecocultural theory, attempts to capture daily routines

reflected in dynamic family belief systems (Super & Harkness, 1986). “Ecocultural niche features” are useful in examining the interactions among family members from various experiential backgrounds, regardless of ethnicity (Gallimore, Weisner, Kaufman, & Bernheimer, 1989, p. 217). Gallimore and Goldenberg (2001) find utilizing dynamic ecocultural factors based on family backgrounds in Mexico a means of identifying some discontinuous public school expectations of families with young children in the United States. Teachers and schools equipped with a better understanding of the variance of parent beliefs regarding education and literacy are better prepared to engage parents with explicit, meaningful interactions with literacy related activities (Goldenberg & Arzubiaga, 1994).

Gallimore and Goldenberg (2001) describe the importance of empirical assessments of the interconnections of parental attitudes and beliefs about formal schooling, children’s literacy development, and the influence of literacy materials used in kindergarten. Goldenberg, Reese, and Gallimore (1992) utilized qualitative and quantitative research techniques to examine the home and school instruction influences in response to two types of literacy materials. One group of children were in classrooms that used and sent home language and meaning based books in Spanish. The comparison group was in classrooms that used and sent home readiness and phonics worksheets. The research findings indicated somewhat of a paradox. Children in the language and books classrooms outperformed the readiness classroom children in year-end literacy assessments that included letter/sound recognition, concepts about print, and story recognition. Conversely, when the researchers used qualitative observation in the homes to focus on the influence of the materials sent home on children’s literacy development,

the children in the readiness/phonics worksheet group outperformed the language and books group. The researchers found that the frequency and duration of the worksheets was strongly and positively associated with the children's literacy achievement. The frequency and duration of the use of books at home was unrelated to kindergarten literacy achievement. The researchers hypothesize from their qualitative findings that the parents' beliefs about literacy development more closely conform to the tasks requested of them with the phonics and readiness materials (Goldenberg, Reese, & Gallimore, 1992).

Reese and Gallimore (2000) explored this hypothesis of a parent cultural view of reading with a subset of 32 case studies that were nested in a sample of 120 immigrant Latino families in an ongoing longitudinal study. Narrative interview data analysis confirmed the cultural model hypothesis with an additional, unexpected discovery. Within group variance was linked to whether the parents were raised in town or in *ranchos*, or rural settings. Sixty five percent of the parents raised in town began reading to their child at age four or earlier. Twenty percent of the *ranchos* families began reading before children entered school. A correlated variable the researchers describe is the increased levels of poverty in rural versus more urban settings in Mexico, along with the availability of education. Mothers reared in towns averaged 8.7 years of education compared to 4.3 years for rural mothers (Reese & Gallimore, 2000).

The framework of parent behaviors in literacy acquisition of children also builds upon the socio-cultural theories of Vgotsky, who contended that cognitive development results from social interactions and that learning is a dynamic process between a novice and an expert (Cole, 1985; Vgotsky, 1986). Vgotsky's concept of zone of proximal development (ZPD) applies to the socio-cultural dynamics between a parent and child

and to a recent immigrant who may feel marginalized by a school culture. Goldenberg cites numerous studies suggesting that low-income, culturally and linguistically diverse families are able to play a critical role in their children's achievement in school. This research is particularly promising for parents in the early literacy years, and has the potential of building home-school connections that do not produce "conflict, blame and dysfunction" (Goldenberg, 2002, p. 221).

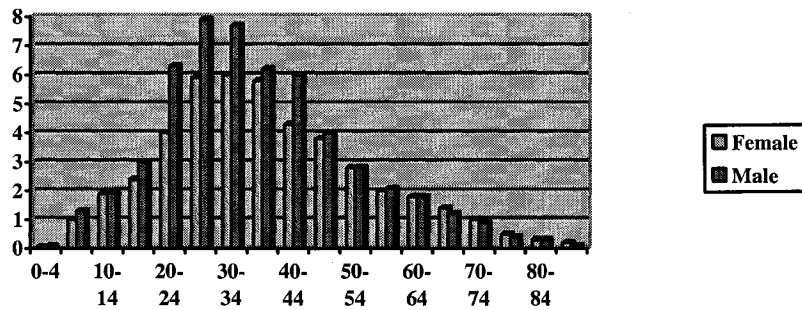
#### Demographics of the Changing K-12 Student Population

The Latino population in the 2000 Census grew to 35.5 million people, marking an increase of 58 % from 1990. Population data for 2004 indicates continued increase in the past four years of more than 14 %, to a total of 40.4 million. The growth of the population of children born in the United States of Latino immigrants recently outpaced Latino immigration as the primary source of Latino population growth (Suro & Passel, 2003). Data from the Census Bureau population estimates reported an increase of 9.8 % for the Latino population between Census Day, April 1, 2000 and July 1, 2002. In comparison, the rate of population growth as a whole between these dates was 2.5 % (U.S. Census, 2003).

In the time between the 1990 and the 2000 census, the number of children of first generation immigrants entering the United States' K-12 system has doubled and even quadrupled in many states that are experiencing unprecedented immigrant growth (NCES, 2003b). The Migration Policy Institute reports results from Census 2000 show that the seven states with the largest populations of first generation immigrants from Mexico were California, Texas, Illinois, Arizona, Georgia, Florida, and Colorado. First generation immigrants from Mexico in Colorado constituted 2 % of the 4.3 million

people in the state (Migration Policy Institute, 2001). Researchers from the Pew Hispanic Center report most immigrants from Mexico are young adults in the prime of child-bearing ages. Their birth rates are twice as high as the general population. Consequently, the primary growth in this population in the next 20 years will be in the second generation (Pew Hispanic Center, 2004).

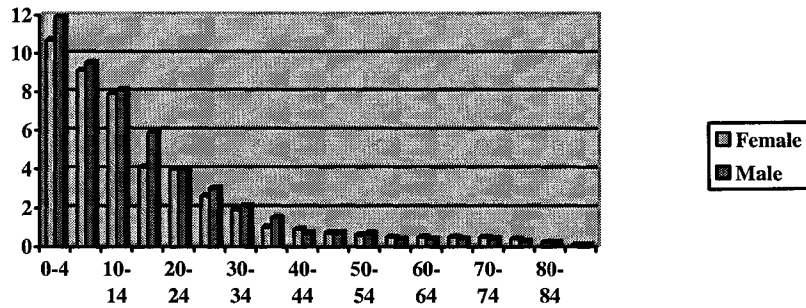
**Percent of Population**



Age

*Figure 2. Age and Gender Distribution of First-Generation Latino Immigrants: Median Age 34, 2002*

**Percent of Population**



Age

*Figure 3. Age and Gender Distribution of Second-Generation of Latino Immigrants: Median Age 11, 2002*

### *Latino and Mexican Immigration Implications for Public Schools*

Rural and suburban school districts that rarely encountered children of immigrant origin now face unprecedented changes in the makeup of children from diverse cultural, language and socioeconomic backgrounds. Many of the schools and districts experiencing the highest impact have the fewest financial and human resources to deliver high quality education to diverse learners. Families from Mexico not only find work in high impact urban areas, but increasingly work in rural and resort communities that were largely homogeneous. Expanding industries such as meat packing, dairy and resort service attract young workers from Mexico (Fix & Passel, 2003; Suárez-Orozco, C., 2001).

According to the NCES report, *Status and Trends in the Education of Hispanics* (NCES, 2003b), Latino children in grades K-12 currently represent one in six students. The report predicts that by the year 2020, the percentage of Latino children will grow to one in five students in the K-12 system, the majority with origins in Mexico. The increase in the past 10 years is the largest in any decade of the nation's history. Moreover, from the 1990 census to the 2000 census, the prevalence of children of Mexican immigrants rose from 31 to 38 % of the total children of immigrants. Conversely, during this same time, children of immigrants in K-12 schools from other Latin American countries, Asia and Europe has remained steady or slightly declined (Fix & Passel, 2003).

#### *Achievement*

Latino children consistently perform below national averages on the National Assessment of Educational Progress (NAEP). According to the National Center of Education Statistics (NCES), the gap between Latino and Anglo students' scores on the

National Assessment of Education Progress (NAEP) at the fourth and eighth grades was about 27 points each in reading and math. This gap in both grades remained constant from 1992 to the most recent release of scores in 2003. Additionally, from 1992 to the release of scores in 2003, the reading, math, and science skills of Latino 17-year-olds have held the same rough comparison to the skills of non-Hispanic white 13-year-olds. The percentage of Latinos taking the assessment increased from 7% to 17% in this same time frame (NCES, 2003a). The differences between the academic achievement of Latino children and white, non-Hispanic children begin as early as kindergarten and continue through the grades (NCES, 2003a). The NCES reports specifically about the early literacy experiences of children in *The Condition of Education, 2003*. Survey results from the Early Childhood Longitudinal study indicate a positive relationship, regardless of the family's economic status, between parents' reports of the home literacy environment and children's reading knowledge and skills in elementary school (NCES, 2003b).

The increased accountability and national school reform movement, intended to improve education for all children, may provide more motivation for schools to adopt strategies for increased success of all children. Preparation of teachers to address the distinctive needs of immigrant students and efforts to fairly and adequately assess specific learning strengths and challenges may help children of Latino immigrants achieve their parents' aspirations, in realizing the "American dream" (Garcia-Coll, 2003). Conversely, implementation of high-stakes testing with little consideration of children's diverse needs and background experiences may propagate Latino dropout rates and high teacher and principal turnovers in the most highly impacted schools and districts (Suárez-Orozco, C. 2001).

Nord, et al. (1999) analyzed data from the 1993 and 1999 National Household Education Surveys regarding the extent of family engagement in literacy activities with their 3- to 5-year-olds who were not yet enrolled in kindergarten. Children whose family members read to them three or more times per week were more likely to know letters, were more likely to be able to count to 20 or more, write their own names, and read or pretend to read. Their comparative analysis also indicated differences by children's race and ethnicity in home activities that predict better readers and later school success.

Other studies of early experiential gaps indicate Latino children and African American children were less likely to have been read to (61 and 71 percent versus 89 percent), told stories (40 and 45 percent versus 53 percent) or participate in an arts or craft project (32 and 28 percent versus 44 percent) in the previous week than Anglo children. Latino children were less likely than African American children or Anglo children to have gone to the library in the last month or have been taught letters, words or numbers three or more times in the prior week (Neuman & Dickinson, 2002; Snow, Burns, & Griffin, 1998).

### *Dropout Rates*

The high school dropout rate for Latino children is higher than for any other ethnic group. The first-generation Latino dropout rate is 15.4 percent compared to 10.9 percent for African-American students and 7.3 percent for Anglo students. The 2000 census indicated that the overall percentage of Latino students who were ages 16 through 24 and who had not earned a high school credential or a General Educational Development (GED) credential was 43.4 percent, this figure includes youthful Latino immigrants who enter the United States to work, with no intent to attend school (NCES,

2003c). Importantly for education policy, these high numbers do reflect low education levels of immigrants living in the United States, many of whom will become parents.

### Policy and Legislation Affecting Latino Immigrant Students

Public schools must admit and educate all children regardless of their immigration status. The United States Supreme Court addressed the issue of public schools admitting illegal aliens in the 1982 decision in *Plyler v. Doe*, 457 U.S. 202. LaMorte (2002) summarizes the court's five-to-four decision as holding that the funding for education of immigrants, regardless of status, cannot be withheld from local school districts, and local school districts must admit children regardless of immigration status. The court's "...decision emphasized both the importance of public education in maintaining basic civic institutions and the lasting impact of educational deprivation on the life of a child." (LaMorte, 2002, p. 28).

The convergence of state and federal education policy to reform education and the phenomenon of changing demographics in the past decade call for educators to look at demographic population projections over the next 20 years in order to make proactive plans (Hodgkinson, 2003). The NCLB accountability requirements create a centerpiece of accountability for state and local education. The bipartisan creators of the reauthorization of the Elementary and Secondary Education Act gave it a new name, to emphasize the heart of this education reform legislation. The No Child Left Behind Act of 2001 emphasizes accountability for student performance with requirements of education assessments that can no longer mask the low performance of some groups of children within the averages of the performance of all children (Hall, Weiner, & Carey, 2003). The law requires states to measure adequate yearly progress (AYP) of students and

disaggregate the analysis of student achievement for all subgroups of students. The subgroups are defined by socioeconomic status, race-ethnicity, English language proficiency, and disability (The Education Trust, 2003).

The fall of 2004 marked the second school year that state and local education agencies reported their progress toward meeting student academic proficiency goals, measured by annual standardized tests. This major expansion of the federal government role in education also requires methods for judging the effectiveness of individual schools, sets a timeline for meeting the goals, and establishes consequences for schools, districts and states if they fail to meet the goals. The testing scores of language-minority students must be included in two types of accountability measures under the law. English Language Learners comprise one subgroup of children in the disaggregated scores who must show a growth trajectory culminating in 100% proficiency by the school year 2013-14. States and school districts must also, for the first time required in federal law, demonstrate progress in these children's acquisition of the English language (Center on Education Policy, 2004).

During this implementation phase of the NCLB policy, bipartisan legislators at the state and national levels are recommending changes to the law prior to the re-authorization time frame of 2008. Minnesota state senator Steve Kelley, co-chair of the National Conference of State Legislators' No Child Left Behind Task Force, states that now is the time for Congress and the administration to make changes in the law necessary to meet the goal of leaving no child behind. Most recommendations include changing the AYP requirements to better measure a child's change over time, rather than the cross sectional approach currently in use (Kelley, 2005). Regardless of changes that may

modify some aspects of the accountability requirements, the increased accountability for effective education for historically underserved populations will not go away.

#### Ecocultural Factors Affecting Latino Students in U.S. School Cultures

Large numbers of Latino children are likely to have risk factors threatening their school success in addition to the subgroup categories identified in NCLB. Latino children are more likely to live in families who have cultural differences, high mobility, homelessness, and low parental education levels. In the 2000 census, 34.6 percent of immigrants ages 25 and older from Mexico and Latin American countries had less than a ninth grade education (Suárez-Orozco, M. 2001). Many Latino immigrants are parents of children entering the public school system, and many of the undocumented parents were not counted in the census, so these numbers are conservative. The Urban Institute's estimation of the undocumented population is 40 to 49 percent of the total foreign-born population in the Mountain, Midwestern, and Southeastern states (Fix & Passel, 2003).

Any one of the risk factors is significant, but in combination with each other or with poverty and learning English and with the unfamiliar culture of the educational system, their synergy challenges the most highly qualified teachers. Teachers and school leaders who develop in-depth, responsive communication with parents and students can establish a common bond for life-long learning. Schools must utilize the collective intelligence of parents, teachers, and students to create learning organizations that practice systems thinking to build knowledge and create a "domain of enduring change" (Senge, Kleiner, Roberts, Ross, & Smith, 1994, p. 42).

### *Family Workload and School Cultures*

At this time of added urgency for schools to provide the best instruction for all, children with diverse learning needs feed the population requiring more diversified instruction. Students of first generation immigrants continue to enter schools with varying cultural backgrounds. The degree to which educators can tap into strengths of diverse backgrounds can positively influence students' success in learning. The field of cross-cultural research recognizes that cultures are not static, nor are they universal to a country, community or even a family (National Research Council..., 2000). Cultures may have different languages as well as different familial expectations of the roles of educators. Often, as schools struggle to accommodate cultural diversity, tensions arise in the perspectives of those who perceive cultural differences from a deficit model. López explains that immigrant migrant parents from Mexico of highly successful students have differing involvement in their children's educations. Parents in López's study talk to their children about the value of education and warn them of the perils of not taking advantage of educational opportunities. They involve their children in work in the fields so they experience the hard labor that may result as a consequence for not completing their education (López, 2001). Educational practitioners must recognize that the majority of immigrant families from Mexico value education, but they may not follow the American ideal of actively participating at school. Most low-income, working class families do not have the work hour flexibility required to attend meetings at their children's schools, let alone the resources in reading abilities or materials to help children with complicated homework (Suárez-Orozco, C., 2001). Furthermore, active advocacy roles for their children at a school may run counter to cultural norms from Mexico (Valdés, 1996).

Sosa discusses research categorized into three forces which hinder involvement of migrant and immigrant parents. Some of these categories are included as the risk factor subgroups in the AYP reporting requirements but some appear to be beyond the scope of legislation. The first category, logistical barriers, includes time, such as working several jobs that are far from the school, money, safety, and child care. The second category, attitudinal behaviors, are characterized by parental uncertainty about their roles with the school, anxiety about how the school perceives them, communication problems, disagreements over school policy and dissatisfaction with their ability to help their children with home involvement school activities. The third category, expectation barriers, occurs when parents feel they are being judged or not valued based upon their language, occupation, ethnicity or social class (Sosa, 2003).

Sosa recommends that schools consider these barriers and make public acknowledgement of the school's responsibility to be flexible and accommodating to families who are in transition. Moreover, Sosa's recommendations implicate the importance of school leadership to ensure that all adults on the school's staff make concerted efforts to overcome these barriers and the school culture legitimizes the circumstances of the families (Sosa, 2003). Suárez-Orozco suggests teachers and school leaders "must learn to appreciate the alternative ways that immigrant parents involve themselves in their children's education and not penalize their immigrant students by either disparaging their parents or giving unrealistic homework assignments" (Suárez-Orozco, C., 2001, p. 583).

### *Family Structures and Expectations of Schools*

Ethnography and case study research by Valdés (1996), Peña (2000) and López (2001) share common findings in their study of immigrants from Mexico. Families viewed their role as moral educators and nurturers of their children. The education included lessons about cultural values, such as hard work and respect (*respeto*). Families in these studies expected the school to teach academic subjects and the family to ingrain home values. Families see these as areas of childrearing meant to remain separate. The researchers also found that immigrant parents they studied valued education and wanted their children to succeed, but were often confused about what was required by the school as to academic readiness of their children and expectations of their involvement. The depth of information derived from the qualitative studies suggests areas of research that need attention in examining the language and cultural correlates of first generation immigrant parents.

Research Goldenberg conducted with Latino families indicates that schools must be cognizant of the family context and parent beliefs about literacy. Goldenberg's research suggests that school or community programs utilize information about parental views of how children learn and become literate. When schools devise plans including parental views, they increase school involvement that makes the most sense to the parents (Goldenberg, 2002). Effective plans for parents as participants in their child's education also have ramifications for ameliorating another risk factor of newly immigrated Latino families, that of high mobility. Families are the only constant in the lives of highly mobile children. Involving parents and members of the Latino community in meaningful ways requires respectful understanding of the ideas, knowledge and skills of Latino

cultures upon which schools can build inviting partnerships (Arzubiaga, Rueda, & Monzó, 2002).

The topic of bilingual education, literacy and later school success in the United States continues as a hotly contested issue. Proponents of English language immersion at the earliest ages cite the rationale that children who spend more time learning and practicing a language have a greater attainment of that language (Rossell & Baker, 1996). Yet researchers in emergent literacy and early childhood education cite the accumulation of research that supports the initial literacy instruction in a child's home language. This is due to the fact that literacy is defined as social, psycholinguistic interplay between a child's spoken language and orthography, or print (Goldenberg, 2002; Snow, Burns, & Griffin, 1998). Studies of older children who had established basic literacy skills in their spoken home language and then learned to read in English, indicated long lasting effects of academic success. Conversely, initial literacy instruction in a second language carries a higher risk of reading problems in the upper primary and secondary grades. Other risk factors of poverty and low levels of parental education may exacerbate the later reading problems of Latino children, as opposed to children of higher earning immigrants who receive initial reading instruction in English. Snow, Burns, and Griffin (1998, p. 237) summarize many multinational bilingual studies:

Furthermore, English speakers making initial attempts at reading understand, if they are successful, the products of their efforts. They read words they know and sentences they understand. They can use context and probabilities effectively, and they can self-correct efficiently. Non-English speakers have much less basis for knowing whether their reading is correct because the crucial meaning-making process is short circuited by lack of language knowledge. Giving a child initial reading instruction in a language that he or she does not yet speak thus can undermine the child's chance to see literacy as a powerful form of communication, by knocking the support of meaning out from underneath the process of learning.

Goldenberg states that in the debate about home language, improving schools and the policies surrounding education and English language acquisition, little attention is given to the advantages of bilingualism. Consequently, exploring sound educational strategies of bilingual education is not on research or policy agendas in the United States (Goldenberg, 2002).

### Home Influences on Early and Emergent Literacy

Promoting literacy in the home environment before children enter formal schooling includes everyday opportunities to help children develop language and rich vocabulary. Often these are activities of everyday life such as describing articles of clothing and engaging children in conversation while shopping or at the dinner table (Hart & Risley, 1995). When children are engaged in dramatic play or exposed to songs, stories, and rhymes in their home language, they are learning to analyze their sound system (phonemic awareness). Language forms in books are often different than the vocabulary and language of spoken language. Frequent exposure to books and print in a joyful atmosphere contribute to the familiarity with language and vocabulary structures needed later in school. Providing writing and drawing materials helps children understand the relationship between spoken language and orthographic representation of pictures, with some early knowledge of how letters can represent sounds (Snow, Burns, & Griffin, 1998).

*The Condition of Education* reports survey results that show literacy activities in the home contribute to early reading success. The *Early Childhood Longitudinal Study* measured children's home literacy activities by indexing parent responses of how often they read to their children, sang songs, told stories, and the number of books in the home.

Children of parents who ranked higher on the index scored higher on reading and literacy skills when they entered kindergarten, regardless of economic status (NCES,2003b).

The paradigm of life experience in the emergent literacy frame holds the view of learning to read as based on a variety of event-based activities. Teachers and reading researchers describe reading in the years before school that takes place in everyday life events. Early experiences with environmental print include recognizing the logos on fast food restaurants and connecting the print with the name of the restaurant, the letters on a stop sign with the command, or the letters on a favorite cereal box with the name of the cereal (Duchan, 2004). This paradigm contrasts with a reading readiness frame describing reading as a process of recognizing and naming letters, known as the alphabetic principle and manipulating the sounds of letters in words, referred to as phonemic skills.

Practitioners in the field of literacy continue to debate the role of these paradigms in successful reading (Snow, Burns, & Griffin, 1998). It is not surprising that families unfamiliar with the school systems in the United States might have divergent views about what constitutes activities that prepare a child for school.

Goldenberg (2002) found that Latino families of kindergarten children had a different understanding of how young children learn. Parents used materials and interaction with their children that were consistent with their perceptions of what it means to read. Goldenberg states: “ The Latino parents with whom we work equate learning to read with learning to decode and not with learning to construct meaning from written texts...parents see reading in more categorical terms—one can either read or one can not” (p. 223). Goldenberg concludes that parents’ beliefs about literacy influence their early literacy behaviors with their young children.

### *Home Languages*

Massey, Zambrana, and Bell (1995) analyzed distinctive features in the Latino population that indicated a strong attachment to the Spanish language. The 2002 National Survey of Latinos explored the extent of English/Spanish bilingualism and other patterns of spoken language dominance among Latinos. The surveys of Latinos overall found that a third either speak more Spanish than English or only speak Spanish at home. Another third speaks more English than Spanish or only English and the remaining third used Spanish and English equally at home. Almost all (97 percent) of Latinos who only spoke Spanish were born in a foreign country or in Puerto Rico. Respondents reporting Mexican origin represented over half of the sample of 14.5 million compared to 10.1 million from Puerto Rican, Cuban or other Latin American origins (Pew Hispanic Center, 2004).

### *Home Cultures and Nurturance*

Conchas (2001) cautions that sometimes cross sectional analysis approaches depict a subculture of generational decline in school performance among Latino children. While Ogbu (1987) describes social caste typologies of social and economic subordination that lead to home cultures antagonistic to school cultures, Conchas maintains Latino immigrant children and their parents are not a homogeneous group. The population is dynamic and ever changing over time and geographic variables. Conchas further encourages research of Latino home cultures with the descriptive depth to identify possible mitigating roles of effective school processes, community efforts and systematic parent education.

Valdés (1996) indicates in her ethnographic studies that the effects of cultural patterns of families who are different from the school cultures and norms create a negative learning environment for some children. López' (2001) ethnographic study described immigrant/migrant parents' involvement in their children's education. He recommended that educators and policymakers capitalize on the ways parents are already involved in the education of their children. The families he interviewed and observed were parents of children who graduated in the top ten percent of their class. López states that if these families were seen through a "traditional" lens of involvement, they would be seen as largely uninvolved, since the nurturing and education they provided to their children were not directly related to academics, but centered on the value of hard work.

Gallimore and Goldenberg (2001, p. 46) suggest that there is an "urgent need" to bridge a gap among researchers working on the minority achievement gap and the work by theorists and researchers such as Fullan (2001) who advocate reculturation of schools as a means of school reform. Suárez-Orozco advocates learning communities in schools among students, parents, teachers, and administrators as a means to bridge the gap between research and practice (Suárez-Orozco, C., 2001). Gallimore and Goldenberg expand on the notion for the need for "cultural research that contributes critical details needed to plan and sustain effective action for students, families, teachers and schools" (Gallimore & Goldenberg, 2001, p. 47) in both school reform and the achievement gap research communities.

#### *Parent Instrumental Knowledge*

The persistent achievement gap between Latino students and their Anglo peers is often attributed to a pervasive stereotype regarding the value that Latino parents place on

education and the lower expectations for their children (Valencia & Black, 2002).

Tension between parental values and school practices is a growing dilemma, even in the mainstream media. In an editorial in the *Chicago Tribune*, syndicated columnist Pulitzer Prize and American Civil Liberties Union award winner Clarence Page (2003) asserts that he could not challenge the findings of researchers Abigail and Stephan Thernstrom (2003), in their recent book, *No Excuses: Closing the Racial Gap in Learning*. Page discusses and expands on Thernstroms' research contribution to the issue of the racial education gap in his editorial. Page asserts lack of parental value for education is a contributing factor to the under performance of African American and Latino students.

Immigrant families may not have extensive knowledge of the educational systems in their country of origin, and often have little or no knowledge of the system in the United States (Valdés, 1996). Literacy and school success are influenced by parental behaviors, but early literacy behavior analysis which studies key cultural factors in families rarely looks for strengths, as a point of reference for constructing knowledge (Auerbach, 1989; Rueda, Monzó, & Arzubiaga, 2003).

Ongoing attempts to explain the complexities of why some Latino children become engaged readers, even when matched for similar risk factors, advance some understanding of the difference between parental expectations and parental aspirations. Aspirations relate to parents overall view of formal schooling as a value to gain social status and a good job (Arzubiaga, Rueda, & Monzó, 2002). In case studies embedded in longitudinal research, parents maintained uniformly high, consistent aspirations throughout the elementary years. Expectations described the predictions parents made of the highest level of schooling their child would complete. Parental expectations

fluctuated from kindergarten entry through sixth grade, and appeared to be reciprocal, based on the perceptions of their children's motivation, interest and to a lesser extent, performance. Expectations did not predict children's achievement, but fluctuated based on parental perceptions of their children's performance. When children entered kindergarten, student achievement was unrelated to parent expectations. An association began to emerge as children continued through elementary school, and parents expectations that their children would go to college were largely based on their child's perceived interest and motivation (Goldenberg, Gallimore, Reese, & Garnier, 2001).

### Summary

Integration of the paradigms of school reform, in the current vernacular of closing the achievement gap and the sociocultural features of Latino immigrant families necessitates some quantifiable measurement tools. Cultural anthropologists from as early as Margaret Mead have advocated careful study of cultures to describe interpersonal interactions. The proposal for developing and validating an instrument purporting to quantify data that are typical of qualitative and longitudinal research must, at the outset, state the measurement limitations. Although the behaviors of reading to children, oral language exposure, and writing behaviors contribute to literacy in the elementary grades, the process of learning to read involves complexities of the human mind, body and environment that are challenging to measure. Just as the antecedents to successful reading are difficult to measure, the measurement of cultural and environmental characteristics of families may take on the metaphorical task of nailing Jell-O® to the wall. Cultural characteristics vary from family to family, within communities, and across time.

The myth that Latino, and for that matter, other parents of diverse backgrounds do not value education is one of the primary reasons to develop a questionnaire designed to capture diverse cultural values and behaviors related to early literacy parent behaviors with young children. The instrument could be modified for varied populations and inform further research. Presently the only instruments available are observation checklists that do not reflect cultural diversity very well. These checklists are completed by educational program staff. Data may be manipulated due to the unintended consequences of program accountability requirements measuring family progress. High stakes testing and accountability often tied to funding for early intervention programs rely solely on measures of early childhood development. These assessments often miss the purpose of family literacy and adult education programs, intended to break the cycle of low literacy, not to raise test scores of very young children. If programs had an instrument available that captures valid parent information, the data could be compared to the child development measures for deeper diagnostic and program improvement purposes.

## CHAPTER III - METHODS

The purpose of this study is to: (1) validate an instrument to measure the variables of early literacy behaviors and family ecocultural features, (2) determine if relationships exist between the constructs identified in the questionnaire and demographic and ecocultural features. The constructs to be measured in the questionnaire are observable parent-child behaviors correlated to later reading success in school (Neuman, Caparelli, & Kee, 1998; Snow, Burns, & Griffin, 1998) and family ecocultural features determined most relevant to the daily lives of immigrant parents (Arzubiaga, Rueda, & Monzó, 2002). This section includes the instrument development, pilot testing procedures, and validation design. Instrumentation descriptions, sample, data collection and data analysis procedures used in investigating parent behaviors with their preschool children in the context of family ecocultural features domains conclude the chapter.

### Ecocultural Factors and Methodology

The nature of the questions regarding parent behaviors with children and ecocultural familial features suggests an approach for gathering quantitative observational data using the descriptive survey method (Leedy, 1990). Prior research with qualitative designs informs the construction of a questionnaire that may yield quantitative family learning trend data. Data from a questionnaire provide information for school leaders and program administrators to inform program improvement, measure successes, and provide data for family literacy policy. A questionnaire designed for immigrant families from Mexico could be used for further research to develop increased access for families to strengths-based approaches to educational programs and provide a

context for some parent involvement requirements in NCLB. Requirements under NCLB, Title I, part A, Section 1118 (e) requires that schools and local education agencies:

- (2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- (3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;..... (Title I, Part A, Section 1118 (e)) See Appendix A.

Qualitative research including ethnographic work creates the basis for the development and design of the parent questionnaire. Valdés (1996) indicates in her ethnographic studies that the effects of cultural patterns of families which differ from school cultures and norms create a negative learning environment for some children when parent expectations of the school role and educator expectations of the parent role are not understood. López' ethnographic study described immigrant/migrant parents' involvement in their children's education as instilling values of hard work (2001). He recommended that educators and policymakers capitalize on the ways that parents are already involved in the education of their children. The families he interviewed and observed were parents of children who graduated in the top ten percent of their class. López states that if these families were seen through a "traditional" lens of involvement, they would be seen as largely uninvolved, since the values and education they imparted

to their children were not directly related to academics, but centered on the value of work and taking advantage of educational opportunities to avoid a life of manual labor.

Systems thinking advocates for school reform propose a need for practitioners' better understanding how four simultaneous levels operate within organizational settings. The four levels include events, patterns of behavior, systems, and mental models (Senge, et al., 1994; Senge, et al., 2000). Gallimore and Goldenberg conclude from years of research an "urgent need" (2001, p. 46) to connect researchers working on the minority achievement gap and the work by theorists and researchers such as Fullan (2001) who advocate reculturation of schools as a means of school reform. Gallimore and Goldenberg expand on the notion for the need for "cultural research that contributes critical details needed to plan and sustain effective action for students, families, teachers and schools" (p. 47) in both school reform and the achievement gap research communities.

Duran implies the need for a validated instrument completed by parents in his description of assessing the life perspectives and values of families in a "firsthand manner" (1996, p. 2). Ecocultural features were theorized by Weisner (1984) as he applied Bronfenbrenner's (1979) work in defining the ecology of child development from a cross-cultural perspective. The theory that children learn at home in an ecocultural niche combines family adaptations that balance family ecology, such as resources or work demands and cultural variables with parental roles and values. Weisner also implies the need for some type of measurement tool when he cautions that the "ecocultural niche approach must not assume what is often exactly what needs to be proven: that cultural factors indeed have important effects. Culture must be used as a set

of variables like others whose specific character and effects can be measured and tested” (Weisner, p 340).

Finally, the questionnaire includes the ethnographic work of Arzubiaga, Rueda, and Monzó (2002) who examined the ecocultural features of first generation immigrants from Mexico or El Salvador. Three ecocultural features, workload, culture/language, and nurturance, had significant correlations with the daily lives of the participant families as they related to children’s reading motivation in third grade. Two other features, labeled instrumental knowledge and immigration, did not correlate with the measures of reading motivation for the third graders in the study, but were included in this questionnaire to examine relationships among the variables. Five variables, identified as: (a) immigration, (b) culture and language, (c) instrumental knowledge, (d) nurturance, and (e) workload, were selected and operationally defined in the development and pilot procedures for the questionnaire. Conversations with Arzubiaga (A. Arzubiaga, personal communication, April 23, 2004) provide further operational information for items identified as ecocultural features on the Ecocultural Family Interview Schedule that could be adapted to a parent completed questionnaire format.

#### Instrument Development and Validation

The framework of the questionnaire was informed by ethnographic and longitudinal research describing socio-cultural contexts of poor, minority, and immigrant families in reference to parent support of literacy development with preschool and school aged children (Arzubiaga, Rueda, & Monzó, 2002; Auerbach, 1989; Gallimore & Goldenberg, 2001; Snow, et al., 1991). This research builds on constructs that immigrant families from Mexico do value education as a means for a better life for their children

(Garcia-Coll, 2003; Suárez-Orozco, C., 2001) and family literacy programs are most effective when they build on parent strengths and existing knowledge and skills (Nutbrown & Hannon, 2003). However, home characteristics do not always match school expectations of home literacy practices. The researchers advocate incorporating cultural analysis that brings an increased understanding of home characteristics based on the strengths of families, rather than deficits (Auerbach, 1989; Nutbrown & Hannon, 2003). Thus the questionnaire design incorporated three literacy supportive constructs with items that may capture the daily lives and routines of families who are first generation immigrants from Mexico. The researcher-designed instrument consisted of 29 items written as observable family activities to measure frequency of the constructs: (a) developing oral language, (b) supporting print concepts, and (c) reading with child (Lesaux & Siegel, 2003; Snow, et al., 1991).

Four parent educators who were also first generation immigrants from Mexico served as an expert panel for ensuring content validity to the instrument. The expert members had from five to more than ten years experience working with families from Mexico. The parent educators worked with families in the areas of parent education, early childhood education, and adult basic education. Each member had been formally trained and certified by Parents as Teachers, a competency based training and curriculum recognized by the Colorado Family Literacy Consortium (2001) as meeting the requirements for a highly qualified parent educator. They had completed training in early childhood education and adult education as ongoing staff development for the Even Start program. In their day-to day work with low-income immigrant Latino families they

instructed and modeled parenting research-based strategies that increase school readiness in all areas of early child development.

Their life histories are likely to parallel that of many of the recent immigrants in demographic characteristics such as place of origin, age at immigration, early work experience in the United States, and education. One panel member came from the urban area of Mexico City and three from rural areas. Two members had immigrated less than 15 years ago as adults. The two other members immigrated over 20 years ago as teenagers and had worked as migrant field laborers with their parents and completed high school in the United States. All panel members had high school diplomas or recognized equivalents and some community college course work. Their education had been primarily achieved in the United States. One panel member had been certified in Mexico as an elementary teacher. Another panel member had completed a 2-year degree in early childhood education.

The home visitor expert panel provided a foundation for content validity by discussing cultural variables as they reviewed and suggested refinements to the instrument terminology, constructs and physical layout of items (Litwin, 1995). The panel evaluated the reading behavior portion of the instrument by analyzing items from two existing versions of parent questionnaires and a reading behavior questionnaire developed by the researcher for this study. The two existing questionnaires were developed to evaluate the *Family Storyteller* family literacy program implemented at Iowa State University (S. Mays, personal communication, October 3, 2004) and University of Nevada at Reno (D. Weigel, personal communication, October 6, 2004). The Iowa State questionnaire was a 12 item, self completed questionnaire titled *Reading*

to Children (Appendix B). The instrument was a pre-post self report single administration design asking parents to think about their reading behaviors before participating in the program and then after participating in the program for 2-3 months. The University of Nevada questionnaire had 61 items, designed as a pre-test oral interview (Appendix C).

Panel members used color coding with the items to rank items from the *Family Storyteller* Questionnaires and items from the researcher designed questionnaire. They ranked each item as: (a) absolutely necessary, (b) good, but not absolute, (c) may get at important information, but may not, (d) not sure, check with other panel and (e) bad question, leave this one out. For example, the frequency items from the researcher instrument “Listen to her and then repeat what I think she meant to say” and “Tell her another word she can use that helps her use more and different words” were deemed too wordy and difficult to quantify for parents. Several members made suggestions regarding the wording and vocabulary for the most commonly understood Spanish for a wide population of Spanish-speakers from Mexico. Typically, member suggested re-phrasing essential constructs to make them as simply stated as possible. The home visitors met in two work groups over several days for roughly eight hours and were compensated for their time and knowledge.

The panel identified items from the ethnographic interview questionnaires (Appendix D) that characterize ecocultural features from the work of Arzubiaga (A. Arzubiaga, personal communication, April 26, 2004). Members agreed that inclusion of parent education levels, daily work routines, and items regarding parent beliefs about education should be included. They further developed items in English and some Spanish, when concepts such as Mexican proverbs had no direct English translation. The

expert panel also recommended adding several frequency items, based on experiences with parents. Several items added following panel recommendations were: “Talk about times when she was a baby” for an oral language construct and “Read the Bible together” for a supporting print and reading with child construct. The experts developed a consensus on the language and the content of the items. The instrument was reviewed and revised separately by a professional translation service consisting of skilled linguists specializing in English to Spanish, culturally competent translations. A second translator reviewed the completed questionnaire and a professional bilingual editor performed a further round of editing to judge whether the questionnaire in English was an accurate reflection of the Spanish version, free from major variance in conceptual nuances, so it could be administered in either Spanish or English (Bliss & Vinay, 2004).

#### Pilot Test Method

A purposive sample of parents with one child entering kindergarten the following year was recruited from four family literacy programs. Family literacy programs with parent educators who conducted home visits agreed to collaborate with the researcher (Appendix E). The programs with home visitors were selected so parallel forms could be administered to families, then compared to responses from home visitors to measure instrument reliability and validity. Following approval for human research, (Appendix F) the self-completed questionnaire was administered to 27 parents in small groups of between five to ten parents. The group design was based on a modified focus group protocol based on Dillman’s recommendations (2000). Although parents met in small groups, the questionnaire was completed individually to reduce the effects of socially desirable response error (Dillman, 2000). The questionnaire was designed to take

approximately 45 minutes to complete. The physical environments were similar rooms in family literacy parent education programs furnished with tables for adults. Two meetings were scheduled concurrently, the questionnaire event and a regularly scheduled parent meeting conducted in the same building.

Bilingual program staff used a script (Appendix G) to inform parents of the purpose of the research, including explanations that parent participation helps to evaluate a questionnaire that accurately describes their areas of strength in how they help their children learn, and respects their cultures and family values. Parents were assured that their names would not be used, and that each questionnaire would use only number codes to match the participating family members and parallel forms completed by their home visitor. These explanations were given verbally and in writing (Appendix H) to the parents in advance, and the parents were asked again if they wished to participate in the research. They were informed that if they choose not to participate, they could join the other parent group on the premises for the regular parent meeting. The parents who wished to participate then indicated to program staff whether they needed a questionnaire designed for responses for a female child or a male. At the end of the questionnaire, parents were asked on the last page to consent to their home visitor completing a similar questionnaire with items from Sections III and IV (Appendix I). Parents were also asked to report any difficulty they had in reading or interpreting the meaning of the items on the questionnaire (Dillman, 2000). As a token of appreciation parents chose from a variety of Spanish language children's books.

Home visit program staff completed the same questionnaire for parents with whom they worked. Each home visitor completed a range of 1-4 questionnaires matched

with families; the average number completed by each home visitor was two. Information regarding the purpose of the research and informed consent was modified for the home visitors (Appendix J). Home visitors typically spent at least four hours each month for the prior three months in several of the participating family homes and two hours each week in other interactions with the families. The home visitors completed each questionnaire in approximately 30 minutes, due to the shorter version (Appendix K). These were completed within three days following the family meetings. Home visitors were compensated with a \$20 gift card to Target for 1-2 completed questionnaires and another gift card for 3 or more completed questionnaires.

#### Instrument Validity and Reliability

Carmines and Zeller (1979), Litwin (1995), and Gliner and Morgan (2000) describe construct validity as involving three distinct steps. The steps include: (a) specifying the theoretical relationship among the concepts themselves, (b) examining the empirical relationship among the measures of the concepts and (c) interpreting the empirical evidence to determine if it clarifies the construct validity of a particular measure. Since no similar measure of parents' early literacy behavior and ecocultural features was found reviewing the literature, convergent evidence with another scale was not possible. Factorial evidence was examined for support of the theory-based groupings of the early literacy parent behaviors and the ecocultural features. Factor analysis of participants' responses was examined for validity of the underlying constructs being measured by the instrument. The constructs were converted to a scale, compared to home visitor responses on the paired constructs and studied for consistency.

The reliability of the questionnaire was evaluated using internal consistency analysis and inter-observer agreement checks. Responses were compared to program staff observational responses about the perceived literacy behaviors of families. Coefficient alphas were calculated for each of the three constructs to measure internal consistency reliability. Carmines and Zeller (1979) recommend computation of coefficient alpha to establish reliability on any multi-item scale. Fink (1995) gives a guideline for very good to excellent relationships as  $\pm .75$ . Correlations of  $>.75$  for each of the three constructs of oral language, reading with child and exposure to print would establish a range in the internal consistency of the items that determine if there are good to strong relationships across items for the constructs. Test-retest as a measure of reliability was considered, but rejected due to the feasibility of bringing the pilot group back together and asking them to complete the questionnaire again.

Convergent validity and parallel form reliability were examined by comparing the parent completed questionnaires with program staff questionnaires matched by families. Scored scales were created by summing two sections to create a Family Emergent Literacy Behavior Scale. Correlations between the scaled scores would be determined acceptable at an  $r$  value greater than  $.30$  (Gliner & Morgan, 2000).

#### Instrumentation

The developed instrument is designed to examine parent behaviors in emergent literacy activities and family ecocultural constructs. Emergent literacy activities include: (a) oral language, (b) reading with children, and (c) supporting writing concepts. The ecocultural constructs of: (a) immigration, (b) culture and language, (c) instrumental knowledge, and (d) workload were derived from Arzubiaga, Rueda, and Monzó's

development of ethnographic interviews (2002), literature review, and recommendations of immigrant Latino families. The questionnaire was developed in a format of English and Spanish, both at a 3<sup>rd</sup> grade reading level.

The questionnaire (Appendix I) was composed of six section sections, designed to be completed by parents. The sections contain the following titles: I *Your Opinions*, II *About Your Work/Job*, III *Family and Child Activities*, IV *About Your Child Who Will Go to Kindergarten*, V *About Your History*, VI *About Your Home*. Two parents from the same family were able to complete the questionnaire separately, but the instrument was coded to identify same family members. The questionnaire was color coded for focus child gender. The administration instructions were scripted to assure uniformity (Appendix G). The environments of the group settings were also examined and modified to be congruent with an informal, family atmosphere. The questionnaire was read orally as parents followed the written text.

Parents scored 34 items rating frequency of family activities that describe one or more of the three emergent literacy behavior constructs. More items were included for responses in the construct of *oral language* than the constructs of *exposure to print* and *reading to children*, because of the age of the focus child and the recommendations for a more parent-relevant questionnaire from the panel of experts. Participating parents were given five choices on a Likert-type scale to score each item. The choices, in response to an item about the parent or family literacy behavior, were related to the focal child and explored frequency of activities. The responses are numerically coded as: “almost every day”, “once or twice a week”, “once or twice a month”, “seldom”, and “not yet”. Six observable child behavior questions in a separate section include the same three

constructs. Sixteen parent opinion questions and sections on workload, family history, and home life include the four ecocultural constructs.

#### Data Collection Techniques

Data for the study were collected by distributing copies of the questionnaires to four Colorado family literacy program directors. The researcher then met with the program directors who expressed an interest for participation in the study. The meetings with program directors included explanation of the purpose of the research and review of the informed consent and questionnaire documents. Directors were asked to have small meetings to orally deliver the purpose of the study from the script and present the questionnaire in the small group settings. If directors indicated that they were willing to participate, they were trained in delivering the script and the procedures for clarifications and oral presentations of the questionnaire. The instrument (coded for matching of the respondents) was administered to parents in small group settings around the state. When the questionnaires were completed, the researcher collected them, or the directors returned them by mail to the researcher. The researcher then entered the numeric values for the responses as they were categorized into the constructs for analysis.

#### Data Analysis

To determine the relationship among family ecocultural features, and the parents' reported early literacy behaviors and the participation of parents in the education programs, the statistical program package SPSS was used to analyze data to answer each of the research questions as follows.

#### *Instrument Analysis for Pilot*

1. What are the demographic characteristics of program participant parents?

To answer question one, descriptive statistics illustrated distributions of the gender and relationships to the children of participants, for example, more mothers participating than fathers, or were grandmothers raising the child. Descriptive statistics were also used to analyze number of years in the U.S., levels of parent education, number and ages of other children in the home and rural versus urban or suburban parent origin in Mexico.

2. What is the reliability of the Emergent Literacy Behavior Questionnaire (ELBQ) in measuring: (a) the family ecocultural features, (b) the constructs of parent beliefs embedded in ecocultural features for child school performance and early literacy and (c) the constructs of parent behaviors/activities that enhance emergent literacy skills of preschool age children, as defined in the literature?

The null hypotheses identifies no relationship between the attribute variables of family ecocultural factors and parental beliefs regarding the roles of parents with their children and schools and no relationship between parent self reported behaviors and the parent ratings of the same behaviors from a trained home visitor.

Factor analysis was used to assure cohesion of the items and to discern items that may be combined for a future field test. Coefficient alphas were calculated in each of the three emergent literacy behavior constructs to measure internal consistency reliability. Coefficient alphas were also calculated for the five ecocultural constructs. Correlations of  $>.75$  in the three constructs of oral language, reading with child and exposure to print were used to establish a range in the internal consistency of the items that determine if there are good to strong relationships across items for the constructs (Kim & Mueller, 1978).

Coefficient alphas measured parallel form/inter-observer relationships for determining preliminary instrument reliability and validity. Correlations of  $>.75$  between the parents and the home visitors across the three constructs would indicate strong relationships.

*Family Emergent Literacy Behavior and Ecocultural Analysis*

3. How do the family characteristics compare with the self reported parent behaviors/activities that enhance emergent literacy skills of preschool age children?

A null hypothesis would find no relationship between family emergent literacy behavior and ecocultural factors.

Correlation coefficients measured the strength of relationships between the scaled scores of the FELB (family early literacy behaviors) and the PELE (parent early literacy experiences). Scores from the FELB Scale and the PELE scale were included in a correlation matrix with the summative scores of parent beliefs pertaining to child achievement and the school systems in the United States.

## CHAPTER IV - FINDINGS

The purpose of this study was to: first, develop a parent completed questionnaire to measure variables of early literacy behaviors, parent beliefs, and family ecocultural features with preschool aged children; second, examine the validity and reliability of an parent completed questionnaire and third, determine if relationships exist between parental emergent literacy constructs and family demographic and ecocultural features among parents who are first generation Mexican immigrants.

The findings for each research question are presented in this chapter in six major sections: (a) descriptions of the population, sample, the four participating programs and the sites where program services are delivered to families, (b) findings of Research Question one, (c) sections three and four report the findings of Research Question two, and (d) sections five and six report the findings of Research Question three.

### Population and Sample

The theoretical population in this study consisted of all first generation Mexican immigrant parents in Colorado. The population would also have a child entering kindergarten in the upcoming school year.

The purposeful sample of 27 participants representing 24 family units were selected from four family literacy programs at six sites. The families had been involved in these programs during the winter and spring of 2006. The programs recruited participants for this study by reading a prepared script during a parent education class. The script stated that any family could complete the questionnaire (Appendix G), but for

the purposes of the research, the questionnaires would be gathered and analyzed from willing families who had immigrated from Mexico and had a child entering kindergarten in the fall of 2006. Participants completed the questionnaires in March, April, and May of 2006. All respondents were parents of the focal children entering kindergarten. The parent sample consisted of 24 mothers and three fathers. The three responding fathers completed questionnaires separately from their attending spouses, but in the same small group meeting.

Four family literacy educational programs at six sites participated in the questionnaire activity. All questionnaires were administered to small groups of parents who were attending regularly scheduled adult education classes while their children were either in school or in an early childhood education setting. All parents chose the Spanish text version of the questionnaire. Instructors in the participating programs followed a script that included informed consent for research participation (Appendix G) and for instructions and read the questionnaire in Spanish as parents wrote their responses independently. All sites allowed any parent attending the adult education class to complete the questionnaire. The researcher collected the questionnaires completed by parents who had a child entering kindergarten in the fall of 2006. The programs kept the questionnaires completed by parents of younger and older children for programmatic information use. The number of parents completing the questionnaire with an eligible child ranged from two parents at one site experiencing a snowstorm to seven parents at the Denver site. All six sites had at least twice as many parents who had children in age ranges other than the target kindergarten entry ages completing questionnaires.

The first program (see Table 1), a Colorado Even Start model, had two sites and administered the questionnaires during adult education classes at each. One site was in an elementary school in the metro suburb of Lafayette and the other, in the city of Boulder, at a refurbished elementary school used primarily for family literacy activities. The second program, also a Colorado Even Start model located in the Colorado Springs area, administered the questionnaires at two sites during regularly scheduled adult education classes. One site was a large building, dedicated to a variety of preschool, adult education, and family literacy programs. The second site in this area was an elementary school with preschool programs and classroom space for adult education.

The third program, a Migrant Education Even Start model at one site, served families who migrated to the southern area of Pueblo, Colorado to work in some area of agriculture. The site was housed in an elementary school with facilities for adult education and early childhood education adjacent to the classroom serving the parents. On the evening of the questionnaire event, a sudden blizzard kept most families home. However, two parents with children in the qualifying age range attended and completed the questionnaire.

The fourth program, a single site, was a former Even Start model that served families with adult education, English as a Second Language, and early childhood education in the downtown Denver metro area. The large urban facility served as an adult education center and conducted early childhood and parent activities on site.

Table 1

*Participating Sites and Parent Participant Numbers*

	Boulder Valley Even Start		Colorado Springs Even Start		Pueblo Migrant Even Start	Denver Family Center
	Site 1	Site 2	Site 1	Site 2		
Parents	3	5	6	4	2	7
Parent Educators	1	2	2	1	1	3

Certified parent educators assisted with instrument reliability assessment. All parent educators had conducted home visits with the participating families an average of two times per month for the prior three months. Parent educators were certified in one of two competency-based training programs, Parents as Teachers (2006) and Home Intervention for Parents of Preschool Youngsters (2006), recognized by the Colorado Department of Education as determining “highly qualified” status for early childhood home visitors and parent educator paraprofessionals under the No Child Left Behind Act of 2001. The two programs are also cited in the NCLB legislation as parent involvement strategies in Title I, Part A (Appendix A; No Child Left Behind Act of 2001).

The parent educators completed questionnaires with side-by-side English and Spanish text that included only the portion of the parent questionnaire with observable emergent literacy behaviors (Appendix K). Parent educators were given a scripted set of instructions that included informed consent to participate in the study (Appendix J). The parent educators either spoke Spanish as their first language or spoke Spanish fluently

and had cultural skills to communicate easily with parents. Parent educators were informed participants in the study and completed the observable behavior portion of the questionnaire within two weeks after parents completed their questionnaires. The questionnaires for the parent educators was printed side by side, Spanish and English, and completed privately and individually by the parent educators. Upon completion, they were mailed to or picked up by the researcher.

### Research Questions

The following research questions were addressed:

1. What are the demographic characteristics of program participant parents?
2. What is the reliability of the Emergent Literacy Behavior Questionnaire (ELBQ) in measuring (a) the family ecocultural features, (b) the constructs of parent beliefs embedded in ecocultural features for child school performance and early literacy, and (c) the constructs of parent behaviors/activities that enhance emergent literacy skills of preschool age children, as defined in the literature?
3. How do the family characteristics compare with the self reported parent behaviors/activities that enhance emergent literacy skills of preschool age children?

### *Demographic Characteristics*

As shown in Figure 4, the number of years parents were in the United States ranged from 3 to 18, with a median of 7 years. The standard deviation was 4.2 years. Parents participating were comparable to nationwide mobility of Latino families in the 2000 U.S. Census, which reported 9.6% of Latino respondents had moved to the United States from abroad in the past 5 years (U.S. Census, 2003).

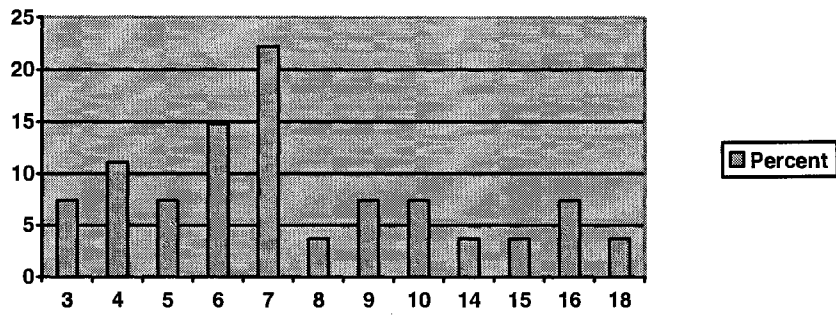


Figure 4. Years in the United States and Percentage of Parents (N = 27)

Figure 5 illustrates that the participating families reported a mean of two children living in their households, with 70.3% of families reporting their youngest child under the age of four. The oldest child reported in any household was 12 years old. These relatively young families mirror the general trends of families from Mexico but varied slightly from other trends reported in the 2000 U.S. Census (2003), suggesting the sample, although small, reflects general traits of recent immigrant families from Mexico.

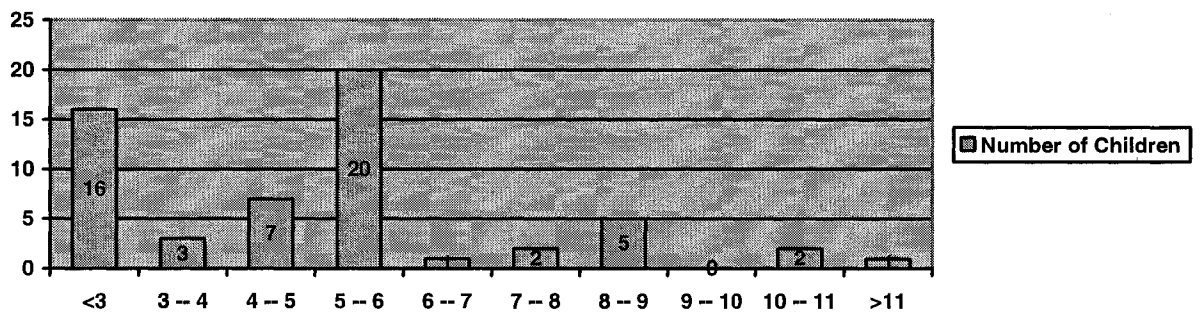


Figure 5. Ages of Children in Immigrant Families and Numbers of Children (N=27)

Table 2

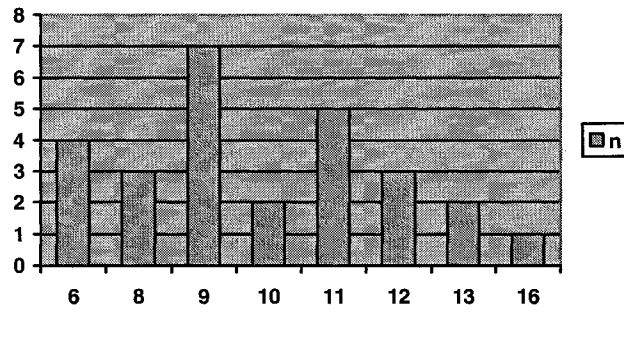
*Demographic Characteristics of Participants (N = 27)*

Characteristic	<i>n</i>	%
<b>Relationship to Focus Child</b>		
Father	3	11.1
Mother	24	88.9
<b>Current Home Language(s)</b>		
Spanish	25	92.6
Spanish and English	2	7.4
<b>Mobility in Past Four Years</b>		
2 Moves or Less	22	81.5
3-4 Moves	4	14.8
6 or More Moves	1	3.7
<b>Number of Children in Household</b>		
1	6	22.2
2	12	44.4
3	6	22.2
4	3	11.1
<b>Gender of Focus Child</b>		
Female	11	40.7
Male	16	59.3

As illustrated in Table 2, families reported fewer siblings living in each household. The household composition with four or more siblings reported in the 2000 census of immigrant families from Mexico was 25.8 % (Hernandez, 2004), compared to no families with more than four siblings including focus children in this study. This was the

most striking difference between participating families and national demographics of immigrant families from Mexico. The other notable difference between the participant group and national demographics is illustrated in Figure 6. This graph represents parental education findings for respondents. Six parents or 22.2% reported completing 12 years or more of schooling in Mexico. Hernandez analyzed the 2000 census data and reported 32.4% of mothers and 30.9% of fathers who immigrated from Mexico had completed 12 years or more of schooling in Mexico (Hernandez, 2004, p. 38). All parents participating in this study reported completing six or more years of schooling, with a mean of 9.78 years. These differences may be due to the early childhood educational environment used to recruit the participants. The respondents were all young mothers and fathers.

**Parents**



*Figure 6. Parents' Years in School and Numbers of Parents (N=27)*

*ELBQ Reliability for Family Ecocultural Factors and Parent Beliefs*

Ecocultural features included family length of time in the United States; items pertaining to family culture and language; parent knowledge of the U. S. school system

and parent beliefs. Summative scores were assigned for 16 items asking parents to rate their opinions and beliefs pertaining to child achievement and the U.S. school systems. The null hypothesis states no relationship between the attribute variables of family ecocultural factors and parental beliefs regarding the roles of parents, their children, and the interplay of these roles within U.S. public schools. Cronbach's coefficient alphas were run to measure internal consistency of the individual items and scale scores. The results are reported below.

The ecocultural features of immigration history, culture, and language, instrumental knowledge, and school nurturance revealed no significant correlations between or among the items. The correlation for the attribute variables of time in the United States and beliefs about the United States school system indicated  $r = .057$ . Similarly, the correlation relating the Parent Early Literacy Experience (PELE) Scale (Appendix L), which was a sum of parent early experiences with literacy and schools in Mexico, to the summed score of parent beliefs, as illustrated in Table 3, included instrumental knowledge of the U. S. school system, was .080, indicating that these two scales are unique. Exploratory factor analysis indicated insufficient sampling adequacy as measured by Kaiser-Meyer-Olkin of .395 and Bartlett's Test of significance at .670 (Leech, Barrett, & Morgan, 2004)

Table 3 lists the descriptive patterns for parental beliefs by agreement responses to the statements. Two statements, numbers 13 and 16 in table 3, were negatively phrased regarding instrumental knowledge of U.S. school systems so were reverse recoded for the scaled scores.

Table 3

*Parent Belief Responses: Frequencies and Percentages (N = 27)*

Belief Statement	Parent Response	n	%
1. Parents must give their child encouragement to do well in school.	Agree	27	100
2. Families help children get ready to read by reading books to them before the children enter school.	Agree	27	100
3. The family has the primary responsibility of teaching a young child how to be respectful.	Agree	27	100
4. It's important for children to continue to use Spanish, even when they are learning English in school.	Agree	27	100
5. It's important for the family to make a place in the house for books and study when children go to school.	Agree	26	96.3
	Somewhat agree	1	3.7
6. Children must learn that hard work will help them with a better life.	Agree	26	96.3
	Somewhat agree	1	3.7
7. It's important for children to see that their parents take classes or training to learn new skills.	Agree	23	85.2
	Somewhat agree	4	14.8
8. Children must have an advanced education (beyond high school) for a better life.	Agree	24	88.9
	Somewhat agree	2	7.4
	Don't know	1	3.7
9. Teachers in the U.S. expect parents to help children with homework.	Agree	24	88.9
	Somewhat agree	2	7.4
	Do not agree	1	3.7

Belief Statement	Parent Response	n	%
10. It's important for families to teach their children about their family culture and traditions when they move to a new country.	Agree	24	88.9
	Somewhat agree	2	7.4
	Do not agree	1	3.7
11. It's important for the school to guide children to develop drive (arriba, muchas ganas, progresas).	Agree	23	85.2
	Somewhat agree	3	11.1
	Do not agree	1	3.7
12. Parents must earn money for children to have better opportunities.	Agree	18	66.7
	Somewhat agree	4	14.8
	Do not agree	3	11.1
	Don't know	2	7.4
13. Children do not begin to learn how to read until they begin kindergarten.	Agree	13	48.1
	Somewhat agree	12	44.4
	Do not agree	1	3.7
	Don't know	1	3.7
14. Schools in the U.S. are less rigorous than schools in Mexico.	Agree	8	29.6
	Somewhat agree	9	33.3
	Do not agree	4	14.8
	Don't know	6	22.2
15. The teacher has the primary responsibility for children's learning.	Agree	6	22.2
	Somewhat agree	12	44.4
	Do not agree	9	33.3
16. A family must work to become established before they worry about educational matters.	Somewhat agree	9	33.3
	Do not agree	17	63
	Don't know	1	3.7

### *ELBQ Reliability for Parent Activities*

Factor analysis was used to assure cohesion of the items and to discern items that may be combined for a future field test. The constructs of a) oral language, b) parent

reading to child and c) exposure to print concepts were grouped by item analysis, and the questionnaire item groupings had acceptable items for each factor and correlated highly enough to provide a basis for exploratory factor analysis (Leech, Barrett, & Morgan, 2004). The tests of assumptions of the Kaiser-Meyer-Olkin Measure of Sampling Adequacy were greater than .50, and Bartlett's Test of Sphericity was significant at less than .05. Varimax rotation and 0.6 as the magnitude for loading selections were chosen based on recommendations for interpreting factors and small sample sizes, respectively (Field, 2000, pp. 432-469). As displayed in Table 4, the exploratory analysis revealed five factors extracted within the construct *oral language*, four factors were extracted for *parent reading to child*, and five factors in the construct of *exposure to print concepts*. Common descriptive themes were identified as labels for each factor based on the content of the items that loaded onto the same factor (Field, 2000, p. 463).

The factor loading for the item "Go to the library" was in both constructs of *parent reading to child* and *exposure to print concepts*. For a comparison of the total number of items in the Family Activity section and the loadings in each of the three constructs, see Appendix N.

Table 4

*Loadings for Oral Language*

Items	Factors				
	Verbal	Mutual Focus	Describe	Together	Current Discussion
Talk about your traditions from you local town	.871				
Tell legends from our pueblo, ranch or town	.768				
Count things together		.805			
Talk about things that are the same in stories as something she has done		.735			
Make up a story together			.835		
Say the words that describe the clothes she will wear that day (colors, pants/shorts, tennis shoes)			.835		
Sing a song together				.849	
Answer her questions with more than one or two words				.662	
Talk together about something she is doing					.854
Total	2.797	2.396	1.934	1.521	1.267
% of Variance	21.51	18.43	14.87	11.70	9.75
Cumulative %	21.51	39.94	54.82	66.51	76.26

Table 5

*Loadings for parent reading to child*

Items	Factors			
	Reading	Talk	Books	Access
Point to letters or words while we read something together	.770			
Show her how to hold a book and turn the pages (or let her turn the pages if she know how)	.898			
Read a story book or look at pictures in a children's book together	.949			
Look at the pictures in a book or magazine and talk about what we see		.807		
Talk about things that are the same in stories as something she has done		.792		
Help her choose books to read together that I know she enjoys			.819	
Read the Bible			.624	
Say the words that describe the clothes she will wear that day (colors, pants/shorts, tennis shoes)			.835	
Go to the library				.823
Total	3.450	1.629	1.277	1.079
% of Variance	34.50	16.29	12.77	10.79
Cumulative %	34.50	50.79	63.58	74.35

Table 6

*Loadings for Exposure to Print Concepts*

Items	Factors				
	Communication with materials	Print and books	Child activities	Access	Read
Look at the pictures in a book or magazine and talk about what we see	.699				
Have her tell a story that someone older writes on paper for her	.887				
Write things, such as a letter or a grocery list while she is watching	.792				
Point to letters or words while we read something together		.809			
Show her how to hold a book and turn the pages (or let her turn the pages if she know how)		.910			
Read the same book over and over			.752		
Color or draw			.847		
Go to the library				.860	
Read the Bible					.755
Help her choose books to read together that I know she enjoys					.813
Total	2.679	1.857	1.320	1.227	1.016
% of Variance	26.79	18.57	13.20	12.27	10.16
Cumulative %	26.79	45.36	58.57	70.83	80.99

Coefficient alphas measured reliability of the items within and between the three emergent literacy constructs. The construct of oral language demonstrated the strongest evidence for internal consistency in two runs of Cronbach's Alpha. The first analysis of 25 items produced a correlation coefficient of .773, which indicates a high correlation of the items. The second analysis included the original 25 items plus four items measuring child initiated literacy behaviors. (Appendix M) The second run indicated a slightly stronger correlation at .793. Both statistical assessments ranked greater than .75 as recommended by Kim and Mueller (1978) as stated in Chapter Three.

Reliability was also evaluated by comparing the home visitor ratings of family emergent literacy behavior scaled scores to the parent scores on the Family Emergent Literacy Behavior (FELB) Scale. Scores from self reported behaviors and activities from section III and IV were summed to create the FELB Scale (Appendix N). Cohen, as cited by Morgan, Griego, and Gloeckner (2001), provided a guideline for interpreting associational questions in the social sciences. An  $r$  value of .10 is small; an  $r$  value of .30 is medium and an  $r$  value of .50 is considered large.

Correlations between the home visitor perceptions and the family perceptions on identical items regarding frequencies of observable emergent literacy behaviors with children had a medium to large  $r$  value of .451 with a two-tailed significance level of  $p = .069$ . The significance level may be a function of the sample size and is discussed in Chapter 5. Various items had either full agreement between the home visitors and the parents or little to no agreement, but no pattern was discernable with this pilot sample.

*Family Characteristics Comparison with Self Reported Activities*

Scores from the FELB Scale and the PELE scale were included in a correlation matrix with the summative scores of parent beliefs pertaining to child achievement and the school systems in the United States. As mentioned earlier in the ecocultural analysis, items from section V regarding the parents' recall of their early literacy experiences were summed to produce the Parent Early Literacy Experience (PELE) Scale (Appendix L). The correlation matrix, Table 7, indicated a strong correlation coefficient ( $r = .618$ ) between the PELE Scale and the FELB Scale, with a two-tailed  $p = .001$ .

Table 7

*Correlations between PELE Scale, FELB Scale and Parent Belief Scale*

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	<u>FELB</u>	<u>PELE</u>	<u>Belief</u>
FELB		.618**	-.105
PELE	.618**		.066
Belief	-.105	.066	

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\*\* Correlation is significant at the 0.01 level (2-tailed)

Additional analysis of correlations between the FELB Scale and years in the U.S. indicated a medium  $r$  value of .364 with  $p = .08$ . The medium correlation with a non-significant probability is consistent with other findings in the literature that the number of

years in the United States do not necessarily correlate with parent behaviors (oral language, reading with children, exposure to print concepts) predictive of later reading achievement in school (Carlo, 2004).

The pilot test tested research questions designed to test instrument validity and reliability. Validity was also addressed as part of the questionnaire design with several translators. The panel of experts helped edit with purposeful examination of language and content in the context of the Spanish usually spoken in Mexico. Discussion of these findings will include recommendations to further test the research questions with a larger sample.

## CHAPTER V: DISCUSSION

The questionnaire and pilot were designed for several diagnostic and program evaluation purposes, with the potential to measure change over time. The ELBQ was designed with help from immigrant families from Mexico to assist with creation of a measurement that includes a respect of family cultures which will better examine changes that may lead to increased understanding of the importance of cultural variances, both from the parents' perspective and the school's expectation perspective. The parent perspective is informed by research on the differences in child rearing beliefs and practices as they pertain to children the year prior to entering K-12 schools (Neuman, Caperelli, & Kee, 1998; Teale, 1986; Valdés, 1996). School expectations include decades of research that includes the importance of reading to preschool children and encouraging language and vocabulary development in day-to-day activities (Snow, Burns, & Griffin, 1998). The pilot test is the preliminary investigation for an instrument designed specifically for first generation Mexican immigrants in Colorado with the objectives of informing parent education practice in PK-3 education, adult education, and suggesting other research possibilities.

The pilot test analysis was limited to exploratory factor analysis and preliminary reliability and validity assessment. This chapter discusses possibilities to refine the questionnaire, provides a suggestion for the field test design and concludes by proposing uses of the questionnaire as a supportive addition to the strengths-based framework of research in school improvement and parent involvement.

## Questionnaire Refinement

The construct of Oral Language is represented in 29 items (Appendix M). The questionnaire could be shortened somewhat by deleting several items within this construct that had low loadings. Validity for items could also be tested using several focus groups of parents from Mexico, prior to deleting any items.

Items that could be removed if further testing corroborates the factor analysis in this pilot include: Talk about times when she was a baby; Work outside together and talk about what we are doing; Ask her questions that requires her to explain or describe things. It is not recommended to remove more than the three items based on the current factor analysis because the sample was not adequate for this type of determination. Additionally, in the entire questionnaire, there was no single item the parents tended to leave unanswered.

Section II included employment categories that added to the length and time for completing the questionnaire with negligible useable data. This section could be reduced to an open ended question for the type of work, and then coded by the researcher in categories similar to the interview questionnaire from the work of Arzubiaga (Appendix D).

The third question in section V, "Did you grow up in a village, small town or city" should be re-worded. Many of the parents answered "yes" to the question rather than writing one of the three choices, so no correlation analysis was run comparing where parents were raised to other items responses. The responses could be clarified by asking respondents to circle the best description of where they grew up.

Factor analysis for items in the FELB scale and the PELE scale would provide more guidance for refining the questionnaire with a larger sample to increase sampling adequacy. For example, the single loading of the item “Go to the Library” in two of the analysis groupings may suggest a factor that is related to access to reading materials. The item may be more appropriate in the section of the questionnaire that asks how many books are in the home, but this move should be informed by evidence from a larger sample. The PELE scale would have a stronger sampling adequacy for factor analysis with additional items regarding the early literacy experiences for the parents. Arzubiaga’s ecocultural interview (Appendix D) contains items in the niche of parent childhood experiences that would expand the depth and breadth of items for the scale.

A strong relationship between the FELB scale and the PELE scale may indicate predictive values of parental early experiences with literacy in school, regardless of whether it was school in Mexico (in this study, all parents had early school experience in Mexico) or school in the U.S., and the observable early literacy behaviors with children that enhance later success in reading. These scales and their relationship should be examined with a larger sample.

#### Recommendation for Field Test Design

Correlations between the home visitor perceptions and the parent/family perceptions on identical questions regarding frequencies of observable emergent literacy behaviors with children had a medium to large  $r$  value of .451 ( $p = .069$ ). The significance level may be a function of the sample size, and the study of this relationship may be worth repeating as part of a field test with at least 30 families matched with a home visitor or parent educator. The parent educator would combine knowledge of the

complex social interplay of early literacy behaviors and an ability to observe the behaviors described in the questionnaire using the richer context based on a sustained relationship with the family.

### *Field Test Sample*

The accessible population of first generation immigrants from Mexico with a child between 36 and 52 months of age would again be a purposive sample. Based on U.S. Census data (2003), a sample of 200 families would be an adequate representation for the Colorado population of Latino immigrants with a child in the identified age range. Participants could be recruited from cooperating programs with four component family literacy or adult education programs in the five regions of Colorado. The parents would be currently enrolled in one of the two types of programs. A control group consisting of immigrant parents from Mexico not participating in an adult education or family literacy program could be accessed by coordinating with agencies that bring families together for school or child care meetings.

Programs typically gather demographic data as part of their program evaluation and funding compliance procedures. Researchers could utilize this information in a coded format, to maintain confidentiality, to select potential participants, based on parents where (a) both are first generation immigrants (b) one is currently enrolled in one of the education programs and has attended for a minimum of 4 months and (c) at least one child is in the target age range.

This sample would reflect Colorado demographics of the growing population of preschool children whose parents immigrated from Mexico. One measure of this growth is reflected in the growth of the English Language Learner population in Colorado by

grade level, over three years. The director of the Colorado Department of Education English Language Acquisition Unit reports student population represented in Figure 7, is typically native born U.S. citizens, and children of immigrant parents (Medina, personal communication, February 1, 2007).

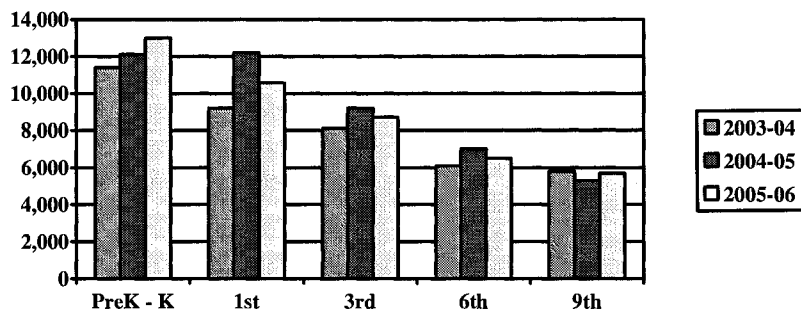


Figure 7.

Colorado ELL Population Growth by Grade Level (Medina, 2007)

*Revised Analysis for Field Test*

The larger sample for the field test would allow examination of the relationships among the three constructs of early literacy behaviors with immigrant parents of preschool children, family ecocultural features and parent participation in two designs of education programs, English as a Second Language (Adult Education) and Family Literacy Programs. A between and within groups associational design could be utilized to analyze data for answering the following research question and adding to validity and reliability data.

How do the self reported parent behaviors and activities that enhance emergent literacy skills of preschool age children compare among two groups of parents in four

component family literacy programs (FLP; Even Start) and in adult education (ESL) programs that include intergenerational literacy curriculum.

If research includes programs that have parent educators who visit families in their homes the relationships between the parent and parent educator responses would provide additional opportunities for reliability analysis. The verification of reliability and increased evidence of validity of the ELBQ could then increase its use as a parent-completed questionnaire for use of further examining the variability of home literacy experiences predictive of later school success (Arzubiaga, Rueda, & Monzó, 2002).

To examine the variability between programs, the null hypothesis would be that the two groups of parents would display no difference in their early literacy behaviors with their children in the three variables at the .05 significance level. A factorial ANOVA could be performed to determine if the two groups differ significantly in the scores of emergent literacy behaviors. The emergent literacy behavior scores thus become the dependent variable for this question. If a difference is determined, a stepwise regression analysis could be used to determine to what extent participation in FLP or ESL programs predicts scores on any or all of the emergent literacy constructs, as measured by the ELBQ.

Because of the medium strength of the correlation between years families have been in the United States and the scaled scores on the Family Emergent Literacy Behaviors, this analysis should be repeated with a larger sample to verify the relationships between the variables of length of time in the U.S., culture, and family behaviors with preschool age children. The conceptual model in Appendix O illustrates the research design.

## Proposals for Further Use

The explosion of new immigrants in Colorado requires a focused approach to integrating children of immigrants into public schools. School leaders and teachers often have incomplete understandings of the family backgrounds of the new population of children entering their schools. Parents from Mexico immigrating to the United States come for better paying work and a better education for their children (García-Coll, 2003; Goldenberg, Gallimore, Reese, & Garnier, 2001). A questionnaire such as the ELBQ could help fill in the information gaps for school leaders and also provide a welcoming atmosphere for parents if delivered in a small group environment with a bilingual parent or staff to assist with the questionnaire delivery.

Parent education and parent involvement programs focusing on parents and families who immigrate from Mexico could use the ELBQ for the combined purpose of needs assessment, gathering baseline data, and for planning to scaffold instruction based on parent strengths. The ELBQ would then be used for measuring outcomes for program improvement and measuring changes in literacy strengths. The outcome information based on parent perceptions of their daily routines could document growth over time following parent involvement and parent education activities. At a time of federal funding cuts for programs that include parent education, such as Even Start and Head Start, collecting meaningful and measurable outcome data from parent education is urgently needed to inform policy makers.

In an era of increased accountability, the use of measures that include parent input tracking positive outcomes can enable policy makers, practitioners, and the public to

focus on supporting and nurturing characteristics and relationships with families and communities that predict success for children. School districts or other agencies providing parent involvement activities should expand the rigorous and appropriate use of outcome measures from the parents. Measurements that include family strengths can provide the focus for using more leverage points by working with a shared knowledge of home and family.

### Conclusion

Programs that provide parent education and parent involvement activities using government funding or private grants must provide indicators of program effectiveness in reports to stakeholders for accountability. One component of a strengths based program evaluation includes families in parent education programs as collaborators in the evaluations of services they receive. In an overview of family literacy programming, Neuman, Caperelli and Kee state “the voices of the participants themselves have largely been absent in any discussions of program development, quality or evaluation” (1998, p. 244). The NCLB statute includes a requirement for school districts providing Title I services to conduct a yearly evaluation of the district parent involvement policy (No Child Left Behind, 2001). Family literacy and family engagement policy is designed to maximize the daily practices predictive of later academic success for participants’ children. The sense of urgency to include parents and families is reflected in increased requirements for parent engagement in nine sections and subparts of the requirements of No Child Left Behind Act of 2001 (NCLB), the Adult Education and Family Literacy Act (AFLA), and the Head Start Economic Opportunities Act of 1964 ( as cited in Jordan, 2005). The questions Auerbach posed over 15 years ago persist, “How can we draw on

parents' knowledge and experience to inform instruction? How can we transfer school practices into home contexts?" (Auerbach, 1989, p. 177).

The philosophical underpinnings of this study are informed by theory including the social contexts of literacy. This includes the belief that education reform must include explicit focus on children of immigrant parents and incorporate two-way conversations between families and schools. The context built into the ELBQ provides ecocultural information from community, workplace, church, and other environmental influences. Use of the questionnaire and analysis of the scales would assist with collecting richer information for school leaders and other educators when instruction for both children and parents includes intentional curriculum structure connecting home-based cultures and school-based practices.

Parent involvement and education designed intentionally and explicitly as a two-way communication between schools and Latino families has potential as one more brick in the "closing the achievement gap" wall. For over seven years, Colorado education leadership has joined with political and community leaders to improve education outcomes of children most at risk for low achievement. Work has included the Colorado Department of Education and the Colorado General Assembly in implementing task forces, initiatives and legislative resolutions (Colorado Department of Education, 2007). However, until schools at the local level plan instruction that includes the family strengths and use knowledge of cultures as leverage for instruction, children of immigrant families will have a somewhat fragmented beginning as they enter schools in the United States. Closing education gaps for groups of children is a complex endeavor in need of multifaceted strategies and frequent quality evaluation. The difficult work takes on a

moral and ethical purpose when considering the economic and social benefits children and families with recent ties to Mexico can bring to Colorado.

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## APPENDIXES

A. No Child Left Behind Act of 2002 Title I A; SEC. 1118.

## PARENTAL INVOLVEMENT

### (a) LOCAL EDUCATIONAL AGENCY POLICY-

(1) IN GENERAL- A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY- Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations for parent involvement, and describe how the agency will —

(A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;

(B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;

(C) build the schools' and parents' capacity for strong parental involvement as described in subsection (e);

(D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

(E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and

(F) involve parents in the activities of the schools served under this part.

### (3) RESERVATION-

(A) IN GENERAL- Each local educational agency shall reserve not less than 1 percent of such agency's allocation under subpart 2 of this part to carry out this section, including promoting family literacy and parenting skills, except that this paragraph shall not apply if 1 percent of such agency's allocation under subpart 2 of this part for the fiscal year for which the determination is made is \$5,000 or less.

(B) PARENTAL INPUT- Parents of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS- Not less than 95 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part.

### (b) SCHOOL PARENTAL INVOLVEMENT POLICY-

(1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) SPECIAL RULE- If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) AMENDMENT- If the local educational agency involved has a school district-level parental involvement policy that applies to all parents, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) PARENTAL COMMENTS- If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

### (c) POLICY INVOLVEMENT- Each school served under this part shall —

- (1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;
  - (2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
  - (3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
  - (4) provide parents of participating children —
    - (A) timely information about programs under this part;
    - (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
    - (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
  - (5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- (d) **SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT-** As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall —
- (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
  - (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —
    - (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
    - (B) frequent reports to parents on their children's progress; and
    - (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
- (e) **BUILDING CAPACITY FOR INVOLVEMENT-** To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part —
- (1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
  - (2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
  - (3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
  - (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

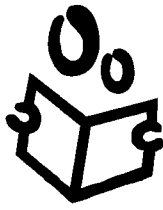
- (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- (7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- (8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- (9) may train parents to enhance the involvement of other parents;
- (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- (11) may adopt and implement model approaches to improving parental involvement;
- (12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
- (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- (14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

(f) ACCESSIBILITY- In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

(g) INFORMATION FROM PARENTAL INFORMATION AND RESOURCE CENTERS- In a State where a parental information and resource center is established to provide training, information, and support to parents and individuals who work with local parents, local educational agencies, and schools receiving assistance under this part, each local educational agency or school that receives assistance under this part and is located in the State shall assist parents and parental organizations by informing such parents and organizations of the existence and purpose of such centers.

(h) REVIEW- The State educational agency shall review the local educational agency's parental involvement policies and practices to determine if the policies and practices meet the requirements of this section.

B. Iowa Questionnaire  
(Mays, S., Iowa State University)



# Family Storyteller

Date \_\_\_\_\_

Location \_\_\_\_\_

County \_\_\_\_\_

Check one  Parent  Child care provider

## Reading to Children

In the workshops and videos, we shared ideas parents can use when reading with their children. We would like to ask how much you knew about each skill before the program started and now. (Circle one number for "before" and one number for "now.")

	BEFORE				NOW			
	Seldom	A little	Quite a bit	Most of the time	Seldom	A little	Quite a bit	Most of the time
1. Let child help pick out the book to read.	1	2	3	4	1	2	3	4
2. Have child sit close to you.	1	2	3	4	1	2	3	4
3. Talk about book cover with child.	1	2	3	4	1	2	3	4
4. Ask child to guess what happens next.	1	2	3	4	1	2	3	4
5. Ask child to name or point to something on the page.	1	2	3	4	1	2	3	4
6. Change your voice while reading, like soft or loud.	1	2	3	4	1	2	3	4
7. Help child learn new words or names for things.	1	2	3	4	1	2	3	4
8. Help child connect things in story to real life.	1	2	3	4	1	2	3	4
9. Read slowly enough for child to ask questions and chime in.	1	2	3	4	1	2	3	4
10. At the end of the book ask the child what happened.	1	2	3	4	1	2	3	4
11. Let the child tell story or pretend to read.	1	2	3	4	1	2	3	4
12. Have a regular time to read books with child.	1	2	3	4	1	2	3	4

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C. University of Nevada Interview Schedule  
(Weigel, D., University of Nevada at Reno)



*PARENT QUESTIONNAIRE: ESL*

I.D. # \_\_\_\_\_ Pre-test Date: \_\_\_\_\_

Interviewer's Name: \_\_\_\_\_

1. As a child, did you like to read a lot, a little, not much, or not at all? [CIRCLE ONE.]
- 4 A lot    3 A little                      2 Not much                      1 Not at all

2. What was your favorite book or story as a child? [WRITE NAME OF ONE BOOK.]
- \_\_\_\_\_

3. Tell us about all the reasons you read to your child. Please answer yes or no. [READ LIST TO RESPONDENT. CIRCLE 1 NO OR 2 YES FOR EACH ITEM.]

<u>No</u>	<u>Yes</u>	
1	2	To keep child entertained
1	2	To put child to sleep
1	2	To help child learn beginning reading skills needed for school
1	2	To help child learn that books are a source of enjoyment throughout life
1	2	To help child learn new things, like about different animals, plants, and people.
1	2	Other, please specify: [WRITE IN ANSWER] _____

\_\_\_\_\_

4. How many times have you moved in the last three years? [WRITE IN NUMBER.]

\_\_\_\_\_ Time(s)

5. Who most often reads to your child? [WRITE IN READER'S RELATIONSHIP TO CHILD.]  
age\_\_\_\_\_ age\_\_\_\_\_

\_\_\_\_\_

5b. [MARK HERE IF IT'S THE RESPONDENT] → \_\_\_ Respondent \_\_\_ Respondent

6. Who most often tells your child stories? [WRITE IN RELATIONSHIP TO CHILD.]  
age\_\_\_\_\_ age\_\_\_\_\_

\_\_\_\_\_

6b. [MARK HERE IF IT'S THE RESPONDENT] → \_\_\_ Respondent \_\_\_ Respondent

7. Do you enjoy reading a great deal, a lot, about average, a little, or not at all?  
[CIRCLE ONE.]

5 A great deal    4 A lot    3 About average    2 A little    1 Not at all

8. Think about last week. About how many minutes per day did you spend reading at home, not counting time spent reading with your children (like reading books, magazines, newspapers, mail, etc.)? Did you spend 0 minutes, 1 to 15 minutes, 16 to 30 minutes, 31 to 45 minutes, 46 to 60 minutes or more than one hour reading per day? [CIRCLE ONE.]

- 1        0 minutes
- 2        1-15 minutes
- 3        16-30 minutes
- 4        31-45 minutes
- 5        46-60 minutes
- 6        More than an hour

9. When you read books with your child, do you usually read the books...? [CIRCLE ONE.]  
age\_\_\_\_\_ age\_\_\_\_\_

- 1                    In Spanish, completely                    1
- 2                    In English, completely                    2
- 3                    Mostly Spanish and some English                    3
- 4                    Mostly English and some Spanish                    4
- 5                    About half English and half Spanish                    5

10. Think about last week. On how many days did your child see you or your spouse writing? Would you say more than once a day, every day, 5 to 6 days, 3 to 4 days, 1 to 2 days or not at all? [CIRCLE ONE.]

- 6 More than once a day
- 5 Everyday
- 4 5-6 days
- 3 3-4 days
- 2 1-2 days
- 1 Not at all

11. Think back over the last month. Did you buy any new or used books for your child? How many new or used books did you buy for your child? [WRITE IN NUMBER.]  
 age\_\_\_\_\_ age\_\_\_\_\_  
 \_\_\_\_\_Book(s) \_\_\_\_\_Book(s)

12. Think back over the last month. Did you or another family member tell stories with your child not at all, once or twice during the month, once or twice a week, once a day, or two or more times a day? [CIRCLE ONE.]  
 age\_\_\_\_\_ age\_\_\_\_\_

- |   |                       |   |
|---|-----------------------|---|
| 1 | Not at all            | 1 |
| 2 | Once or twice a month | 2 |
| 3 | Once or twice a week  | 3 |
| 4 | Once a day            | 4 |
| 5 | 2 or more times a day | 5 |

13. Think back over the last month. Did you or another family member go to the library with your child not at all, once or twice during the month, once or twice a week, or once a day? [CIRCLE ONE.]  
 age\_\_\_\_\_ age\_\_\_\_\_

- |   |                       |   |
|---|-----------------------|---|
| 1 | Not at all            | 1 |
| 2 | Once or twice a month | 2 |
| 3 | Once or twice a week  | 3 |
| 4 | Once a day            | 4 |

14. Most parents do not read to their preschool children as often as they wish they could. Which of the following is the biggest reason that keeps you from reading to your child as often as you would like? [READ LIST TO RESPONDENT. CIRCLE ONLY ONE ANSWER.]  
 age\_\_\_\_\_ age\_\_\_\_\_

- |   |  |   |
|---|--|---|
| 1 | I am too tired at the end of the day.                                    | 1 |
| 2 | I am too busy.   | 2 |
| 3 | My child is not interested in reading.                                   | 3 |
| 4 | I do not enjoy reading to my child.                                      | 4 |
| 5 | We do not have any books to read at our house that my child would enjoy. | 5 |
| 6 | Other, please specify:[WRITE IN ANSWER.]                                 | 6 |

15. How old was your child when you or another family member began to read to him or her? Was your child less than 6 months, between 6 months and 1 year, between 1 year and 1½ years, between 1½ years and 2 years, older than 2 years, or haven't you read to your child yet? [CIRCLE ONE.]

age_____			age_____
1	Less than 6 months	1	
2	Between 6 months and 1 year	2	
3	Between 1 year and 1½ years	3	
4	Between 1½ years and 2 years	4	
5	Older than 2 years	5	
6	Have not read to child yet	6	

16. About how many picture books do you have in your home for your child's use? [WRITE IN NUMBER.]

\_\_\_\_\_Book(s)

Of those books, how many are in English? \_\_\_\_\_Book(s)

How many are in Spanish? \_\_\_\_\_Book(s)

17. Compared to other children your child's age, do you feel your child's present language skills in your own language are way above average, somewhat above average, about average, somewhat below average, or way below average? [CIRCLE ONE.]

age_____			age_____
5	Way above average	5	
4	Somewhat above average	4	
3	About average	3	
2	Somewhat below average	2	
1	Way below average	1	

18. Compared to other children your child's age whose parents are learning English, do you feel your child's present language skills in English are way above average, somewhat above average, about average, somewhat below average, or way below average? [CIRCLE ONE.]

age_____			age_____
5	Way above average	5	
4	Somewhat above average	4	
3	About average	3	
2	Somewhat below average	2	
1	Way below average	1	

19. What is your child's favorite TV program? [WRITE IN ANSWER.]  
 age\_\_\_\_\_ age\_\_\_\_\_

\_\_\_\_\_

20. Think back over the last week. Did your child watch "educational television" programs like Sesame Street everyday, 5 to 6 days, 3 to 4 days, 1 to 2 days or not at all? [CIRCLE ONE.]  
 age\_\_\_\_\_ age\_\_\_\_\_

- |   |             |   |
|---|-------------|---|
| 5 | Everyday    | 5 |
| 4 | 5 to 6 days | 4 |
| 3 | 3 to 4 days | 3 |
| 2 | 1 to 2 days | 2 |
| 1 | Not at all  | 1 |

21. Think back over the last week. About how many hours did your child watch TV each day? [WRITE IN NUMBER.]

age\_\_\_\_\_ age\_\_\_\_\_

Think about the TV programs that your child watched last week. Were they:

- |   |                                 |   |                                 |
|---|---------------------------------|---|---------------------------------|
| 1 | All Spanish programs            | 1 | All Spanish programs            |
| 2 | Mostly Spanish & some English   | 2 | Mostly Spanish & some English   |
| 3 | About half Spanish/half English | 3 | About half Spanish/half English |
| 4 | Mostly English & some Spanish   | 4 | Mostly English & some Spanish   |
| 5 | All English programs            | 5 | All English programs            |

22. Think back over the last week. About how many hours did you spend watching TV each day? [WRITE IN NUMBER.]

\_\_\_\_\_hour(s)

Think about the TV programs that you watched last week. Were they:

- |   |                                 |
|---|---------------------------------|
| 1 | All Spanish programs            |
| 2 | Mostly Spanish & some English   |
| 3 | About half Spanish/Half English |
| 4 | Mostly English & some Spanish   |
| 5 | All English programs            |

23. Do you expect your child to enjoy school very much, somewhat more than average, about average, somewhat less than average, not at all, or you don't know? [CIRCLE ONE.]

age\_\_\_\_\_ age\_\_\_\_\_

- |   |                            |   |
|---|----------------------------|---|
| 5 | Very much                  | 5 |
| 4 | Somewhat more than average | 4 |
| 3 | About average              | 3 |

2	Somewhat less than average	2	
1	Not at all		1
8	Don't know		8

24. How well do you expect your child to do in school? Do you expect your child to do very well, somewhat above average, about average, somewhat below average, not well or you don't know? [CIRCLE ONE.]  
 age\_\_\_\_ age\_\_\_\_

5	Very well		5
4	Somewhat above average	4	
3	About average		3
2	Somewhat below average	2	
1	Not well		1
8	Don't know		8

25. How many years of school do you expect your child to complete? Do you expect your child to complete middle school but not high school, some high school but not graduate, a high school degree, high school and some college or trade school, a 4-year college degree, graduate work or you don't know? [CIRCLE ONE.]  
 age\_\_\_\_ age\_\_\_\_

1	Middle school but not high school		1
2	Some high school, but not graduate		2
3	High school degree		3
4	High school and some college or trade school		4
5	4 year college degree		5
<b>6</b>	<b>Graduate work</b>		<b>6</b>
8	Don't know		8

26. What year were you born? [WRITE IN YEAR.] 19\_\_\_\_

27. How do you describe yourself? [READ LIST. CIRCLE ONE.]

1	Caucasian/White	5	Asian American/Pacific Islander
2	African American/Black	6	Middle Eastern
3	Latino/Mexican/Hispanic	7	Multi-ethnic/Multi-racial
4	Native American/Alaskan Native/Aleut		
8	Other, please specify: [WRITE IN.] _____		

28. Which of these categories best describes your total household income from all sources during the last year (for example, how much did all the people who live in your household earn)? [CIRCLE ONE.]

1	Less than \$ 9,999	5	\$40,000 to \$49,999
2	\$10,000 to \$19,999	6	\$50,000 to \$59,999

- |   |                      |   |                      |
|---|----------------------|---|----------------------|
| 3 | \$20,000 to \$29,999 | 7 | \$60,000 to \$69,999 |
| 4 | \$30,000 to \$39,999 | 8 | \$70,000 or more     |

29. Are you employed? [CIRCLE ONE.]

1. No

2. Yes

[IF NO, ASK 30.]

[IF YES, ASK 31.]

30. Are you full-time homemaker, retired, unemployed looking for work or unemployed not looking for work? [CIRCLE ONE.]

31. Are you employed full time (35 hours or more a week) or part time? [CIRCLE ONE.]

1 Homemaker

2 Retired

3 Unemployed, looking for work

4 Unemployed, not looking

1 Full time

2 Part time

32. How many years of schooling have you completed? [CIRCLE ONE.]

- 1 Did not go to school before coming to NNLC
- 2 Elementary school but not middle or high school
- 3 Middle school but not high school
- 4 Some high school, didn't finish
- 5 High school degree or GED
- 6 High school + some college or trade school
- 7 4-year college degree
- 8 Graduate work

33. How many adults (counting yourself) live in your home? [WRITE IN NUMBER.]

CONSIDER PARENTS AS ADULTS EVEN IF LESS THAN 18.]

\_\_\_\_\_ adult(s)

34. What is your native language that you learned as a child? [WRITE IN.]

\_\_\_\_\_

35. What language is usually spoken in your home? [WRITE IN.] \_\_\_\_\_

36. Are any other languages sometimes spoken in your home? [WRITE IN.] \_\_\_\_\_



47. Did your parents tell stories to you when you were little? [READ LIST, CIRCLE ONE ANSWER.]

- 1. No, I don't remember my parents telling stories to me
- 2. Yes, my parents told stories to me once in awhile, less than once a week
- 3. Yes, my parents told stories to me often, at least once a week

48. Did your parents try to teach you things when you were little? [CIRCLE 1 NO OR 2 YES.]

1. NO

2. YES



[Skip to Question 49]

48b. Tell me about the things your parents tried to teach you when you were little. [WRITE DOWN PARENT'S COMMENTS. PROBE FOR COLORS, NAMES OF THINGS, HOW TO BEHAVE, HOW TO DO THINGS LIKE HELP AT HOME.]

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49. Did your parents play with you when you were little? [CIRCLE 1 NO OR 2 YES.]

1. NO

2. YES

50. What are (child's name)'s three favorite things to do right now other than eat or Sleep?

age \_\_\_\_\_

age \_\_\_\_\_

---

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Prompts: If less than 3 given: "Is there any other thing?"  
If "play" or other vague response is given: "Can you give me an example?"  
If "play with toys": "Are there any toys in particular?"

Check here if books are given as one favorite thing \_\_\_\_\_

Total number of prompts given \_\_\_\_\_

51. Do you have a bedtime routine for (child's name)? Explain if necessary: "things you do the same each night to get him/her ready to go to sleep"

age \_\_\_\_\_

age \_\_\_\_\_

Yes \_\_\_\_\_ No \_\_\_\_\_

Yes \_\_\_\_\_ No \_\_\_\_\_

If "Yes" please describe what you do for your bedtime routine.

---

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Parent mentions read a book or tell a story? Yes \_\_\_\_\_ No \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_

52. When parents think about their children growing up and going to school, they sometimes worry about the future. This is a list of things that some parents think about. Not everyone worries about the same things. Do you worry that any of these things might happen?  
[READ LIST TO RESPONDENT. CIRCLE 1 NO OR 2 YES FOR EACH ITEM.]

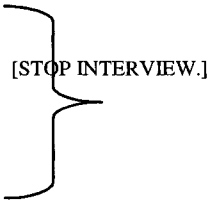
<u>No</u>	<u>Yes</u>	
1	2	That my child will not do as well in school as I would like
1	2	That my child will not learn English
1	2	That my child will learn English and forget our first language
1	2	That my child will not be able to talk with his or her grandparents and other relatives who do not speak English
1	2	That my child will not learn about things that are important in our family, like family customs
1	2	That my child will not respect our family and our beliefs
1	2	That my child will play or hang out with the wrong children and get into trouble
1	2	That my child will have trouble making friends
1	2	That my child will not have as good clothes as other children
1	2	That my child will not have as nice a house as other children
1	2	That my child will not have as many toys as other children
1	2	That my child will not have the health care that he or she needs
1	2	Other, please specify: [WRITE IN ANSWER.] _____

53. What are the first names and ages of children in your family? [WRITE IN FIRST TWO LETTERS IN NAME.]  
 What is your relationship to this child? [MARK BOX IN TABLE.]

First name	Age	1	2	3	4	5	6	7
		Mother	Father	Stepmother/ partner	Stepfather/ partner	Grandmother	Grandfather	Other, specify gender


54. Are you single (never married), divorced or separated, widowed or married or living with a partner? [CIRCLE ONE.]

- 1 Single (never married)
- 2 Divorced/separated
- 3 Widowed
- 4 Married or living with a partner



[GO TO QUESTION 55.]



55. What year was your spouse/partner born? 19\_\_\_\_  
[WRITE IN YEAR.]

56. Does your spouse/partner enjoy reading a great deal, a lot, about average, a little, or not at all? [CIRCLE ONE.]

- 5 *A great deal*   4 *A lot*   3 *About average*   2 *A little*   1 *Not at all*

57. Is your spouse/partner employed? [CIRCLE ONE.]

1. No

2. Yes

[IF NO, ASK 58.]

[IF YES, ASK 59.]



58. Is your spouse/partner a full-time homemaker, retired, unemployed looking for work, or unemployed not looking for work? [CIRCLE ONE.]

59. Is your spouse/partner employed full time (35 hours or more a week) or part time? [CIRCLE ONE.]

- 1 Full time      2 Part time

- 1 Homemaker
- 2 Retired
- 3 Unemployed, looking for work

4 Unemployed, not looking

60. How many years of schooling has your spouse/partner completed? [CIRCLE ONE.]

- 1 Did not go to school
- 2 Elementary school but not middle or high school
- 3 Middle school but not high school
- 4 Some high school, didn't finish
- 5 High school degree or GED
- 6 High school + some college or trade school
- 7 4-year college degree
- 8 Graduate work

61. Is English your spouse's/partner's native language? [CIRCLE ONE.]

1. NO

2. YES

[End Interview] ↓



61b. What is your spouse's native language? [WRITE IN.] \_\_\_\_\_

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D. Arzubiaga Ecocultural Interview Schedule  
(Arzubiaga, A., Vanderbilt University)

The purpose of this questionnaire is to help us get a feel for important aspects of your family's daily life. That is why we ask about your work and financial circumstances, your household arrangements, the support you get from family and friends. There are no right or wrong answers! We are simply trying to understand the different influences on your day-to-day situation.

When we ask about "your child," we would like you to answer based on \_\_\_\_\_. \*[Also, the term "mother" is used throughout this questionnaire, although we realize that a grandmother, aunt, stepmother, or other caregiver may function as the mother. It is the person who is the primary female caretaker who should answer these questions.]

When a question refers to "child's father," again, we are asking about the individual who assumes the primary father role in the child's life. This may be the stepfather, uncle, grandfather, or someone else who functions as the father figure. Please answer the questions with that person in mind.

\* Read only if biological mother is not the primary female caregiver.

\*\* Questions about the grandparents are about the target child's grandparents or the functional parents' parents if there are no biological parents present.

	<b>Case #:</b>
--	----------------

	<b>Interviewer's name:</b>
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**DO NOT ASK- INFORMATION IN THE CASE FILE.**

<b>1. Interviewee's name:</b>
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<b>2. Child's name:</b>
-------------------------

<b>3. Child's sex:</b>
------------------------

<b>4. Child's birthdate (month/day/year):</b>
---



X. Mother's birthdate (month/day/year): \_\_\_\_\_

X. Mother's time in the U.S. \_\_\_\_\_

10. Which is the highest grade mother has completed in school?

11. DO NOT ASK. (Please check one)

- 1 Primary
- 2 Secondary
- 3 Preparatory
- 4 Vocational school
- 5 University studies
- 6 College or university graduate. Degree \_\_\_\_\_
- 7 Post-Graduate degree. Degree \_\_\_\_\_
- 0 None

12. Where was the mother's school? (read alternatives)

- 1 Ranch
- 2 Town
- 3 City
- 7 Other: \_\_\_\_\_
- 9 Not applicable

13. What were the reasons that the mother did not continue? (code all that apply)

- 1 Cost of schooling was too high
- 2 Nearest school was too far
- 3 Pregnancy
- 4 Marriage
- 5 Childcare or other work at home
- 6 Family does not value formal education
- 7 Family move or problem
- 8 mother who dropped out lost interest
- 9 Not applicable
- 10 Other \_\_\_\_\_

14. What is the highest grade grandmother (mother's mo) completed in school?

**15. DO NOT ASK- Maternal grandmother's highest grade category (Please check one)**

- 1 Primary
- 2 Secondary
- 3 Preparatory
- 4 Vocational school
- 5 University studies
- 6 College or university graduate. Degree \_\_\_\_\_
- 7 Post-Graduate degree. Degree \_\_\_\_\_
- 0 None
- 9 Not applicable

**16. What is the highest grade grandfather (mother's fa) completed in school?**

**17. DO NOT ASK- Maternal grandfather's highest grade category (Please check one)**

- 1 Primary
- 2 Secondary
- 3 Preparatory
- 4 Vocational school
- 5 University studies
- 6 College or university graduate. Degree \_\_\_\_\_
- 7 Post-Graduate degree. Degree \_\_\_\_\_
- 0 None
- 9 Not applicable

**18. Are you attending classes (mother)? (check all that apply)**

- 0 Not a student.
- 1 Studies English as a second language.
- 2 Job training- licenses, computer, etc..
- 3 Carrer preparation- GED or college, eg. medical assistant
- 7 Other- eg. parenting, Bible studies, specify: \_\_\_\_\_
- 9 Not applicable

**19. What work do you (mother) do? (please check one)**

- 1 Currently a homemaker.
- 2 Currently a homemaker, self employed in the home
- 3 Currently employed part time.outside the home.
- 4 Day work when available.
- 5 Currently employed full time outside the home.

9 Not applicable, there is no mother (mother died).

20. Including commuting time, how many hours do you (the mother) spend at work each week?

21. What is mother's usual employment and job title (Jobs typically done in country of origin and here)?

Please tell us about the kind of work you do and the kind of work you used to do, self employed vs. employer, who is the employer, factory or company, large or small, benefits, union vs. non union? \_\_\_

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22. DO NOT ASK- Mother's job category in the USA

1 Professional, administration

2 Technical, sales

3 Service

4 Farming

5 Precision craft, repair

6 Laborer

7 Childcare at home

0 No work for financial gain

8 Do not know

9 Not applicable

22a. DO NOT ASK- Mother's job type in the USA

1 Unskilled

2 Skilled

3 White collar

4 Professional/Administrator

8 Do not know

9 Not applicable

23. DO NOT ASK- Mother's job category in Country of Origin:

1 Managerial, professional

2 Technical, sales

3 Service

4 Farming

5 Precision craft, repair

6 Laborer

7 Childcare at home

- 0 No work for financial gain
- 8 Do not know
- 9 Not applicable

**23a. DO NOT ASK- Mother's job type in Country of Origin:**

- 1 Unskilled
- 2 Skilled
- 3 White collar
- 4 Professional/Administrator
- 8 Do not know
- 9 Not applicable

**24. Mother's spoken language at work. NOT MUTUALLY EXCLUSIVE CATEGORIES**

- 1 Uses only English at work
- 2 Uses only Spanish at work
- 3 Uses a bitof/some English on the job
- 4 Uses a bitof/some Spanish on the job
- 5 Uses English both at home and on the job
- 6 Uses Spanish both at home and on the job
- 7 Uses Spanish as much as English on the job
- 9 Not applicable

**ADDED 24 A. Mother's written language at work. NOT MUTUALLY EXCLUSIVE CATEGORIES**

- 1 Uses only English at work
- 2 Uses only Spanish at work
- 3 Uses a bitof/some English on the job
- 4 Uses a bitof/some Spanish on the job
- 5 Uses English both at home and on the job
- 6 Uses Spanish both at home and on the job
- 7 Uses Spanish as much as English on the job
- 9 Not applicable

**25. What was the grandmother's (mother's mo) job/work? \_\_\_\_\_**

**25a. DO NOT ASK- grandmother's (mother's mo) job category**

- 1 Managerial, professional
- 2 Technical, sales
- 3 Service
- 4 Farming
- 5 Precision craft, repair

- 6 Laborer
- 7 Childcare in the home
- 0 No work for financial gain
- 8 Do not know
- 9 Not applicable

**25b. DO NOT ASK- grandmother (mother's mo) job type**

- 1 Unskilled
- 2 Skilled
- 3 White collar
- 4 Professional/Administrator
- 8 Do not know
- 9 Does not apply

**26. What was the grandfather's(mother's fa) work? \_\_\_\_\_**

**26a. DO NOT ASK- grandfather (mother's fa) job category**

- 1 Managerial, professional
- 2 Technical, sales
- 3 Service
- 4 Farming
- 5 Precision craft, repair
- 6 Laborer
- 7 Childcare in the home
- 0 No work for financial gain
- 8 Do not know
- 9 Not applicable

**26b. DO NOT ASK- grandfather (mother's fa) job type**

- 1 Unskilled
- 2 Skilled
- 3 White collar
- 4 Professional
- 8 Do not know
- 9 Not applicable

**27. NEED TO BE EMPIRICALLY DERIVED How do you feel about your job? (Which statement best describes the mother's current feelings about her job or career?) (Please check one and explain choice.)**

- 1 I am a full time homemaker and not employed.
- 2 I work very hard so that my children won't have to \_\_\_\_\_

- 3 My work is very tiresome and burdensome but we need the money.
- 4 My work gives me pride because I can provide for my children.
- 5 I had a job, but I am not working now because: \_\_\_\_\_
- 6 My work is my career. I am committed to my profession.
- 7 Other (please describe): \_\_\_\_\_
- 9 Not applicable

Please write any other comments the mother has about her job or career: \_\_

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28. What are the reasons you work (or do not work) outside the home? \_\_\_\_\_

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How do you feel about this? \_\_\_\_\_

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**Father's Information**

Remember by father, we mean the person who functions as the child's father

x. Father's birthdate (month/day/year): \_\_\_\_\_

X. Father's time in the U.S. \_\_\_\_\_

29. What is the highest grade the father has completed in school?

30. Where was the father's school?

- 1 Ranch
- 2 Town
- 3 City
- 7 Other: \_\_\_\_\_
- 9 Not applicable

**31. What were the reasons that the father did not continue? (code all that apply)**

- 1 Cost of schooling too high
- 2 Closest school too far
- 3 Pregnancy
- 4 Marriage
- 5 Childcare or other work at home
- 6 Family did not value formal education
- 7 Family move or problem
- 8 Father lost interest
- 9 Not applicable
- 10 Other \_\_\_\_\_

**32. What is the highest grade grandmother (father's mo) completed in school?**

**33. DO NOT ASK- Which is the highest level? (check one of the following)**

- 1 Primary
- 2 Secondary
- 3 Preparatory
- 4 Vocational school
- 5 University studies
- 6 College or university graduate. Degree \_\_\_\_\_
- 7 Post-Graduate degree. Degree \_\_\_\_\_
- 0 None
- 9 Not applicable

**34. What is the highest grade grandfather (father's fa) completed in school?**

**34a. DO NOT ASK- What is the highest level? (Check one of the following)**

- 1 Primary
- 2 Secondary

- 3 Preparatory
- 4 Vocational school
- 5 University studies
- 6 College or university graduate. Degree \_\_\_\_\_
- 7 Post-Graduate degree. Degree \_\_\_\_\_
- 0 None

**35. Current informal or continuing education (check all that apply)**

- 0 Not a student.
- 1 Studies English as a second language.
- 2 Job training- licenses, computer, etc..
- 3 Career prep- GED or college (eg medical assistant)
- 7 Other- eg. parenting, Bible studies, specify: \_\_\_\_\_

**36. What is father's current employment status? (please check one)**

- 1 Currently unemployed.
- 2 Currently at home self employed in the home
- 3 Currently employed part time.outside the home.
- 4 Day work when available.
- 5 Currently employed full time outside the home.
- 9 Not applicable, there is no father (fatehr died).

**37. Including commuting time, how many hours does father spend at work each week?**

**38. What is father's usual employment and job title (Jobs typically done in country of origin and here)?**

Please tell us about the kind of work you do and the kind of work you used to do, self employed vs. employer, who is the employer, factory or company, large or small, benefits, union vs. non union?

**39. DO NOT ASK- Father's job category in the USA:**

- 1 Managerial, professional
- 2 Technical, sales
- 3 Service
- 4 Farming
- 5 Precision craft, repair
- 6 Laborer
- 7 Childcare in the home
- 0 No work for financial gain
- 8 Do not know
- 9 No answer

**39a. DO NOT ASK- Father's job type in the USA**

- 1 Unskilled
- 2 Skilled
- 3 White collar
- 4 Professional/Administrator
- 8 Do not know
- 9 Not applicable

**40. DO NOT ASK- Father's job category in Country of Origin:**

- 1 Managerial, professional
- 2 Technical, sales
- 3 Service
- 4 Farming
- 5 Precision craft, repair
- 6 Laborer
- 7 Childcare in the home
- 0 No work for financial gain
- 8 Do not know
- 9 Not applicable

**40a. DO NOT ASK- Father's job type in Country of Origin**

- 1 Unskilled
- 2 Skilled
- 3 White collar
- 4 Professional
- 8 Do not know
- 9 Not applicable

**41. Father's spoken language at work?**

- 1 Uses only English at work
- 2 Uses only Spanish at work
- 3 Uses a bitof/some English on the job
- 4 Uses a bitof/some Spanish on the job
- 5 Uses English both at home and on the job
- 6 Uses Spanish both at home and on the job
- 7 Uses Spanish as much as English on the job
- 9 Not applicable

**41. Father's written language at work?**

- 1 Uses only English at work
- 2 Uses only Spanish at work
- 3 Uses a bitof/some English on the job
- 4 Uses a bitof/some Spanish on the job
- 5 Uses English both at home and on the job
- 6 Uses Spanish both at home and on the job
- 7 Uses Spanish as much as English on the job
- 9 Not applicable

42. In what did the grandmother (father's mo) work? \_\_\_\_\_

42a. DO NOT ASK- grandmother (father's mo) job category:

- 1 Managerial, professional
- 2 Technical, sales
- 3 Service
- 4 Farming
- 5 Precision craft, repair
- 6 Laborer
- 7 Chilcare in the home
- 0 No work for financial gain
- 8 Do not know
- 9 Not applicable

42b. DO NOT ASK- grandmother (father's mo) job type

- 1 Unskilled
- 2 Skilled
- 3 White collar
- 4 Professional
- 8 Do not know
- 9 Not applicable

43. In what did the grandfather (father's fa) work? \_\_\_\_\_

43a. DO NOT ASK- grandfather (father's fa) job category:

- 1 Managerial, professional
- 2 Technical, sales
- 3 Service
- 4 Farming
- 5 Precision craft, repair

- 6 Laborer
- 7 Childcare in the home
- 0 No work for financial gain
- 8 Do not know
- 9 Not applicable

**43b. DO NOT ASK- grandfather (father's fa) job type:**

- 1 Unskilled
- 2 Skilled
- 3 White collar
- 4 Professional/Administrator
- 8 Do not know
- 9 Not applicable

**44. NEED TO BE DERIVED EMPIRICALLY Which statement best describes father's current feelings about his job or career? (Please check one)**

- 1 I am not employed outside of home
- 2 I work very hard so that my children won't have to \_\_\_\_\_
- 3 My work is very tiresome and burdensome but we need the money.
- 4 My work gives me pride because I can provide for my children.
- 6 My work is my career. I am committed to my profession.
- 7 Other (please describe): \_\_\_\_\_
- 9 Not applicable

**Please write any other comments the father has about his job or career: \_\_\_\_\_**

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**45. What are the reasons you work (or do not work) outside the home? \_\_\_\_\_**

**How do you feel about this? \_\_\_\_\_**

**DAILY ROUTINE**

**Transportation Needs**

46. Please think about a typical week and tell us how much time you spend getting your child to and from school (eg. 1 hour a day= 5 hours a week)

\_\_\_\_\_ (mode of transportation: own car, bus, walking, carpool)

weekly total

\_\_\_\_\_ (daily or weekly)

47. Including yourself, how many people are needed each week to take your child to and from school?

48. What are the total hours that are needed to take and bring your child each week? (walking, bus, driving)?

weekly total

\_\_\_\_\_ (daily or weekly)

**Child Caretaking and Household Work- Availability and Help**

49. Who is available to help you on a **REGULAR BASIS** with childcare and household work?

- |   |   |
|---|---|
| 0 | Alone- with no one  |
| 1 | Live-in housekeeper or live-in baby-sitter (non-family members) .       |
| 2 | Housekeeper or baby-sitter who goes home at night (non-family members). |
| 3 | Paid sitter outside your home (non-family members).                     |
| 4 | Siblings (17 and younger). How many?                                    |
| 5 | Adult relatives (18 and older). How many?                               |
| 6 | Adult friends (18 and older). How many?                                 |

OTHER

49a. How many persons are available? **TOTAL FROM ABOVE**

50. How many of these people above are helping with childcare on a regular basis?

- |   |   |
|---|---|
| 1 | Mother only does regular childcare                                  |
| 2 | 1 other person regularly helps with childcare- specify who: _____   |
| 3 | 2- 4 other people regularly help with childcare- specify who: _____ |
| 4 | 5 or more people regularly help with childcare                      |

50a. **DO NOT ASK- Specify who.**

be specific \_\_\_\_\_

51. How many hours per week is your child with these other caretakers?

\_\_\_\_\_ (daily and or specify weekend if different)

52. Of the available persons to help you with household work how many actually help you on a regular basis?

- 1 Mother only does regular household work
- 2 1 other person regularly helps with household work specify who (eg son, sister, friend) and male/female?: \_\_\_\_\_
- 3 2- 4 other people regularly help with household work- specify who (eg son, sister, friend) and male/female?: \_\_\_\_\_
- 4 5 or more people regularly help with household work- specify who (eg son, sister, friend) and male/female?: \_\_\_\_\_

52a. DO NOT ASK- Specify who.

be specific \_\_\_\_\_

53. Is your child involved in an after-school program? (Please check yes or no)

\_\_\_\_\_ (specify school or other)

0 No.

1 Yes- be specific: \_\_\_\_\_

54. If yes, how many days a week?

55. If the mother is separated or divorced from the child's biological father, how much time does the child spend with the biological father? (Please check one)

9 not applicable, child lives with both parents.

0 none at all.

1 occasional vacations, scattered over the year.

2 monthly.

3 weekly or biweekly.

4 daily or lives with the child

5 father is not alive

56. If the father is separated or divorced from the child's biological mother, how much time does the child spend with the biological mother? (Please check one)

9 not applicable, child lives with both parents.

0 none at all.

1 occasional vacations, scattered over the year.

2 monthly.

3 weekly or biweekly.

4 daily or lives with the child.

5 mother is not alive

### Sibling Information

Now we would like to know a little about the other children who are living in the home.

57. If you have any other children, are they currently in school?

0 No.

1 Yes- which school- eg. highschool, junior high, college \_\_\_\_\_.

9 Not applicable- only child

58. Same school as \_\_\_\_\_?

0 No.

1 Yes.

9 Not applicable- only child

### Social Support Network

????Many parents note that they feel supported by their family, friends, and professionals while others say they like to handle difficulties on their own. How strong a help or support are the following people or groups of people in your life. They may provide emotional support or active physical help. Also think about how people who provide support can also be a source of concern; for example, they may give unwanted advice, make trouble, cause worry, or exert pressure-either spoken or unspoken.

Rate the following people as they support or trouble you on a scale from 1 to 4, where:

1  
Not at all

4  
Very strong

Regarding your spouse or partner...

61. How strong a support is your spouse or partner?

1

2

3

4

NA

62. How strong a concern is your spouse or partner?

1

2

3

4

NA

Regarding your parents or other relatives...

63. How strong a support are your parents or other relatives?

1

2

3

4

NA

64. How strong a concern are your parents or other relatives?

1

2

3

4

NA

Regarding your in-laws...

65. How strong a support are your in-laws?

1	2	3	4	NA
---	---	---	---	----

66. How strong a concern are your in-laws?

1	2	3	4	NA
---	---	---	---	----

Regarding your friends or neighbors...

67. How strong a support are your friends or neighbors?

1	2	3	4	NA
---	---	---	---	----

68. How strong a concern are your friends or neighbors?

1	2	3	4	NA
---	---	---	---	----

1  
Not at all

4  
Very strong

Regarding teachers...

69. How strong a support are teachers?

1	2	3	4	NA
---	---	---	---	----

70. How strong a concern are teachers?

1	2	3	4	NA
---	---	---	---	----

Regarding members of your church or religion...

71. How strong a support are members of your church or religion?

1	2	3	4	NA
---	---	---	---	----

72. How strong a concern are members of your church or religion?

1	2	3	4	NA
---	---	---	---	----

Are there other sources of support and concern which affect your child?

73. Do you have family or people in the community who provide professional resources (eg. lawyers, doctors, teachers ect.).F92\_18

0	No.
1	Yes

73a. If the answer is yes, who?

	be specific _____
--	-------------------

74. Are there role models (positive) or mentors in your family or community that motivate your child?

0	No.
1	Yes

74a. If the answer is yes, who?

be specific \_\_\_\_\_

75. Are there negative influences around TC?

0	No.
1	Yes

75a. If the answer is yes, who?

be specific \_\_\_\_\_

How ethnically diverse are the child's social contacts?

1  
Little or no diversity

4  
Much diversity

INTERESTING BUT YOU MIGHT HAVE:

78. How much ethnic diversity is there at the school your child currently attends?(Are there children of different races?)

79. How much ethnic diversity is there in your child's neighborhood?

Satisfaction with Services

We would like to know about your CURRENT experiences with professionals and with service delivery systems.

How satisfied are you with the people and services you've encountered? Please check "1" if you have been dissatisfied,

"2" if somewhat dissatisfied, "3" if somewhat satisfied, "4" if satisfied, and "NA" for not applicable if you have had not contact with those particular professionals.

1  
Dissatisfied

4  
Satisfied

99. How satisfied are you with the educational professionals who have been involved with your child? (people who handle placements, testing, etc.)

100. How satisfied are you with the school system with regards to your child?

101. How satisfied are you with your child's current teacher(s)?

SCHOOL

**ASPIRATION QUESTION MOVED TO BE APART FROM THE EXPECTATION QUESTION:**  
124. How far do you want your child to go in his or her education?

--	--	--

102. What is language of instruction for \_\_\_\_\_? (check one)

- 1 Bilingual instruction- Mainly Spanish
- 2 Bilingual instruction- mainly English
- 3 Bilingual instruction both Spanish and English
- 4 Sheltered English program
- 5 Regular English program
- 7 Other- specify: [coding used to be 6]  
\_\_\_\_\_

103. **MAYBE YOU HAVE THIS INFO ALREADY** Which of the following apply to your child ? (check all that apply)

- 1 Special Education
- 2 Remedial Classes specify which: \_\_\_\_\_
- 3 Appropriate Grade for age
- 4 Gifted or fast track

**EXPECTATION QUESTION MOVED APART FROM THE ASPIRATION QUESTION:**

125. How far do you think \_\_\_\_\_ will actually go in his/her education?

--	--	--

104. Sometimes people use the expression "to do well in school." For you, what does it mean to say that a child is "doing well in school?"

---

---

---

105. We would like to ask you about how it has been going for \_\_\_\_\_ in primary school. Using a scale of 1 to 7, where 1 means very poorly, 4 means average and 7 means very well, how well would you say that your child has done so far in elementary school?

0                      1                      2                      3                      4                      5                      6                      7  
don't know      very poorly                      average                      very well

111. Is there anyone at school who helps \_\_\_\_\_ to do well in school?

- |   |           |
|---|-----------|
| 0 | No        |
| 1 | Yes _____ |

111a. If the answer is yes, who? (be specific)

	_____
--	-------

113. Is there anyone at school who hinders \_\_\_\_\_ to do well in school?

- |   |           |
|---|-----------|
| 0 | No        |
| 1 | Yes _____ |

113a. If the answer is yes, who? (be specific)

--

**HOME-SCHOOL LINKAGES**

**MODIFIED TO MATCH TEALE'S LITERACY IN THE HOME BY DOMAINS:**

**123 X. Aside from the schoolwork done by the children, does anyone in the home do any of the following kinds of reading or writing? (mark in English in left hand column and/or in Spanish in the middle column)**

		1	Religious- or moral education - eg. reading Bible stories, bible lessons, Sunday school, Tracts
		2	Work related material- filling out forms, rent receipts, advertisements, employee flyers, job applications
		3	Information- Sports page, Opinion pages, catalogues, real estate, newsletters
		4	Recreation and Entertainment-TV guide, Board game directions, Newspaper, Movie listings, Print in cartoons, Pleasure reading, trading pokemon sports cards,
		5	Domestic/Family needs- Obtaining Food, maintaining shelter, Cooking, paying bills, welfare, traveling
		7	Other activities? Specify _____

**READ AS FOLLOWS BEFORE MODIFICATIONS:**

**123. Aside from the schoolwork done by the children, does anyone in the home do any of the following kinds of reading or writing? (English vs. Spanish?)**

1	Religious- or moral education - eg. reading Bible stories
2	Work related material- bulletins, information, reports
3	Information- news- events- eg. newspaper
4	Recreation and Entertainment eg- magazines, Reader's Digest, Soap mags,
5	Domestic/Family needs- eg health , shopping
7	Other activities? Specify _____

**ADDED (from Teale's literacy in the home as mediated by domains of activity). Aside from the schoolwork, does anyone in the home do any of the following kinds of writing?**

1	Christmas cards
2	Birthday Cards
3	Letters for friends, relatives
4	Refrigerator notes
5	Personal Notes
6	E-mail
7	
8	Other activities? Specify _____

**ADDED (from meeting with Latina Teachers research group). Identify the activities which you remember doing during 3<sup>rd</sup> ?? grade?**

1	Handwriting
2	Spelling
3	Memorizing poems, verses, other
4	Basal
5	Phonics Worksheets
6	Reading for Pleasure
7	Writing from a prompt
8	Self generated writing
9	Other activities? Specify _____

**ADDED (from Latina teachers meeting). Did anyone in your home read (storybook time)to you and/or with you when you were in 1-3<sup>rd</sup> ? grade? Who be specific?**

1	Father
2	Mother
3	Siblings
4	Grandparents

- 5 Relatives
- 6 Family read together
- 8 Other

**ADDED (from Latina teachers meeting) How often did \_\_\_\_\_ read to you?**

- 0 Never
- 1 Once a year
- 3 Once a month
- 4 Once a week
- 5 Daily
- 8 Other

**136. If you could choose, what occupation would you like for your child? \_\_\_\_\_**

**137. DO NOT ASK- Child's job category:**

- 1 Managerial, professional
- 2 Technical, sales
- 3 Service
- 4 Farming
- 5 Precision craft, repair
- 6 Laborer
- 7 Childcare at home
- 0 No work for financial gain
- 9 Not applicable/Do not know

### FINANCIAL RESOURCES

We are interested in your financial situation only in the way it affects the family in general. This information is confidential it will not be shared with anyone outside of this study.

**146. Which of the following best describes your family's current living situation? (Please check one).**

- 0 Currently, we have no home or apartment.
- 1 We share a home/apartment with relatives or friends and share the expenses.
- 2 We rent a house/apartment and are solely responsible for the payments.
- 3 We own a home and are making mortgage payments each month.
- 4 We own our home, free and clear.

**147. Please check the sources of income currently available to your family (whether or not you use them). Please check all that apply.**

- 0 None at present- struggling or looking for help
- 1 Mother's employment.
- 2 Father's employment.

- 3 Support from relatives-- mother's side.
- 4 Support from relatives- father's side.
- 5 Support from siblings of TC
- 6 Support from my ex-spouse.
- 7 My investments and other unearned income (i.e. stocks, bonds, rental property, interest)
- 8 My spouse's investments and other unearned income (i.e. stocks, rental property, etc.)
- 9 My government benefits (i.e. Social Security, Veteran's benefits, Welfare).
- 10 My spouse's government benefits (i.e. Social Security, Veteran's benefits, Welfare).
- 11 My child's government benefits (i.e AFDC, Social Security).
- 12 Other: \_\_\_\_\_

**148. How is your family doing financially? (Please check one)**

- 1 Not enough for basics, struggling each month just to get through.
- 2 Meeting only basic needs each month but enough for that.
- 3 Financially adequate, but little savings or investments possible.
- 4 In good financial condition.

**149. How much does the mother make? (probe frequency to calculate annual income)**

total annual \_\_\_\_\_ (per hour, weekly or monthly)

**150. DO NOT ASK- Check the amount which best reflects mother's yearly income?**

- 1 0-\$9,999
- 2 \$10,000-\$19,999
- 3 \$20,000-\$29,999
- 4 \$30,000-\$49,999
- 5 \$50,000-\$74,999
- 6 \$75,000-\$100,000
- 7 Over \$100,000
- 9 Not applicable

**151. How much does the father make? (probe frequency to calculate annual income)**

total annual \_\_\_\_\_ (per hour, weekly or monthly)

**152. DO NOT ASK- Check the amount which best reflects father's yearly income?**

- 1 0-\$9,999
- 2 \$10,000-\$19,999
- 3 \$20,000-\$29,999
- 4 \$30,000-\$49,999
- 5 \$50,000-\$74,999

- 6 \$75,000-\$100,000
- 7 Over \$100,000
- 9 Not applicable

**153. What is the approximate actual dollar amount, which you send to your country of origin, or provide to support relatives not in LA?**

total annual \_\_\_\_\_(monthly, mesada, ask how often))

**154. DO NOT ASK- What is the family's total annual income?**

**155. DO NOT ASK- check the amount which best reflects family's total annual income.**

- 1 0-\$9,999
- 2 \$10,000-\$19,999
- 3 \$20,000-\$29,999
- 4 \$30,000-\$49,999
- 5 \$50,000-\$74,999
- 6 \$75,000-\$100,000
- 7 Over \$100,000

*END OF QUESTIONNAIRE*

E. Collaboration Letters



**Boulder Valley  
Public Schools**

6500 Arapahoe, P.O. Box 9011  
Boulder, Colorado 80301  
(303) 447-1010

Division of Learning Services

December 10, 2005

Human Subjects Review Committee  
Colorado State University  
321 General Services Building  
Fort Collins, CO 80523-2011

To Human Subjects Review Committee Members:

Dr. Carole Makela and Ms Jan DeLay, a Ph.D. candidate, have requested permission to conduct a pilot study for a parent questionnaire at Boulder Valley Family Literacy Even Start Program. We are aware that the purpose of this study is to both:

--- establish inter-observer reliability for the instrument in measuring the early literacy behaviors of families, and

--- to collect preliminary information for the modification of the instrument based on the responses from families regarding features such as parent workload or knowledge of the US school system.

We understand that Dr. Makela's and Ms DeLay's study involves completion of a short questionnaire by several of our agency's home visit staff paired with families identified by our agency as first generation immigrants from Mexico who are caretakers of a child entering kindergarten in 2006.

Our agency agrees to present the families and the home visit staff with a cover letter on Colorado State University letterhead provided by the researchers along with the written directions for presenting the cover letters. The directions and cover letters ask if the families and staff would be willing to volunteer to participate. The participation of our staff members and the families that we identify is strictly voluntary and consent may be withdrawn and participation ceased at any time, without penalty or loss of benefits to which they would otherwise be entitled.

We understand that our program will facilitate the presentation of the questionnaires at a regularly scheduled parent education class. Families who are not participating in the research may also complete the questionnaire, as a class teaching activity. The questionnaire will be read by a bilingual staff member and families will follow along with their own copies of the

questionnaire and complete them. Participating families will then fold the completed questionnaires and place them in the large envelope provided by the researcher.

We understand that a summary of the questionnaire results will be delivered to our agency for our use in program evaluation and to be available to any of our families who are interested in the results of the study.

As a representative of Boulder Valley Family Literacy Even Start Program, I am authorized to grant permission to Dr. Carole Makela and Ms Jan DeLay to administer the questionnaire, facilitated by one of our bilingual staff, at our agency.

If you have any questions, please contact me at 303-245-5826.

Sincerely,

A handwritten signature in black ink, appearing to read 'Shannon Kozak', with a long horizontal flourish extending to the right.

Shannon Kozak  
Family Literacy Manager  
Boulder Valley Family Literacy Even Start Program



## Community Partnership for Child Development

HEAD START ■ EARLY HEAD START ■ COLORADO PRESCHOOL PROGRAM ■ EARLY CHILDHOOD DEVELOPMENT PROGRAM  
2330 Robinson Street ■ Colorado Springs, CO 80904 ■ ph (719) 635-1536 ■ fax (719) 634-8086 ■ www.cpcdheadstart.org

December 10, 2005

Human Subjects Review Committee  
Colorado State University  
321 General Services Building  
Fort Collins, CO 80523-2011

To Human Subjects Review Committee Members:

Dr. Carole Makela and Ms Jan DeLay, a Ph.D. candidate, have requested permission to conduct a pilot study for a parent questionnaire at (name of agency). We are aware that the purpose of this study is to both:

- establish inter-observer reliability for the instrument in measuring the early literacy behaviors of families, and
- to collect preliminary information for the modification of the instrument based on the responses from families regarding features such as parent workload or knowledge of the US school system.

We understand that Dr. Makela's and Ms DeLay's study involves completion of a short questionnaire by several of our agency's home visit staff paired with families identified by our agency as first generation immigrants from Mexico who are caretakers of a child entering kindergarten in 2006.

Our agency agrees to present the families and the home visit staff with a cover letter on Colorado State University letterhead provided by the researchers along with the written directions for presenting the cover letters. The directions and cover letters ask if the families and staff would be willing to volunteer to participate. The participation of our staff members and the families that we identify is strictly voluntary and consent may be withdrawn and participation ceased at any time, without penalty or loss of benefits to which they would otherwise be entitled.

We understand that our program will facilitate the presentation of the questionnaires at a regularly scheduled parent education class. Families who are not participating in the research may also complete the questionnaire, as a class teaching activity. The questionnaire will be read by a bilingual staff member and families will follow along with their own copies of the

EDUCATING THE CHILD ■ BUILDING THE FAMILY ■ STRENGTHENING THE COMMUNITY



Community Partnership  
*for* Child Development

HEAD START ■ EARLY HEAD START ■ COLORADO PRESCHOOL PROGRAM ■ EARLY CHILDHOOD DEVELOPMENT PROGRAM  
2330 Robinson Street ■ Colorado Springs, CO 80904 ■ ph (719) 635-1536 ■ fax (719) 634-8086 ■ [www.cpcdheadstart.org](http://www.cpcdheadstart.org)

questionnaire and complete them. Participating families will then fold the completed questionnaires and place them in the large envelope provided by the researcher.

We understand that a summary of the questionnaire results will be delivered to our agency for our use in program evaluation and to be available to any of our families who are interested in the results of the study.

As a representative of Community Partnership for Child Development I am authorized to grant permission to Dr. Carole Makela and Ms Jan DeLay to administer the questionnaire, facilitated by one of our bilingual staff, at our agency.

If you have any questions, please contact me at (719) 635-1536 ext 298

Sincerely,

Linda Meredith  
Chief Operations Officer

EDUCATING THE CHILD ■ BUILDING THE FAMILY ■ STRENGTHENING THE COMMUNITY

November 10, 2005

Human Subjects Review Committee  
Colorado State University  
321 General Services Building  
Fort Collins, CO 80523-2011

To Human Subjects Review Committee Members:

Dr. Carole Makela and Ms Jan DeLay, a Ph.D. candidate, have requested permission to conduct a pilot study for a parent questionnaire at the Southeast Migrant Education Even Start Program. We are aware that the purpose of this study is to both establish inter-observer reliability for the instrument in measuring the early literacy behaviors of families and to collect preliminary information for the modification of the instrument based on the questionnaire responses from families regarding features such as parent workload or knowledge of the US school system.

We understand that Dr. Makela's and Ms DeLay's study involves completion of a short questionnaire by several of our agency's home visit staff paired with families identified by our agency as first generation immigrants from Mexico who are caretakers of a child entering kindergarten in 2006. We agree to present the families and the home visit staff with a cover letter on Colorado State University letterhead provided by the researchers asking if the families and staff would be willing to volunteer to participate. The participation of our staff members and the families that we refer is strictly voluntary and consent may be withdrawn and participation ceased at any time, without penalty or loss of benefits to which they would otherwise be entitled.

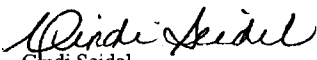
At the time of the questionnaire administration, we will be asked to sign a consent form, which indicates our understanding that the individual questionnaire results are confidential and only the research team of Dr. Makela and Jan DeLay will have access to identifiable data.


We understand that a summary of the questionnaire results will be delivered to our agency for our use in program evaluation or for any of our families who are interested in the results of the study.

As a representative of Southeast Migrant Even Start Program at the South Central BOCES. We are authorized to grant permission to Dr. Carole Makela and Ms Jan DeLay to administer the questionnaire, facilitated by one of our bilingual staff, at our agency.

If you have any questions, please contact me at (719) 647-0023.

Sincerely,

  
Chudi Seidel  
Executive Director  
South Central BOCES

  
Melvin Valdez  
Migrant/ELL Director  
Southeast Migrant Program



Family Resource Center  
2500 Curtis Street, Suite 213 Denver, CO 80205 303-292-0770 (Telephone) 303-293-9386 (Fax)  
[evnthiag@focuspoints.org](mailto:evnthiag@focuspoints.org) or [cynrgal@yahoo.com](mailto:cynrgal@yahoo.com)

April 21, 2006

Human Subjects Review Committee  
Colorado State University  
321 General Services Building  
Fort Collins, CO 80523-2011

To Human Subjects Review Committee Members:

Dr. Carole Makela and Ms Jan DeLay, a Ph.D. candidate, have requested permission to conduct a pilot study for a parent questionnaire at Focus Points Family Resource Center. We are aware that the purpose of this study is to both:

- establish inter-observer reliability for the instrument in measuring the early literacy behaviors of families, and
- to collect preliminary information for the modification of the instrument based on the responses from families regarding features such as parent workload or knowledge of the US school system.

We understand that Dr. Makela's and Ms DeLay's study involves completion of a short questionnaire by several of our agency's home visit staff paired with families identified by our agency as first generation immigrants from Mexico who are caretakers of a child entering kindergarten in 2006.

Our agency agrees to present the families and the home visit staff with a cover letter on Colorado State University letterhead provided by the researchers along with the written directions for presenting the cover letters. The directions and cover letters ask if the families and staff would be willing to volunteer to participate. The participation of our staff members and the families that we identify is strictly voluntary and consent may be withdrawn and participation ceased at any time, without penalty or loss of benefits to which they would otherwise be entitled.

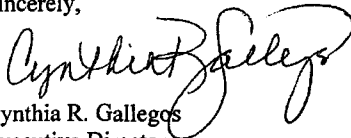
We understand that our program will facilitate the presentation of the questionnaires at a regularly scheduled parent education class. Families who are not participating in the research may also complete the questionnaire, as a class teaching activity. The questionnaire will be read by a bilingual staff member and families will follow along with their own copies of the questionnaire and complete them. Participating families will then fold the completed questionnaires and place them in the large envelope provided by the researcher.

We understand that a summary of the questionnaire results will be delivered to our agency for our use in program evaluation and to be available to any of our families who are interested in the results of the study.

As a representative of Focus Points, I am authorized to grant permission to Dr. Carole Makela and Ms Jan DeLay to administer the questionnaire, facilitated by one of our bilingual staff, at our agency.

If you have any questions, please contact me at 303-292-0770.

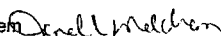
Sincerely,

A handwritten signature in cursive script, appearing to read "Cynthia R. Gallegos".

Cynthia R. Gallegos  
Executive Director

F. Human Subjects Research Approval

## Notice of Approval for Human Research

**Principal Investigator:** Carole Makela, School of Education, 1588  
**Co-Principal Investigator:** Jan Marie DeLay, School of Education, 1588  
**Title:** Early Literacy Behaviors with Preschool Children: First Generation Mexican Immigrant Parents  
**Protocol #:** 05-299H **Funding Source:** N/A  
**Number approved:** Pilot Study: 40 families & 15 home visitors  
**Field Test:** 200 participants  
**Committee Action:** Approved on: December 6, 2005 **Expires:** November 10, 2006  
**HRC Administrator:** Janell Meldren 

### Conditions:

- 1) the signed letters of cooperation are submitted from each organization prior to recruitment
- 2) documents that need to be translated into Spanish are submitted prior to use
- 3) the approved cover letter is used for the families and the home visitors to obtain consent
- 4) final documentation for the field test will be submitted for review and approval prior to implementation

### Consent Process:

Because of the nature of this research, it will not be necessary to obtain a signed consent form. However, all subjects must receive a copy of the approved cover letter printed on department letterhead. The requirement of documentation of a consent form is waived under § \_\_.117(c)(2).

### Investigator Responsibilities:

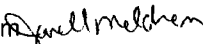
- It is the PI's responsibility to obtain consent from all subjects.
- It is the responsibility of the PI to immediately inform the Committee of any serious complications, unexpected risks, or injuries resulting from this research.
- It is also the PI's responsibility to notify the Committee of any changes in experimental design, participant population, consent procedures or documents. This can be done with a memo describing the changes and submitting any altered documents.
- Students serving as Co-Principal Investigators must obtain PI approval for any changes prior to submitting the proposed changes to the HRC for review and approval.
- The PI is ultimately responsible for the conduct of the project.
- A status report of this project will be required within a 12-month period from the date of review. Renewal is the PI's responsibility, but as a courtesy, a reminder will be sent approximately two months before the protocol expires. The PI will be asked to report on the numbers of subjects who have participated this year and project-to-date, problems encountered, and provide a verifying copy of the consent form or cover letter used. The necessary continuation form (H-101) is available from the RCO web page [www.research.colostate.edu/rcoweb/](http://www.research.colostate.edu/rcoweb/).
- Upon completion of the project, an H-101 should be submitted as a close-out report.
- If approval did not accompany a proposal when it was submitted to a sponsor, it is the PI's responsibility to provide the sponsor with the approval notice. This approval is issued under Colorado State University's OHRP Federal Wide Assurance 00000647.
- **Should the protocol not be renewed before expiration, all activities must cease until the protocol has been re-reviewed.**

Please direct any questions about the Committee's action on this project to me for routing to the Committee. Additional information is available from the Regulatory Compliance web site at <http://www.research.colostate.edu/rcoweb/>.  
Attachment Date of Correspondence: 12/20/05



Office of Regulatory Compliance  
Office of Vice President for Research  
and Information Technology  
Fort Collins, CO 80523-2011  
(970) 491-1553  
FAX: 491-2293

**Notice of Human Research  
Amendment Approval**

**Principal Investigator:** Carole Makela, Education, 1588  
**Co-Principal Investigator:** Jan Marie DeLay, Education, 1588  
**Title:** Early Literacy Behaviors with Preschool Children: First  
Generation Mexican Immigrant Parents  
**Protocol #:** 05-299H  
**Committee Action:** **Amendment Approved:** April 27, 2006  
**HRC Administrator:** Janell Meldrem 

The Human Research Committee reviewed and approved your request to amend the above-referenced project. The approved amendments are below.

**Amendment(s):**

- to recruit from Focus Points using the approved protocol and consent documents

**Investigator Responsibilities:**

- It is the responsibility of the PI to immediately inform the Committee of any serious complications, unexpected risks, or injuries resulting from this research.
- It is also the PI's responsibility to notify the Committee of any changes in experimental design, participant population, consent procedures or documents. This can be done with a memo describing the changes and submitting any altered documents.
- Students serving as Co-Principal Investigators may not alter projects without first obtaining PI approval. The PI is ultimately responsible for the conduct of the project.

This approval is issued under Colorado State University's OHRP Federal Wide Assurance 00000647.

If you have questions, please contact me at 1-1655 or [janell.meldrem@colostate.edu](mailto:janell.meldrem@colostate.edu).

Date of Correspondence: 4/27/06

Animal Care and Use · Drug Review · Human Research · Institutional Biosafety  
321 General Services Building · [www.research.colostate.edu/rcoweb/](http://www.research.colostate.edu/rcoweb/)

[www.research.colostate.edu/rcoweb/](http://www.research.colostate.edu/rcoweb/)

G. Informed Consent Script

## Script for Informing Parents of Research

In the parent education class, hand out the parent cover letters. Tell the families that they have an opportunity to participate in a research project with a graduate student at CSU. Inform the families that your program has decided that the questionnaire would be a good learning activity for all the families, so the questionnaire completion will be part of the next class. Tell families that if they do not want to complete the questionnaire for the research, they can just do it for the class activity. Tell them you are now going to read the official letter that is required for research done through a university that informs them of their rights and tells them about any risks.

Read the cover letter, and ask if there are questions regarding the vocabulary.

Tell families that they must have a child entering kindergarten in the fall of 2006 and the parent completing the questionnaire must have been born in Mexico to participate in the research. However, any family who wishes to complete the questionnaire and discuss it as part of the parent class is free to do so, but they will not be part of the research.

## H. Parent Cover Letter

## Parent Informed Consent Cover Letter Spanish and English

Estimada familia:

Los invito a participar en mi proyecto de investigación, “Niños de preescolar y actividades familiares de lectura” para saber mas acerca de familias como la de usted. Les invito a participar porque ustedes tienen un(a) hijo(a) que asistirá al kindergarten en el otoño del 2006. Mi nombre es Jan Delay y soy una estudiante de postgrado en la Universidad Estatal de Colorado en Fort Collins.

Mi intención es tener un mejor conocimiento de los temas educativos importantes para los niños de familias que han emigrado desde México hacia a los Estados Unidos. Por favor, revise el cuestionario que anexo y si deciden participar como voluntarios en el estudio, tendrán tiempo para compartir sus ideas y opiniones después de completar el cuestionario en la siguiente clase. El maestro leerá todas las preguntas en voz alta y ustedes indicarán sus respuestas en el cuestionario sin que el resto de los participantes se enteren. No hay respuestas correctas o incorrectas.

No existe beneficio directo o compensación por su participación, sin embargo, mi intención es recaudar la información obtenida de muchas familias como la de usted y compartirla con las escuelas y otros programas con el objetivo, de lograr que las familias se sientan bienvenidas y apoyadas por éstas escuelas y/o agencias.

Yo seré la única persona que leerá las respuestas del cuestionario, y no sabré quién llenó cada cuestionario. Por favor no escriba su nombre en el cuestionario. El cuestionario le llevará aproximadamente 30 minutos completar el cuestionario.

Si usted participa colocando este cuestionario dentro del sobre, que ha sido planeado de tal manera que no exista ningún riesgo posible de identificar su identidad. No existe la posibilidad de identificar todos los riesgos dentro de los procedimientos de la investigación, pero los investigadores han tomado todas las precauciones razonables para minimizar cualquier riesgo posible, o desconocido que pueda identificarle.

El completar este cuestionario es sólo la primera parte de éste estudio. En la segunda parte, quisiera pedirle a su visitador domiciliario que complete un cuestionario corto que contiene las mismas preguntas acerca de su familia y de las actividades de su niño.

Su participación es voluntaria y es posible dejar de participar en cualquier momento que lo decida. Ustedes pueden dejar de participar sin temor de perder los beneficios del programa de educación Even Start. Su programa de educación Even Start tendrá copias de los resultados de mi estudio al finalizarlo y los compartirán con ustedes, si están interesados en los resultados.

Si alguien de ustedes tiene cualquier pregunta sobre sus derechos como voluntarios de ésta investigación, favor comunicarse con Janell Meldrem, Administradora de Recursos

Humanos, al teléfono 970-491-1655. Si tiene cualquier pregunta sobre el cuestionario o cualquier otro aspecto del estudio, se pueden comunicar conmigo—Jan Delay—al 303-678-5995 o con la investigadora y supervisora del estudio, la Dra. Carole Makela, en el teléfono 970-491-5141.

Muchas gracias,

Carole Makela, Ph.D.

Jan Marie Delay

Dear Family,

I am inviting you to participate in my research project, *Preschool Children and Family Literacy Activities*, to find out more about families like you. I invite you to participate because you have a child entering kindergarten next fall, 2006. My name is Jan DeLay. I am a graduate student at Colorado State University in Fort Collins.

I want to better understand education topics for young children that are important for families who have come to the United States from Mexico. Please look at the attached questionnaire. If you decide you want to be a volunteer participant in the study, you will have time at the parent class to share your views by completing the questionnaire and returning it in an envelope at the end of class. Your teacher will be reading the questions out loud to all of the families, but you will mark your answers so others will not see them. There are not right and wrong answers.

There is no direct benefit or compensation for participating, but I plan to use the information from many families like you. Sharing this study with schools and programs like this could help them be more welcoming and helpful to all parents and children.

No one will look at your answers except me, and I will not know who filled out each questionnaire. Do not put your name on the questionnaire when you fill it out. It will take about 30 minutes to complete.

If you participate, by completing this questionnaire, I have planned the research so any potential but unknown risks to you or to your privacy are very small. It is not possible to identify all of the potential risks in research procedures, but the researchers have taken reasonable precautions to minimize any known and potential, but unknown, risks.

Your completed questionnaire is the first part of the study. In the second part, I wish to ask your home visitor to complete a shorter questionnaire that asks the same questions about your family and your child's activities.

Your participation is voluntary. If you choose not to continue at any time, that is fine. You may stop your participation without any penalty or loss of benefits from the Even Start program. Your Even Start program will have a copy of the group results when I finish the study, and they will share these results with you, if you are interested.

If you have any questions about your rights as a volunteer in this research, contact Janell Meldrem, Human Research Administrator, at 970-491-1655. If you have any questions about the questionnaire or other questions about the study, you may reach me, Jan DeLay, at 303-678-5995 or the primary investigator of this study, Dr. Carole Makela, at 970-491-5141.

Thank you,

Carole Makela, Ph.D.

Jan Marie DeLay

I. Emergent Literacy Behavior Questionnaire (ELBQ)

## ELBQ English

### To the family:

This questionnaire is a Colorado State University research project. Your answers will help us understand some important parts of your daily life. The research is about families like you with a child who will begin school next year. That is why we ask you questions about some parts of your life and your work. At other times questions will be about activities you do with your child or activities you remember from your own days as a child. Some questions ask your opinion about schools and children in general.

All information is strictly confidential. We will not use your name or your child's name in the research. There will be no information from the study that could identify your family.

There is not a "right" or a "wrong" answer! Many families will not answer the questions the same way. Your answers will help us understand the life situations of some families.

We will use the information from this research in a report that may recommend activities for families and children to feel welcomed at schools. Thank you for your help with our research.

### **Please circle the people in your family who help the most with taking care of your child:**

Your Child's:

Father    Mother    Sister    Brother    Grandmother    Grandfather    Aunt    Uncle

Other: \_\_\_\_\_

### **You are this child's (the child entering Kindergarten):**

Father            Mother            Other \_\_\_\_\_

**This child's date of birth:** day: \_\_\_\_\_ month \_\_\_\_\_ year \_\_\_\_\_

## Section I: Your Opinions

Place an X in the box that best matches your opinion about the following statements.

Teachers in the U.S. expect parents to help children with schoolwork

agree     somewhat agree     do not agree     don't know

Schools in the U.S. are less rigorous than schools in Mexico

agree     somewhat agree     do not agree     don't know

Parents must give their child encouragement to do well in school.

agree     somewhat agree     do not agree     don't know

Parents must earn money for children to have better opportunities

agree     somewhat agree     do not agree     don't know

Children must learn that hard work will help them with a better life

agree     somewhat agree     do not agree     don't know

Children do not begin to learn how to read until they begin kindergarten.

agree     somewhat agree     do not agree     don't know

Children must have an advanced education (beyond high school..secundaria) for a better life.

agree     somewhat agree     do not agree     don't know

Families help children get ready to read by reading books to them before the children enter school

agree     somewhat agree     do not agree     don't know

The family has the primary responsibility of teaching a young child how to be respectful.

agree     somewhat agree     do not agree     don't know

The teacher has the primary responsibility for children's learning

agree     somewhat agree     do not agree     don't know

It's important for children to see that their parents take classes or training to learn new skills.

agree       somewhat agree       do not agree       don't know

It's important for the school to guide children to develop drive (arriba, muchas ganas, progresas)

agree       somewhat agree       do not agree       don't know

It's important for families to teach their children about their native (family) culture and traditions when they move to a new country.

agree       somewhat agree       do not agree       don't know

A family must work to become established before they worry about educational matters.

agree       somewhat agree       do not agree       don't know

It's important for children to continue to use Spanish, even when they are learning English in school.

agree       somewhat agree       do not agree       don't know

It's important for the family to make a place in the house for books and study when children go to school.

agree       somewhat agree       do not agree       don't know

In my opinion, the most important responsibility of the family before a child enters school is \_\_\_\_\_.

### **Your school history:**

What is the number of years you completed in school?

- was not able to attend       Primary, how many years? \_\_\_\_  
 Secondary, how many years? \_\_\_\_  
 Vocational, how many years? \_\_\_\_  
 College, how many years? \_\_\_\_

## **Section II**

### **Questions about your work/job:**

Tell us about your work. Mark an X for each type of work that you do right now.

- I am not working right now, and am not looking for work.  
 I am not working right now, but I am looking for work. (circle below what work)  
 I work at home caring for my children and the house

- I provide childcare for the children of others at my home or their home.
- I work as a laborer (roads, building, roofing).
- I work in the fields or other farming activities such as dairy or meat packing
- I work in a service area (hotel, food, janitor, housekeeping, gardening, etc)
- I work in a health care area (hospital, nursing home, clinic, etc)
- I work in sales (store, shop, auto dealer, etc)
- I do factory work
- I work with computers or other technology
- I make and sell crafts
- I repair machine equipment (cars, trucks, other machines)
- I drive equipment or trucks
- I am a student
- Other \_\_\_\_\_

**Please circle the best answer in hours for the two questions below.**

Last week, about how many hours each day did you spend driving (both ways) to your job (s) ?

0    1    2    3    4    5    6    more than 6 hours.

About how many hours per day did you work last week (not including driving to work)?

0    2    4    6    8    10    12    14    more than 14 hours

### Section III Family and Child Activities

Families do many things with their children. Below are some activities you may or may not yet do together with your child who is going to school next year, please put an X in the box that tells how often you do these things:

For example, if you take your child to the grocery store and have her help with the shopping every Saturday, you would mark an X in the box that says "Once or twice a week"

Family Activity	Almost Every day	Once or twice a week	Once or twice a month	Seldom	Not yet
Use sayings such as: keep up the good work; keep trying, etc.					
Count things together					
Talk together about something she is doing					
Talk about your traditions from your local town (pueblo/rancho)					
Read the same book over and over					
Talk about something she has questions about					
Give her <i>advice</i>					
Go to a community activity together					
Sing a song together					
Make up a story together					
Take her to the grocery store and have her help with the shopping					
Talk about times when she was a baby					

Family Activity	Almost Every day	Once or twice a week	Once or twice a month	Seldom	Not yet
Tell her a story about our family					
Have her tell a story that someone older writes on paper for her					
Look at the pictures in a book or magazine and talk about what we see					
Color or draw pictures together					
Count things, at home, like spoons or socks when we are doing work in the house					
Ask her question that requires her to explain or describe things					
Answer her questions with more than one or two words					
Read the Bible together					
Work outside together and talk about what we are doing.					
Go to the library					
Have dinner together					
Say prayers together					
Tell legends from our pueblo, ranch or town					

Family Activity	Almost Every day	Once or twice a week	Once or twice a month	Seldom	Not yet
Point to letters or words while we read something together					
Show her how to hold a book and turn the pages (or let her turn the pages if she knows how)					
Talk about things that are the same in stories as something she has done					
Help her choose books to read together that I know she enjoys					
Talk about things that other people in our family did that day					
Say the words that describe the clothes she will wear that day (colors, pants/shorts, tennis shoes)					
Go to church or a church activity together					
Write things, such as a letter or a grocery list while she is watching					
Read a story book or look at pictures in a children's book together					
Watch TV together					

Section IV: About your child who will go to kindergarten

What your child does

About how often does your child:

Child Activity	Almost Every day	Once or twice a week	Once or twice a month	Seldom	Not yet
Cook or play in the kitchen					
Look at pictures in books					
Tell someone about what she is playing					
Write or scribble					
Ask someone to read something to her					
Ask someone to write or draw something for her					
Watch television					

About how many hours each day is a television on in your house? Circle the best estimate.

0      2      4      6      8      10      12      14      more than 14 hours

About how many of those hours each day does your child pay attention, or sit and watch the television?

Less than 1 hour      1      2      3      4      5      more than 5 hours

## Section V: About your history

### Parent Questions

What language is usually spoken now in your home? \_\_\_\_\_

What is the family home language you spoke as a child? \_\_\_\_\_

Did you grow up in a small town (rancho) large town, or a city? \_\_\_\_\_

What year did you move to the United States? \_\_\_\_\_

What motivated you to leave your home country?  work  education for me  
 education for my children  came to visit, decided to stay  other \_\_\_\_\_

How many times have you moved in the past four years? Circle the closest number.

0      2      4      6      8      10      12      more than 12 times

Think about when you were a child. Some children had the following experiences and some did not. Place an X in the box that best describes your experiences.

	Often	Sometimes	Seldom	Not at all	Don't remember
When I was a child, my parents told me stories or legends.					
When I was a child, my parents gave me <i>advice</i>					
When I was a child, I liked to read					
When I was a child, my parents read to me					

	Often	Sometimes	Seldom	Not at all	Don't Remember	Didn't go to school
When I was in school, my teachers talked to my parents						
When I was in school, teachers expected my parents to help me with schoolwork						

**Section VI: About your home**

**Circle the best answer.**

How many children's books do you have at home?

0    1    2    3    4    5    6    7    8    9    10

More than 10

Are they:

Spanish     English     Mostly Spanish     Mostly English

Written in Spanish and English     Equal numbers of English and Spanish

How many children live in your home? \_\_\_\_\_ Ages? \_\_\_\_\_

**Please circle the people in your family who help the most with taking care of your child:**

Father   Mother    Sister    Brother    Grandmother   Aunt   Uncle   Other

**Permission to match this questionnaire with my home visitor**

I give permission for my home visitor to complete a questionnaire that will be matched with this questionnaire. My home visitor's questionnaire has only sections III, IV and VI.

yes

no

Thank you for your time and the important information. Please fold this questionnaire with the blank side out and close it with the sticker you have provided. Place this questionnaire in the envelope with the teacher. This information will only be used to help us understand families, and situations that are important to families.

**Cuestionario de Actividades Familiares**

**Estimada familia:**

El cuestionario que sigue a continuación es un proyecto de investigación de la Universidad Estatal de Colorado. Sus repuestas nos ayudarán a entender algunas partes importantes de la vida diaria. La investigación incluye familias como la de usted que tienen un hijo que empezará la escuela en el otoño del 2006, y es por eso que les preguntamos sobre algunas actividades familiares y sus empleos. Otras preguntas se enfocan a las actividades que ustedes comparten con su hijo o actividades que ustedes recuerdan de su infancia. Algunas otras preguntas son para obtener sus opiniones acerca de las escuelas y los niños en general.

Toda la información obtenida es estrictamente confidencial. No se utilizarán sus nombres ni el de su hijo en la investigación. Así mismo, la investigación no incluirá ninguna información que pueda identificar a su familia.

No hay respuestas “correctas” o “incorrectas”. Muchas de las respuestas serán diferentes dependiendo de cada familia, pero sus respuestas nos ayudarán a entender las situaciones y circunstancias en la vida de cada familia.

Nosotros utilizaremos la información de esta investigación en un reporte que podrá recomendar actividades para las familias y los niños, para que a su vez se sientan bienvenidas en las escuelas. Muchas gracias por su colaboración en nuestra investigación.

**Favor de encerrar en un círculo el nombre de la persona en la familia que se encarga de cuidar más a su hijo:**

Padre                      Madre                      Hermana                      Hermano                      Abuela                      Abuelo  
Tía                                      Tío                                      Otra persona: \_\_\_\_\_

**¿Qué relación tiene usted con el niño que asistirá al kindergarten (jardín infantil) el año próximo?**

Padre                      Madre                      Otra persona \_\_\_\_\_

**La fecha de nacimiento del niño es:** día \_\_\_\_\_ mes \_\_\_\_\_ año \_\_\_\_\_

## **Sección I: Sus opiniones**

**Favor de marcar con una X el cuadro que mejor describe su opinión en cuanto a los siguientes comentarios:**

Los maestros de aquí esperan que los padres ayuden a sus hijos con sus tareas escolares:

Estoy de acuerdo    Parcialmente de acuerdo    No estoy de acuerdo    No sé

Las escuelas en los Estados Unidos son menos estrictas que las de México:

Estoy de acuerdo    Parcialmente de acuerdo    No estoy de acuerdo    No sé

Los padres deben motivar a sus hijos para que hagan un buen trabajo en la escuela:

Estoy de acuerdo    Parcialmente de acuerdo    No estoy de acuerdo    No sé

Los padres deben ganar dinero para que sus hijos puedan tener mejores oportunidades:

Estoy de acuerdo    Parcialmente de acuerdo    No estoy de acuerdo    No sé

Los niños deben aprender que el esforzarse les ayudará a conseguir una vida mejor:

Estoy de acuerdo    Parcialmente de acuerdo    No estoy de acuerdo    No sé

Los niños no aprenden a leer hasta que asisten al kindergarten:

Estoy de acuerdo    Parcialmente de acuerdo    No estoy de acuerdo    No sé

Los niños deben obtener una educación avanzada (más allá de la preparatoria) para tener una vida mejor:

Estoy de acuerdo    Parcialmente de acuerdo    No estoy de acuerdo    No sé

Las familias ayudan a los niños con la lectura leyendo libros antes de que los niños asistan a la escuela:

Estoy de acuerdo    Parcialmente de acuerdo    No estoy de acuerdo    No sé

La familia tiene la responsabilidad de enseñarle al niño como ser respetuoso

Estoy de acuerdo    Parcialmente de acuerdo    No estoy de acuerdo    No sé

El maestro tiene la responsabilidad del aprendizaje del niño:

Estoy de acuerdo    Parcialmente de acuerdo    No estoy de acuerdo    No sé

Es importante que el niño observe a su padre/madre tomar clases o cursos de formación para aprender nuevos conocimientos:

Estoy de acuerdo    Parcialmente de acuerdo    No estoy de acuerdo    No sé

La escuela debe ayudar al niño a desarrollar motivación individual (ganas de superación):

Estoy de acuerdo     Parcialmente de acuerdo     No estoy de acuerdo     No sé

Es importante que las familias les enseñen a sus hijos acerca de su cultura y sus tradiciones cuando emigran a otro país:

Estoy de acuerdo     Parcialmente de acuerdo     No estoy de acuerdo     No sé

La familia debe trabajar para establecerse antes de preocuparse de asuntos educativos:

Estoy de acuerdo     Parcialmente de acuerdo     No estoy de acuerdo     No sé

Es importante para los niños seguir utilizando el español, aún cuando están aprendiendo inglés en la escuela:

Estoy de acuerdo     Parcialmente de acuerdo     No estoy de acuerdo     No sé

Es importante que la familia dedique un lugar en el hogar para libros y estudio cuando los hijos asisten a la escuela:

Estoy de acuerdo     Parcialmente de acuerdo     No estoy de acuerdo     No sé

En mi opinión, la responsabilidad más importante de la familia antes de que el niño asista a la escuela es: \_\_\_\_\_

Su historial escolar

¿Cuántos años asistió a la escuela?

- No pude asistir a la escuela       Primaria, ¿cuántos años? \_\_\_\_\_
- Secundaria, ¿cuántos años? \_\_\_\_\_
- Escuela vocacional, ¿cuántos años? \_\_\_\_\_
- Universidad, ¿cuántos años? \_\_\_\_\_

## **Sección II: Preguntas acerca de su empleo**

**Díganos acerca de su trabajo. Marque con una X el trabajo que actualmente desempeña**

No trabajo actualmente, ni estoy buscando trabajo.

No trabajo actualmente, pero estoy en busca de trabajo. (Favor de indicar que tipo de trabajo)

Trabajo cuidando de mis hijos y del hogar

Trabajo cuidando niños en mi hogar o en otros hogares

Trabajo como albañil o carpintero

- Trabajo como jornalero o en actividades ganaderas (productos lácteos o ganaderos)
- Trabajo en el sector de servicios (hotelería, restaurantes, limpieza, jardinería, etc.)
- Trabajo en el sector de salud (hospitales, enfermería, clínicas, etc.)
- Trabajo en ventas (tienda, comercio, agencia de automoviles, etc.)
- Trabajo en una fábrica
- Trabajo con computadoras u otro tipo de tecnología
- Hago y/o vendo artesanías
- Reparo maquinaria (autos, camiones, u otro tipo de maquinaria)
- Conduzco maquinaria o camiones
- Soy estudiante
- Otro: \_\_\_\_\_

**Favor de indicar la mejor respuesta en horas para las dos siguientes preguntas.**

La semana pasada, ¿aproximadamente cuántas horas tardó diariamente en conducir ida y vuelta a su trabajo?

0      1      2      3      4      5      6      más de 6

¿Aproximadamente cuántas horas diarias trabajó en su empleo la semana pasada (sin contar las horas que condujo al trabajo)?

0      2      4      6      8      10      12      14      más de 14

**Sección III: Actividades familiares e infantiles**

Las familias llevan a cabo un sin número de actividades con sus hijos. A continuación se describen algunas actividades que su familia puede o no llevar a cabo con el niño que asistirá a la escuela en el otoño del 2006. Favor de poner una X dentro del cuadro que indica la frecuencia con que se llevan a cabo esas actividades familiares.

Por ejemplo, si usted lleva a su hijo a la tienda los sábados y le pide que le ayude con los artículos de la compra, usted marcaría con una X el cuadro que indica “Una o dos veces por semana”, etc.

Actividad familiar	Casi a diario	Una o dos veces a la semana	Una o dos veces al mes	Casi nunca	Todavía no
Uso de refranes como: Al mal tiempo, buena cara o Camarón que se duerme, se lo lleva la corriente					
Cuentan cosas juntos					
Hablan de algo que el niño hace					
Hablan de las tradiciones del pueblo, rancho o ciudad					
Vuelven a leer el mismo libro					
Hablan de cosas de las que el niño tiene preguntas					
Le dan consejos					
Asisten a una actividad comunitaria juntos					
Cantan una canción					
Inventan una historia					
Llevan al niño a la tienda y dejan que ayude con las compras					
Hablan de cuando el niño era un bebe					

Actividad familiar	Casi a diario	Una o dos veces a la semana	Una o dos veces al mes	Casi nunca	Todavía no
Le cuentan una historia de su familia					
Pedirle al niño que cuente una historia que alguna persona mayor escriba en un papel					
Observan las fotos en un libro o una revista o hablan de lo que observan					
Colorean o dibujan algo juntos					
Cuentan objetos, tales como cucharas o calcetines, etc. Mientras trabajan en el hogar					
Le hacen preguntas que requieran explicación o descripción					
Responden a sus preguntas con más de una o dos palabras					
Leen la Biblia juntos					

Actividad familiar	Casi a diario	Una o dos veces a la semana	Una o dos veces al mes	Casi nunca	Todavía no
Trabajan fuera y hablan de la actividad realizada					
Van a la biblioteca					
Cenan juntos					
Rezan juntos					
Hablan de leyendas ocurridas en el pueblo, rancho o ciudad					
Señalan letras o palabras mientras leen					
Le enseñan como usar un libro y cambiar de página (o dejar que cambie de página si lo sabe hacer)					
Hablan de las cosas que él hace que son mencionadas en las historias					
Le ayudan a escoger libros que son de su agrado					
Hablan de cosas que otros miembros de la familia hicieron ese día					

Actividad familiar	Casi a diario	Una o dos veces a la semana	Una o dos veces al mes	Casi nunca	Todavía no
Mencionan las palabras que describen el tipo de ropa que él utilizará ese día					
Asisten a la iglesia o una actividad de la iglesia					
Escriben una carta o la lista de las compras mientras él observa					
Leen un libro de cuentos y observan los dibujos de un libro					
Ven la televisión					

**Sección IV: Acerca del hijo que asistirá al kindergarten**

Preguntas sobre el niño

¿Con qué frecuencia su hijo hace lo siguiente?

Actividad infantil	Casi a diario	Una o dos veces a la semana	Una o dos veces al mes	Casi nunca	Todavía no
Cocina o juega en la cocina					
Observa las fotos en los libros					
Le dice a alguien a que está jugando					

Actividad familiar	Casi a diario	Una o dos veces a la semana	Una o dos veces al mes	Casi nunca	Todavía no
Escribe o hace garabatos					
Le pide a alguien que le lea algo					
Le pide a alguien que le escriba o dibuje algo					
Ve la televisión					

¿Cuántas horas está la televisión prendida en el hogar? Favor de indicar el número de horas aproximado.

0    2    4    6    8    10    12    14    más de 14 horas

De ese total de horas diarias, aproximadamente ¿cuántas horas su hijo(a) pone atención a la televisión?

Menos de 1 hora    1    2    3    4    5    más de 5 horas

### **Sección V: Acerca de su historia**

Preguntas para padres

¿Qué idioma se utiliza en su hogar? \_\_\_\_\_

¿Qué idioma utilizó durante su infancia? \_\_\_\_\_

¿Se crió usted en un pueblo pequeño, rancho o una ciudad? \_\_\_\_\_

¿En que año se mudó a los Estados Unidos? \_\_\_\_\_

¿Qué le motivó dejar su país de origen?

Trabajo     Educación para mi

Educación para mis hijos

Vine de visita y decidí quedarme

Otra razón: \_\_\_\_\_

¿Cuántas veces se ha mudado en los últimos 4 años? Favor de indicar el número de veces aproximado.

0    2    4    6    8    10    12    más de 12 veces

Intente recordar su infancia. Algunos niños vivieron y otros no vivieron las siguientes experiencias. Favor de marcar con una X los cuadros que mejor describen sus experiencias.

	Regularmente	Algunas veces	Casi nunca	Nunca	No recuerdo	
Cuando era niño mi padre/madre me contaba historias y/o leyendas						
Cuando era niño mi padre/madre me daba consejos						
Cuando era niño me gustaba leer						
	Regularmente	Algunas veces	Casi nunca	Nunca	No recuerdo	No pude asistir a la escuela
Cuando asistí a la escuela mis maestros hablaban con mi padre/madre						
Cuando asistí a la escuela mis maestros esperaban que mi padre/madre me ayudaran con mis tareas						

**Sección VI: Acerca del hogar**

¿Cuántos libros de niños tiene en su hogar?

0      1      2      3      4      5      6      7      8      9      10      más de 10

Los libros están escritos en:

- Español       Inglés       La mayoría en español       La mayoría en inglés
- Escritos en español e inglés       Mitad inglés y mitad español

¿Cuántos niños viven en su hogar? \_\_\_\_\_ Edades \_\_\_\_\_

**Preguntas Diarias:**

**Por favor circule la persona en su familia que más le ayuda con el cuidado de su niño.**

Padre   Madre   Hermana   Hermano   Abuela   Tía   Tío   Otro \_\_\_\_\_

**Permiso para comparar el cuestionario con mi encuestador domiciliario.**

Doy mi permiso para que el encuestador domiciliario complete el cuestionario que será comparado con éste cuestionario. Mi encuestador domiciliario sólo tiene las secciones III, IV y V

si

no

Muchas gracias por su tiempo e información. Favor de colocar el cuestionario en un sobre y entregárselo a la persona encargada de la reunión/clase. Esta información será utilizada exclusivamente para ayudarnos a entender a las familias y las situaciones relevantes para esas familias.

J. Home Visitor Informed Consent Script

### Script for Informing Home Visitors of the Research

Tell the home visitors that the staff has decided to participate in the research for developing a questionnaire for families. Distribute the Home Visitor cover letter. Tell them that their participation is voluntary, and point it out in the letter, that neither they nor their families will be penalized if they do not wish to participate. Tell home visitors that if they decide not to participate, they merely do not complete and mail the questionnaires.

K. Home Visitor Questionnaire

**Family Activity Questionnaire**  
(preschool children and family literacy activities)

**To the parent educator/home visitor:**

This questionnaire is a Colorado State University research project. Your responses will help us with our design of a family-completed questionnaire. The study is about families, as those you visit, who have a child who will begin school next year. All information is strictly confidential. There will be no information from the study that will identify you or the families you visit.

We ask that you complete this questionnaire as the home visitor so we can match your's with one the family completed earlier. This is a procedure that is often used to assess how *reliable* we are at reporting activities. In this research, we are looking at how to best report preschool children and family literacy activities.

Please look at the children's birth dates on the consent papers checked 'yes' by your families. Determine which child's birth date is that of a family you visit and place that birth date on this questionnaire. This will be the questionnaire we will match later to the one the family completed to check reliability.

Please answer the questions based on your observations of the family and the child's activities. Try to be as accurate as possible about how often you believe the family or child does each activity. The family you visit completed the questionnaire a few days ago. Your responses will not measure the family activities, but rather determine whether the questions gather accurate responses from families. Therefore, complete this questionnaire by yourself, without discussing it with the family.

Thank you for your help with our research.

**This child's date of birth:** day: \_\_\_\_\_ month \_\_\_\_\_ year \_\_\_\_\_

## Section I Family and Child Activities

Families do many things with their children. Below are some activities the family may or may not yet do with their child who is going to school next year, please put an X in the box that tells how often the family does each of these activities:

For example, if you think they take the child to the grocery store and have her help with the shopping every Saturday, you would mark an X in the box that says "Once or twice a week"

Las familias llevan a cabo un sin número de actividades con sus hijos. A continuación se describen algunas actividades que su familia puede o no llevar a cabo con el niño que asistirá a la escuela en el otoño del 2006. Favor de poner una X dentro del cuadro que indica la frecuencia con que se llevan a cabo esas actividades familiares.

Por ejemplo, si usted lleva a su hijo a la tienda los sábados y le pide que le ayude con los artículos de la compra, usted marcaría con una X el cuadro que indica "Una o dos veces por semana", etc.

Family Activity	Almost Every day	Once or twice a week	Once or twice a month	Seldom	Not yet
Actividad familiar	Casi a diario	Una o dos veces a la semana	Una o dos veces al mes	Casi nunca	Todavía no
Use sayings such as: keep up the good work; keep trying, etc.					
Uso de refranes como: Al mal tiempo, buena cara o Camarón que se duerme, se lo lleva la corriente					
Count things together					
Cuentan cosas juntos					
Talk together about something she is doing					
Hablan de algo que el niño hace					

Family Activity	Almost Every day	Once or twice a week	Once or twice a month	Seldom	Not yet
Talk about your traditions from your local town (pueblo/rancho)					
Hablan de las tradiciones del pueblo, rancho o ciudad					
Read the same book over and over					
Vuelven a leer el mismo libro					
Talk about something she has questions about					
Hablan de cosas de las que la niña tiene preguntas					
Give her <i>advice</i>					
Le dan consejos					
Go to a community activity together					
Asisten a una actividad comunitaria juntos					
Sing a song together					
Cantan una canción					
Make up a story together					
Inventan una historia					
Take her to the grocery store and have her help with the shopping					
Llevan a la niña a la tienda y dejan que ayude con las compras					

Family Activity	Almost Every day	Once or twice a week	Once or twice a month	Seldom	Not yet
Talk about times when she was a baby					
Hablan de cuando la niña era bebe					
Tell her a story about our family					
Le cuentan una historia de su familia					
Have her tell a story that someone older writes on paper for her					
Pedirle a la niña que cuente una historia que alguna persona mayor escriba en un papel					
Look at the pictures in a book or magazine and talk about what we see					
Observan las fotos en un libro o una revista o hablan de lo que observan					
Color or draw pictures together					
Colorean o dibujan algo juntos					
Count things, at home, like spoons or socks when we are doing work in the house					
Cuentan objetos, tales como cucharas o calcetines, etc. Mientras trabajan en el hogar					

Family Activity	Almost Every day	Once or twice a week	Once or twice a month	Seldom	Not yet
Ask her questions that require her to explain or describe things					
Le hacen preguntas que requieran explicación o descripción					
Answer her questions with more than one or two words					
Responden a sus preguntas con más de una o dos palabras					
Read the Bible together					
Leen la Biblia juntos					
Work outside together and talk about what we are doing.					
Trabajan fuera y hablan de la actividad realizada					
Go to the library					
Van a la biblioteca					
Have dinner together					
Cenan juntos					
Say prayers together					
Rezan juntos					
Tell legends from our pueblo, rancho or town					
Hablan de leyendas ocurridas en el pueblo, rancho o ciudad					

Family Activity	Almost Every day	Once or twice a week	Once or twice a month	Seldom	Not yet
Point to letters or words while we read something together					
Señalan letras o palabras mientras leen					
Show her how to hold a book and turn the pages (or let her turn the pages if she knows how)					
Le enseñan como usar un libro y cambiar de página (o dejar que cambie de página si lo sabe hacer)					
Talk about things that are the same in stories as something she has done					
Hablan de las cosas que ella hace que son mencionadas en las historias					
Help her choose books to read together that I know she enjoys					
Le ayudan a escoger libros que son de su agrado					
Talk about things that other people in our family did that day					
Hablan de cosas que otros miembros de la familia hicieron ese día					

Family Activity	Almost Every day	Once or twice a week	Once or twice a month	Seldom	Not yet
Say the words that describe the clothes she will wear that day (colors, pants/shorts, tennis shoes)					
Mencionan las palabras que describen el tipo de ropa que ella utilizará ese día					
Go to church or a church activity together					
Asisten a la iglesia o una actividad de la iglesia					
Write things, such as a letter or a grocery list while she is watching					
Escriben una carta o la lista de las compras mientras ella observa					
Read a story book or look at pictures in a children's book together					
Leen un libro de cuentos y observan los dibujos de un libro					
Watch TV together					
Ven la televisión					

Section II: About the child who will go to kindergarten

What the Child Does

About how often does the child:

Child Activity	Almost Every day	Once or twice a week	Once or twice a month	Seldom	Not yet
Cook or play in the kitchen					
Cocina o juega en la cocina					
Look at pictures in books					
Observa las fotos en los libros					
Tell someone about what she is playing					
Le dice a alguien a que está jugando					
Write or scribble					
Escribe o hace garabatos					
Ask someone to read something to her					
Le pide a alguien que le lea algo					
Ask someone to write or draw something for her					
Le pide a alguien que le escriba o dibuje algo					
Watch television					
Ve la televisión					

About how many hours each day is a television on in the home? Circle the best estimate.  
(¿Cuántas horas está la televisión prendida en el hogar? Favor de indicar el número de horas aproximado.)

0      2      4      6      8      10      12      14      more than 14 hours

About how many of those hours each day does the child pay attention, or sit and watch the television?

(De ese total de horas diarias, aproximadamente ¿cuántas horas su hijo(a) pone atención a la televisión?)

Less than 1 hour      1      2      3      4      5      more than 5 hours

### Section III: About the home

How many children's books are in the home?

¿Cuántos libros de niños tiene en su hogar?

0      1      2      3      4      5      6      7      8      9      10

More than 10

Are they:

Los libros están escritos en:

- All Spanish (Español)       All English (Inglés)
- Mostly Spanish (La mayoría en español)       Mostly English (La mayoría en inglés)
- Written in Spanish and English (Escritos en español e inglés)
- About equal numbers of Spanish and English (Mitad inglés y mitad español)

How many children live in the home? \_\_\_\_\_ Ages? \_\_\_\_\_

¿Cuántos niños viven en su hogar?

Thank you for your time and the important information. Please place this questionnaire with any others you have completed in the stamped addressed envelope provided and mail them. When you have completed all the questionnaires, write the number of questionnaires you completed and give it to the program coordinator. She has a gift certificate as a thank you for your time.

L. Summated Items for Parent Early Literacy Experience Scale

Items summated to create the Parent Early Literacy Experience (PELE) Scale

	Often 5	Sometimes 4	Seldom 3	Not at all 2	Don't remember 1
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When I was a child, my parents told me stories or legends.
When I was a child, my parents gave me <i>advice</i>
When I was a child, I liked to read
When I was a child, my parents read to me

	Often 5	Sometimes 4	Seldom 3	Not at all 2	Don't Remember 1	Didn't go to school 0
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When I was in school, my teachers talked to my parents
When I was in school, teachers expected my parents to help me with schoolwork

M. Oral Language Items used for Reliability Alphas

Have dinner together
Say prayers together
Tell legends from our pueblo, ranch or town
Count things, at home, like spoons or socks when we are doing work in the house
Ask her question that requires her to explain or describe things
Answer her questions with more than one or two words
Read the Bible Together
Work outside together and talk about what we are doing.
Tell her a story about our family
Have her tell a story that someone older writes on paper for her
Look at the pictures in a book or magazine and talk about what we see
Sing a song together
Make up a story together
Take her to the grocery store and have her help with the shopping
Talk about times when she was a baby
Use sayings such as: keep up the good work; keep trying, etc.
Count things together
Talk together about something she is doing
Talk about your traditions from your local town (pueblo/rancho)
Read the same book over and over
Talk about something she has questions about
Give her <i>advice</i>
Say the words that describe the clothes she will wear that day (colors, pants/shorts, tennis shoes)
Talk about things that are the same in stories as something she has done
Additional Four Behaviors for 2 <sup>nd</sup> Alpha
Cook or play in the kitchen
Tell someone about what she is playing
Ask someone to read something to her
Ask someone to draw something for her

N. Summated Items for Family Emergent Literacy Behavior Scale and Factor  
Analysis Loadings

### Family Activity Likert Coding

Almost Every day 5	Once or twice a week 4	Once or Twice a month 3	Seldom 2	Not yet 1
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*Factor Analysis Loadings\*:*

Point to letters or words while we read something together	.809 P
Show her how to hold a book and turn the pages (or let her turn the pages)	.910 P
Talk about things that are the same in stories as something she has done	.871 L
Help her choose books to read together that I know she enjoys	.819 R
Talk about things that other people in our family did that day	-----
Say the words that describe the clothes she will wear that day	.835 L
Go to church or a church activity together	-----
Write things, such as a letter or a grocery list while she is watching	.792 P
Read a story book or look at pictures in a children's book together	.949 R
Watch TV together	-----
Tell her a story about our family	-----
Have her tell a story that someone older writes on paper for her	.887 P
Look at the pictures in a book or magazine and talk about what we see	.807 R
Color or draw pictures together	.752 P
Count things, at home, like spoons or socks when we are doing work in the house	-----
Ask her question that requires her to explain or describe things	-----
Answer her questions with more than one or two words	.662 L
Read the Bible together	.623 R .775 P
Work outside together and talk about what we are doing.	-----
Go to the library	.823 R .860 P
Have dinner together	-----
Say prayers together	-----
Tell legends from our pueblo, ranch or town	.768 L
Use sayings such as: keep up the good work; keep trying, etc.	-----
Count things together	.805 L
Talk together about something she is doing	.854 L
Talk about your traditions from your local town (pueblo/rancho)	.871 L
Read the same book over and over	.752 P
Talk about something she has questions about	-----
Give her <i>advice(consejos)</i>	-----
Go to a community activity together	-----
Sing a song together	.849 L
Make up a story together	.835 L
Take her to the grocery store and have her help with the shopping	-----
Talk about times when she was a baby	-----
<i>*Legend for Factor Analysis Loadings:</i>	
R=Reading to Child; L= Oral Language; P=Exposure to Print Concepts	

### Child Activity Likert Coding for Summation

Almost Every day	Once or twice a week	Once or twice a month	Seldom	Not yet
5	4	3	2	1

Cook or play in the kitchen
Look at pictures in books
Tell someone about what she is playing
Write or scribble
Ask someone to read something to her
Ask someone to write or draw something for her
Watch television

O. Conceptual Model for ELBQ Exploration

Conceptual Model for ELBQ

