Testimony for AB 394, Technical Advisory Committee

Magdalena Martinez, March 28, 2015
Overview

- Little research what constitutes Latino parental involvement

- Dr. Maria Estela Zarate (2007), Understanding Latino Parental Involvement in Education; Tomas Rivera Policy Center, USC

- Examined school in Miami, Los Angeles, and New York:
  - Latino parents’ and students’ perceptions and
  - Teachers expectations.

- Dr. Magdalena Martinez, Southern Nevada Latino Parents and Students (2009, in progress)

- Policy recommendations
Parents Perceptions of Parental Involvement
(Zarate, 2007)

- **Academic Involvement**: activities associated with homework, educational enrichment and academic performance.

- **Life Participation**: ways that parents provided life education (educación) and is holistically integrated into their children’s lives in school.
Parents’ Definitions of Parental Involvement (Zarate, 2007)

**Academic Involvement**
- Attend parent-teacher conferences
- Sign homework
- Know when to expect report cards
- Ask about homework daily
- Visit classroom
- Have high standards for academic
- Go to library

**Life Participation**
- Be aware of child’s life
- Be aware of peer groups and interact with peer parents
- Teach good morals & respect
- Communicate with child
- Provide general encouragement
- Discuss future planning
- Monitor school attendance
- Get to know teachers to access safety
Students’ Perceptions of Parental Involvement
(Zarate, 2007)

Not directly related to academic involvement yet important to their academic success

- Telling stories/examples of failure and success
- Giving general encouragement
- Providing discipline
- Monitoring attendance
- Providing transportation
Latino Students & Parents in Southern Nevada

- Parents encouraged their children through consejos, corridos, narratives and other cultural forms of storytelling/counterstories (Martinez, 2009)

- In case studies and focus group students viewed these types of encouragement as legitimate and valid parental involvement of their education (Martinez, 2009)

- In survey research students report teachers provide the most significant academic support, but parents provide the most significant aspirational support (Martinez, Naumann, Saladino, & Levins, in progress)
Latino Parents’ Contribution to their Children’s Education (Yosso, 2005)

- Familial Capital
- Aspirational Capital
- Social Capital
- Navigational Capital
- Linguistic Capital
- Resistant Capital
- Community Cultural Wealth
Parents’ Perceived Challenges (Zarate, 2007)

- Homework assistance
- Communicating with schools
- Work demands
- School policies
Educators’ Perceptions of Parental Involvement (Zarate, 2007)

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Survey Results of Overall CCSD Reorganization (Martinez, 2016)

I support the reorganization of the Clark County School District into local precincts IF IT WILL... 

- create more options for parents and student.
  - 87% - Agree or Strongly Agree

- increase state funding.
  - 86% - Agree or Strongly Agree

- encourage different education priorities focused on the specific local needs of communities.
  - 86% - Agree or Strongly Agree

- create positive competition among the precincts.
  - 61% - Agree or Strongly Agree

- allow local precincts to create strategic plans based on the needs of specific communities.
  - 85% - Agree or Strongly Agree

- allow for more parental engagement and participation.
  - 83% - Agree or Strongly Agree
Policy Recommendations

- Rigorous external research of Latino parental involvement:
  - Zoom and Victory Schools, for instance, role of parent involvement facilitator at Zoom Schools;
  - CCSD University of Family Learning (UFL), for instance pre and post evaluation of UFL, short and long term outcomes; and
  - Teacher preparation programs; traditional and ARL.

- Collaborate with external parental involvement initiatives; for instance, Family Leadership Institute

- Greater Spanish-language fluency among staff at schools

- Possible measure in statewide accountability framework
References


