Copyright

by

Moisés Ortiz

2018

The Dissertation Committee for Moisés Ortiz Certifies that this is the approved version of the following dissertation:

Hispanic Parent Engagement: How Urban High School Principals Address the National Parent Teacher Association Parent Engagement Standards

Committee:

____
Jennifer Holme, Supervisor

____
Martha N. Ovando, Co-Supervisor

____
Terrence Green

____
Edwin R. Sharpe, Jr.

____
Philip U. Treisman

Hispanic Parent Engagement: How Urban High School Principals Address the National Parent Teacher Association Parent Engagement Standards

by

Moisés Ortiz

Dissertation

Presented to the Faculty of the Graduate School of

The University of Texas at Austin

in Partial Fulfillment

of the Requirements

for the Degree of

Doctor of Philosophy

The University of Texas at Austin

May 2018

Dedication

I dedicate this work to my loving parents, who chose to leave their families and everything they knew behind to come to the United States of America with the simple goal of educating their two children. Thanks to your vision and hard work, Mom and Dad, you now have a Doctor of Jurisprudence and a Doctor of Philosophy to host for Sunday dinner.

Acknowledgements

Thank you to my committee members who accepted nontraditional ways of being in order to help me complete this journey. Specifically, thank you Dr. Holme, for your flexible leadership and willingness to accept a nontraditional supervisory role as the chair of my committee. Thank you, Dr. Green and Dr. Sharpe, for your willingness to serve because it was the right thing to do for the department and for students. Your kindness and sacrifice will not soon be forgotten, and your servant leadership model will forever serve as my guide in my support mechanisms of others. Thank you, Dr. Treisman, for your wisdom and empathic intelligence. Your words and self-example always kept the self-doubts of completion at bay. A special appreciation to Dr. Martha N. Ovando, whose patience, teaching, and guidance were with me the entire way. Your compassion, understanding, and fierce loyalty to student-centered instruction will forever serve as a testimonial to me and resonate in every action I take as an educator. Thank you to my family for all of their understanding and my friends, especially Ms. Janet Mansmann, who never wrote me off despite my apparent disappearance.

Hispanic Parent Engagement: How Urban High School Principals Address the National Parent Teacher Association Parent Engagement Standards

Moisés Ortiz, Ph.D.

The University of Texas at Austin, 2018

Supervisors: Jennifer Holme and Martha N. Ovando

This study examined the description principals of Hispanic-serving urban high schools had of their parent engagement activities through a nationally recognized parent engagement framework, including their understanding and perceptions of Hispanic parents. An exploratory qualitative case study approach was used to provide an in-depth analysis of how aligned urban high school principals' parent engagement activities are with the National Parent Teacher Association (NPTA) Standards for Family–School Partnerships. Data were provided from in-depth interviews of 7 high school principals in a predominantly Hispanic-serving urban school district in the south-central United States. The findings suggest that principals lack understanding of the various parent-engagement

standards and generally operate from a deficit lens model with Hispanic parents and rarely consider Hispanic parents' funds of knowledge or community cultural wealth. Principals value and emphasize that all families feel welcome into the school community and prioritize parent-engagement activities to primarily target social services and community resources for Hispanic parents. Principals value communication but are varied in the way they view, interpret, and implement communication with Hispanic parents. Further, principals generally do not consider parent empowerment as a component of parent involvement programming. When principals described their understanding of Hispanic parents when developing parent involvement programs, they view language as the most important tool for accommodating parents. They generally emphasize low socioeconomic status over ethnicity. Principals also attribute Hispanic parents' distrust and hesitancy to participate in parent-engagement activities to a general lack of information regarding their children's schools and the overall American school system. Implications in practice are presented for principals as well as district officials and leadership preparation programs supporting principals in parent engagement efforts.

Table of Contents

List of Tables xi

List of Figures xiii

Chapter 1: Introduction 1

Statement of the Problem 3

Purpose of the Study 6

Research Questions 7

The Significance of the Study 8

Definitions 9

Delimitations 10

Limitations 11

Assumptions 12

Summary 13

Chapter 2: Review of the Literature 14

The Federal Vision and Mandate for Parental Participation 16

Defining Parental Participation 19

Parental Participation Outcomes 22

Parental Participation: A Multidimensional Typology 27

Factors That Impact Hispanic Parental Participation 32

High School Parent Participation 37

Parental Participation: The Research Conundrum 38

Theoretical Framework 42

Summary..45

Chapter 3: Research Method 47

Research Design 48

Participant and Site Selection 49

Instrumentation..50

The Researcher's Role...53

Procedure 54

Data Analysis...56

Ethical Considerations 57

Summary..59

Chapter 4: Findings 60

The School District 61

Urban High School Participant Descriptions and Context 62

Research Question 1: Principal Parent-Engagement Activities Compared With the NPTA Standards Framework...66

Research Question 2: Principals' Understandings of Hispanic Parents 106

Summary..120

Chapter 5: Summary, Conclusions, and Implications 123

Restatement of the Problem...124

Restatement of Purpose of the Study..124

Research Questions..124

Methodology..125

Summary of Findings 126

Implications for Practice 137

Implications for Further Study 140

Conclusion 141

Appendix: Interview Protocol 144

References 148

Vita 158

List of Tables

Table 1 Respondents’ Demographics and School Characteristics................................62

Table 2 Standards and Components of the National Parent Teacher Association Standards for Family–School Partnerships..68

Table 3 Percentage of Principals’ Parent-Engagement Activities Aligned with the National Parent Teacher Association (NPTA) National Standards for Family–School Partnerships 70

Table 4 Standard 1 Goal 1: Aligned Parent-Engagement Activities Cited by the Principals 73

Table 5 Standard 1 Goal 1: Unaligned Parent-Engagement Activities Cited by the Principals 74

Table 6 Standard 1 Goal 2: Aligned Parent-Engagement Activities Cited by the Principals 76

Table 7 Standard 1 Goal 2: Unaligned Parent-Engagement Activities Cited by the Principals 77

Table 8 Standard 2: Aligned Parent-Engagement Activities Cited by the Principals....81

Table 9 Standard 2: Unaligned Parent-Engagement Activities Cited by the Principals 82

Table 10 Standard 3 Goal 1: Aligned Parent-Engagement Activities Cited by the Principals 85

Table 11 Standard 3 Goal 1: Unaligned Parent-Engagement Activities Cited by the Principals 86

Table 12 Standard 3 Goal 2: Aligned Parent-Engagement Activities Cited by the Principals 88

Table 13 Standard 3 Goal 2: Unaligned Parent-Engagement Activities Cited by the Principals 89

Table 14 Standard 4 Goal 1: Aligned Parent-Engagement Activities Cited by the Principals 92

Table 15 Standard 4 Goal 1: Unaligned Parent-Engagement Activities Cited by the Principals 93

Table 16 Standard 4 Goal 2: Aligned Parent-Engagement Activities Cited by the Principals 95

Table 17 Standard 4 Goal 2: Unaligned Parent-Engagement Activities Cited by the Principals 95

Table 18 Standard 5 Goal 1: Aligned Parent-Engagement Activities Cited by the Principals 98

Table 19 Standard 5 Goal 1: Unaligned Parent-Engagement Activities Cited by the Principals 99

Table 20 Standard 5 Goal 2: Aligned Parent-Engagement Activities Cited by the Principals 101

Table 21 Standard 5 Goal 2: Unaligned Parent-Engagement Activities Cited by the Principals 102

Table 22 Standard 6: Aligned Parent-Engagement Activities Cited by the Principals..105

Table 23 Standard 6: Unaligned Parent-Engagement Activities Cited by the Principals 106

List of Figures

Figure 1. Overlapping spheres of influence on the child: school, community, and family. 35

Figure 2. Number of activities cited by principals (*N* = 7) that were aligned or not aligned with Standard 1—welcoming all families into the school community—and related goals. 71

Figure 3. Number of activities cited by principals (*N* = 7) that were aligned or not aligned with Standard 2—communicating effectively....79

Figure 4. Number of activities cited by principals (*N* = 7) that were aligned or not aligned with Standard 3—supporting student success—and related goals....83

Figure 5. Number of activities cited by principals (*N* = 7) that were aligned or not aligned with Standard 4—speaking up for every child—and related goals....90

Figure 6. Number of activities cited by principals (*N* = 7) that were aligned or not aligned with Standard 5—sharing power—and related goals....96

Figure 7. Number of activities cited by principals (*N* = 7) that were aligned or not aligned with Standard 6—collaborating with community. 104

Chapter 1: Introduction

School administrators for decades have sought the solution to waning parent participation in schools as students proceed from elementary to high school, especially in schools serving diverse communities (Hohlfeld, Ritzhaupt, & Barron, 2010). Research on this topic has been dense since the turn of the 20th century, as educators have sought solutions to ensure the future betterment of the country by improving the lives of students. As the research literature has suggested, community and family involvement in schools is a well-documented antecedent to student success. Yet educators often find fostering and maintaining such participation in schools challenging (Lawson & Alameda-Lawson, 2012). Moreover, while school administrators continue attempting to foster parental engagement in schools, Agronick, Clark, O'Donnell, and Stueve (2009) found in their research that traditional approaches for securing parent participation, although well-meaning and appropriate by policy, at best have been ineffective. Thus, in many urban settings, by the time students enter high school, parent participation is virtually nonexistent.

The lack of alignment between the research findings on the benefits of parental participation and the actual parental engagement in urban schools presents a conundrum for urban school principals. Administrators must work to inform their professional practice with effective schools studies that insist on parenting components in schools; the state and federal accountability mandates of the Every Student Succeeds Act (ESSA, 2015); and the research that parental participation, despite socioeconomic status or educational background, positively impacts student achievement (Gordon & Seashore

Louis, 2016; Harvard Family Research Project, 2001; Henderson & Mapp, 2002; Lawson & Alameda-Lawson, 2012; Mapp, Johnson, Strickland, & Meza, 2008; Shaffer, 2009). As the literature has found, when parents participate in their children's education, children perform at academically higher levels and schools improve (Agronick et al., 2009; Dessoff, 2009; Epstein, 2001a; Lawson & Alameda-Lawson, 2012; Mapp et al., 2008). Moreover, Gordon and Seashore Louis (2009) found that when an interrelated set of mutual dependencies and organizational efforts are strategically and effectively included within the social exchanges of any school community, they result in a level of trust that benefits all stakeholders in the form of goal achievement, personal visions, and stakeholder empowerment.

Parent participation in schools has received tremendous amounts of focus and research (Auerbach, 2009; Ishimaru, 2014; Mapp et al., 2008). However, this study focused on the research from the onset of the federal government's push for kindergarten through Grade 12 education from the Elementary and Secondary Education Act (ESEA) of 1965 to the state and federal mandates on school administrators of the 2015 ESSA legislation, the reauthorization of the No Child Left Behind (NCLB) of 2002.

Of significance for school administrators, although not necessarily culturally consistent with how parents are able to participate in these partnerships, parental participation has been defined by federal statute. In 2015, ESSA, based on Title IX provisions of the ESEA of 1965, reauthored a policy definition originally drafted for NCLB (2002) legislation changing the term *parental involvement* to *parent and family engagement efforts*. The NCLB definition of *parental involvement* was as follows:

> The participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—(A) that parents play an integral role in assisting their child's learning; (B) that parents be encouraged to be actively involved in their child's education at school; (C) that parents be full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child. (§ 9101[32])

Unfortunately, in contrast to this definition, the scope of parent participation in prekindergarten through Grade 12 schools pre-ESSA has been primarily quantified by urban school administrators solely from a behavioral perspective of parents' visibility at school events, parental response to teacher- or administrator-called conferences, or one-to-one interactions (U.S. Department of Education, 2004). This is particularly alarming when T. G. Jones and Velez in 1997 provided research findings that in rare instances did administrators quantify parental participation in the scope of campus decision making and much less so when they considered parental participation from their own sensemaking of what engagement should look like in schools.

Statement of the Problem

School administrators tend to believe parental engagement in school benefits all stakeholders (Baker & Soden, 2000; Jeynes, 2007; Lawson & Alameda-Lawson, 2012). Urban high school administrators, along those same lines, long have espoused the belief that one of the most influential components of a successful school is the coalescence of school and parent (Alston, 2004) and consistently support the notion that parental participation in the school is a key component of effectiveness that leads to the overall success of students. More explicitly, school leaders agree that the positive relationship between parents and school staff promotes the interests of the school goals. This

partnership further expands the human resources of the school by increasing the informational network and support services available to students, which in turn encourages student engagement in school life and higher levels of academic achievement (Altschul, 2011; Barajas & Ronnkvist, 2007; Epstein, 2001b; Goza & Ryabov, 2009; Jeynes, 2007; Nuñez & Kim, 2012; Richardson & Fallona, 2001). However, parent-engagement research also has identified several barriers to increased participation in parent-engagement activities, including perceived effective institutional communication (Halsey, 2005), school environment, family life contexts (Englund, Luckner, Whaley, & Egeland, 2004), and the simple lack of a common shared understanding of what is meant by parental involvement or parental engagement (Perez-Carreon, Drake, & Calabrese Barton, 2005). Yet, despite the acknowledged importance of parent participation in schools, urban administrators may ascribe barriers to parental engagement directly to parents and describe parents or family as apathetic, disengaged, or simply uncaring about children's education at the high school level. According to Smith (2005), these types of negative perceptions and misunderstandings of cultural diversity stunt the positive relationships between school leaders and parents of students.

For administrators, in particular urban high school administrators, parental participation has been a consistent challenge to broker in schools (Agronick et al., 2009; Lawson & Alameda-Lawson, 2012). This is particularly troublesome for urban school administrators as the research literature suggests the positive impact parents have on their children's perceptions of academics is unrelated to socioeconomic status or educational background (Jeynes, 2007; Khalifa, 2012; Xu, 2008). Given the tremendous matriculation

surge in Hispanic students across the country, the sense of urgency to engage Hispanic parents further compounds the issue for school administrators. Hispanics comprised approximately 12.5% of the U.S. population in 2000 but grew to 17.6% in 2015, or 56.6 million people (U.S. Census Bureau, 2016). U.S. Census Bureau (2016) projections are that by the Year 2060, the number of Hispanics will increase to 119 million, constituting 28.6% of the U.S. population.

High school administrators tasked with increasing parental participation on school campuses need to understand the changing Hispanic demographics and cultural attributes. This is paramount as research has indicated when urban schools pursue meaningful partnerships, they enhance social capital in struggling communities and expand opportunities for students, their families, and neighborhoods (Auerbach, 2009; Yosso & Garcia, 2007). Research on understanding and making sense of how, when, and under what conditions urban principals understand and enact instructional leadership practices to ensure successful parent participation (Rigby, 2015) has suggested principals must be cognizant of parent-engagement standards and how principals adjust these standards for their students' parents. Before principals can effectively implement parent-engagement programs that move beyond compliance with local and federal statutes, it is imperative to understand how principals of predominantly Hispanic-serving urban high schools make sense, understand, and address national parent-engagement standards to accommodate Hispanic parents. Unfortunately, as Auerbach (2009) found in her research regarding leadership in urban schools and family engagement, "the commitment of school leaders is vital to school–community connections yet is poorly documented in the literature and

insufficiently addressed in training for administrators." (p. 9). The data in this study describe a sense of how, if at all, urban principals' parent-participation activities may be hindered by their own intuitive understandings, such as informal learning, sensemaking, cognition, prior knowledge, and schemas (Spillane, 2004; Spillane, Reiser, & Reimer, 2002; Yosso & Garcia, 2007).

Purpose of the Study

Since the mid-1970s, urban school administrators have acknowledged that the traditional parental participation outreach models have not garnered the success they would like to see in schools, especially in the case of Hispanic parents of high school students (T. G. Jones & Velez, 1997). High school administrators continue to struggle with this same educational component (Hohlfeld et al., 2010; Lawson & Alameda-Lawson, 2012). In many instances, school administrators simply attribute Hispanic urban parental disengagement from schools to a myriad of reasons including apathy toward children's studies (Shah, 2009). The research further affirmed that the greatest barriers to any form of parental involvement are encountered in schools and districts serving students from low-income households, ethnic-minority students, and students with limited English proficiency (Herrold, O'Donnell, & Mulligan, 2008). In 1997, T. G. Jones and Velez asserted that school leaders could alter methods of motivating parents to participate in their children's education by emphasizing the psychological factors that affected parental participation. Hence, at a time when parent engagement in public schools is an accountability component of ESSA (2015) and is directly linked to federal funding of Title I schools, urban high school administrators must meet policy goals

regarding parental involvement. Thus, it is important to determine their level of understanding of parent-engagement standards, examine the alignment of their current parent-engagement activities through these standards' guidelines, and make sense of how intentional they are when adapting activities for Hispanic parents.

The literature regarding parental participation strongly suggests that schools with solid parenting programs harness and incorporate family and community engagement as powerful tools for making schools more equitable, culturally responsive, and collaborative (Auerbach, 2009) with parents. However, researchers also have observed that schools able to implement successful parent-engagement programs are anomalies (Agronick et al., 2009; Epstein & Sanders, 2006; Mapp et al., 2008). Therefore, the purpose of this exploratory case study was to examine the understanding of Hispanic-serving urban high school principals regarding parent-engagement activities through the lens of a national parent-engagement framework and specific to Hispanic parents. This was done through the National Parent Teacher Association (NPTA, 2008a, 2008b) National Standards for Family–School Partnerships parent-engagement framework.

Research Questions

The research questions for this study were as follows:

1. How do principals of predominantly Hispanic-serving urban high schools describe their parent-engagement activities in regards to the NPTA Standards for Family–School Partnerships parent-engagement framework?

2. How do principals of predominantly Hispanic-serving urban high schools describe their understandings of Hispanic parents when developing parental involvement programs?

The Significance of the Study

The intent of this study was to provide a more comprehensive understanding of how aligned principals' parent-engagement activities are with national standards as well as an understanding of how they consider Hispanic parents. The data yielded through the in-depth interviews provide higher education principal leadership programs considerations for enhancing parent-engagement coursework. Findings give local school districts a base for improving general parent-engagement professional learning training for principals. Principals' self-awareness of their understanding of Hispanic parents may impact parent engagement, and findings from this study may inform principals on the various components of parent engagement.

More specifically, these findings support the enhancement of leadership preparation programs in higher education to include parent-engagement coursework, outline the need to develop and implement parent-engagement professional learning opportunities in local school districts, and ultimately provide urban high school principals an attitudinal awareness that will help them yield stronger administrator–parent coalescence in urban high schools. As Hargreaves (2003) wrote, "Learning from parents and communities requires building caring, trusting, respectful and reciprocal relationships in which parents are more than targets of government services and teachers' interventions" (p. 69).

This study expands the data and knowledge base to provide an understanding of what urban principals of predominantly Hispanic serving high schools implement and consider effective parent participation practices and how they address Hispanic parents. This qualitative study can help school administrators improve parental participation programs in predominantly Hispanic-serving urban high schools by identifying their actions through the lens of a national framework and by making sense of how they understand Hispanic parents.

This research study identified and classified the actions of seven principals in implementing parent participation activities according to national standards. The study also revealed the sense they make of Hispanic parents. The data collected in this study presented a picture of how the parent participation activities described by the principals met the standards of a national parent-engagement framework. Regarding making sense of what the principals understand of Hispanic parents and how these understandings impact parent-engagement activities, the data presented several themes the principals used as considerations for parent-engagement activities.

Definitions

Cultural proficiency. Cultural proficiency is the policies and practices of a school or the values and behaviors of an individual that enable the person or school to interact effectively in a culturally diverse environment (Lindsey, Nuri-Robins, & Terrel, 2003).

Predominantly Hispanic-serving schools. Hispanic-serving schools are those schools whose student population is at over 50% Hispanic. For this study, the Hispanic population of each school is over 85%.

Parent. The term *parent* includes in addition to a natural parent, a legal guardian, neighbor, or anyone falling within a range of significant others (Jarrett, 2000) standing in loco parentis, such as a grandparent or stepparent with whom the child lives or a person who is legally responsible for the child's welfare.

Principal. The lead campus administrator on the campus and on the administrative team is the school principal.

Urban. Urban means of or pertaining to the city but more specifically, inner-city communities with high levels of lower socioeconomic, ethnic-minority, disadvantaged, and marginalized constituencies. For this study, the urban schools served Hispanic constituencies.

Delimitations

This study was conducted in seven predominantly Hispanic-serving, urban, comprehensive high schools in a large metropolitan south-central United States school district. For this research, the scope of the study was parent-engagement research from the onset of the federal government's ESEA of 1965 to the current state and federal mandates on school administrators of the 2015 ESSA legislation. The focus of the study was on the participants' description of parent-engagement activities in regards to a national parent-engagement framework and how their understanding of Hispanic parents was considered when developing parent-engagement activities. The study was confined

to interviews with a purposive sampling of one principal from each of the district's seven comprehensive high schools. No teachers were included as participants.

Limitations

The limitations associated with this study are related to the sample size of principal participants in this study in comparison to the large numbers of Hispanic-serving school districts throughout the United States. Further limitations include the vast diversity within the Hispanic community, which incorporates numerous ethnicities with unique cultural characteristics and perspectives, including immigration status, number of years in the country, and familial networking systems. An additional limitation of the study is the parent engagement framework itself. It is important to understand the framework works from a holistic, open-ended, and general perspective of best-practice parent engagement criteria. As a result, it does not address or call for the understanding or use of community cultural wealth, funds of knowledge, or nontraditional ways of parent engagement. Because the data yielded from this study will be limited to seven high school administrators within one school district, generalization of the findings is limited. As Onwuegbuzie and Leech (2010) found in their research of generalization practices in qualitative studies, the goal of qualitative research is to obtain insights into educational, social, and familial processes and practices that exist within a specific location and context. Qualitative researchers study phenomena in natural settings and attempt to make sense of the phenomena or interpret them with respect to the meanings people bring to the phenomena (Denzin & Lincoln, 2000). However, as Onwuegbuzie and Daniel (2003) have found, the issue of generalization arises when, despite the claims that the goal of

qualitative research is not to generalize beyond a sample to some underlying population, some qualitative researchers cannot resist the temptation to generalize findings (e.g., thematic representations) to some populations. Onwuegbuzie and Leech (2007) reported,

> Such practices are flawed unless a representative sample has been selected. Whenever a theory is being developed, some type of generalization clearly has taken place. If generalization is not the goal, then he/she [the researcher] should only outline a theory in terms of the particular participant(s), setting, context, location, time, event, incident, activity, experience, and/or processes, as well as with respect to the specific researcher (assuming that the researcher is serving as the instrument). (p. 115)

Assumptions

Some assumptions were made in the design of this investigation. These assumptions were the following:

1. Administrators wished to develop strong sustainable parental engagement programs in schools.
2. Administrators were willing to undertake self-examination of their personal understanding and pursue cognitive shifts to develop strong, sustainable parental engagement programs.
3. Administrators were willing and honest enough to report parental engagement activities.
4. Administrators were willing and honest enough to report their understanding of Hispanic parents.

Summary

Chapter 1 presented the problem and purpose of the study regarding sensemaking of urban high school administrator parent-engagement practices in regards to a national framework as well as their understandings of Hispanic parents. Chapter 2 presents the plethora of parental involvement literature inclusive of its historical evolution since the inception of the ESEA of 1965 until 2015 ESSA legislation. Chapter 2 also includes the literature regarding sensemaking frameworks and literature that has addressed such frameworks concerning parental involvement. Chapter 3 explains the qualitative methodology used in this study, describing the interview protocol, setting, and other aspects of the research design; data collection and analysis methods; as well as the ethical protection of the participants in the study. Chapter 4 provides analysis of the data collected. In Chapter 5, the researcher discusses the conclusions drawn from the study findings and makes recommendations for future research and practice.

Chapter 2: Review of the Literature

Major legislation spanning from the ESEA of 1965 to the current ESSA (2015) has made parental participation in the education of children a national priority. Epstein and Sanders (2006) reported that federal policies require every school, district, and state department of education to communicate effectively with all parents and the public about students' achievement test scores and the quality of teachers and schools. These requirements are included in NCLB (2002) as well as ESSA (2015). Researchers as a result have aimed at providing insight into the complexity of parental involvement. The methodology used in such research has been questioned as well as its inconclusive findings (Baker & Soden, 2000). To date conclusive scientific data have indicated that both the type and frequency of parental participation influence academic success in a positive manner (Khalifa, 2012; Pomerantz, Moorman, & Litwak, 2007; Stephens, 2010). Auerbach (2009) reported, "The commitment of school leaders is vital to school–community connections yet is poorly documented in the literature and insufficiently addressed in training for administrators" (p. 9). Epstein and Sanders concluded that the "lack of attention in higher education to educators' skills in conducting family and community involvement activities is puzzling because major directives for school improvement, comprehensive school reform, and district leadership call for this component of school organization" (p. 81).

With the understanding that parental participation is beneficial for the academic success of students, the task for educators nationwide has been to develop and implement initiatives to ensure high levels of school–parent collaboration. School district leaders are

tasked by policy to support their schools by reexamining parental participation policies and demonstrating innovative approaches designed to improve student achievement (NPTA, 2005). However, this charge has proven more challenging for educators in urban schools with predominantly marginalized and lower socioeconomic status students, as research has found that parents of racially, ethnically, and linguistically diverse students often fail to participate in traditional parent-programming activities by schools (Ishimaru, 2013; Shin, 2004). Moreover, these same students continue to fare worse than their White counterparts on standardized achievement tests (Herrold et al., 2008; Posey-Maddox & Haley-Lock, 2016). Thus, as school districts work to achieve Adequate Yearly Progress for all students under the ESSA (2015), finding working solutions to emphasize the positive link between parental participation and student access to educational opportunity, student grades, and achievement scores is paramount for ethnic-minority student achievement (Altschul, 2011; Boethel, 2003; Gordon & Seashore Louis, 2009; Goza & Ryabov, 2009; Nuñez & Kim, 2012; Ream & Rumberger, 2008).

Chapter 2 includes a review of the literature on parental participation research spanning from ESEA (1965) to the current ESSA (2015). Specifically discussed in this chapter is the major research conducted on parental participation since 1965, the parent participation typologies that have been developed as a result, and the links that researchers have found to student academic performance at the high school level. The chapter begins with an analysis of the federal definition of parental participation and family engagement. Discussion in this chapter also addresses parental participation outcomes for students, parents, and schools as well as the barriers that Hispanic parents

of low-socioeconomic status have encountered as they navigate their children's education throughout high school. The sensemaking theoretical framework used to develop and implement the study is presented.

The Federal Vision and Mandate for Parental Participation

The federal commitment to ensuring parent participation in public education may be evidenced within legislation spanning from 1965 when the ESEA, specifically designed to reauthor the existing public school system by implementing socially just best practices, addressed the importance of parent participation in children's education at all grade levels. In 2002 when ESEA was reauthored into NCLB, the parent participation component was carried over and highlighted as an impacting component of students' academic success. In 2015 when NCLB was reauthored into ESSA, the parent participation component was once again carried over in law but extended into parent and family engagement. The ESSA includes specifically targeted provisions requiring family engagement as a school component. The research findings that parental participation improved student academic performance were so consistent, provisions in Title I, Part A of the ESSA continue to reflect some of the principles investigated by Barber as far back as 1996.

Barber (1996) asserted that parental participation provisions calibrated shared accountability between schools and parents for high student achievement. Specifically, his provisions called for (a) expanded public school choice, (b) supplemental educational services for eligible children in low-performing schools, (c) local development of parental participation plans with the required flexibility required to address local needs,

and (d) building parents' capacity on home practices designed to improve their children's academic achievement. Subsequent years of research have continued to correlate parent participation with higher grades and test scores, better attendance, improved classroom preparation and behavior, and higher rates of graduation and postsecondary enrollment (Agronick et al., 2009). As national educational reform efforts evolved, NCLB (2002) maintained the requirements for parental involvement and further developed a definition for parental involvement. In 2015, as ESSA replaced NCLB, the parent component remained but changed in its descriptor from parental involvement to parent and family engagement. According to NCLB, parent and family engagement is defined as follows:

> the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring—(A) that parents play an integral role in assisting their child's learning; (B) that parents are encouraged to be actively involved in their child's education at school; [and] (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child. (§ 9101[32])

This definition has served as one exemplar of how national and state agencies supporting parent engagement have developed and implemented policies and initiatives.

In 2008, wanting to provide their members with a typology for parental involvement, the National Congress of Parents and Teachers espoused the NCLB (2002) definition of parental participation and referenced Barber's (1996) parent participation provisions on effective parental participation programs (NPTA, 2010). The following are the resulting six standards of the NPTA (2008a) National Standards for Family–School Partnerships that schools across the country may implement as a parent participation

framework. The standards and assessment framework are published online (NPTA, 2008b).

Standard 1 is welcoming all families into the school community. The aim of this standard is that families are active participants in the life of the school. Parents feel welcomed and valued and are connected to each other, to school staff, and to their children's classroom activities. Goal 1 is creating a welcoming climate. Goal 2 is building a respectful, inclusive school community.

Standard 2 is communicating effectively. The aim of this standard is that families and school staff engage in regular, two-way, meaningful communication about student learning. Thus, Goal 1 is sharing information between school and families.

Standard 3 is supporting student success. The aim of this standard is that families and school staff continuously collaborate to support students' learning and healthy development both at home and at school. Students should have regular opportunities to strengthen knowledge and skills effectively. Goal 1 is sharing information about student progress. Goal 2 is supporting learning by engaging families.

Standard 4 is speaking up for every child. The aim of this standard is that families are empowered to be advocates for children to ensure success through equitable treatment and access to learning opportunities. Goal 1 is understanding how the school system works. Goal 2 is empowering families to support their own and other children's success in school.

Standard 5 is sharing power. The aim of this standard is that families and school staff are equal partners in decisions that affect children. Thus, families and school staff

together inform, influence, and create policies, practices, and programs. Goal 1 is strengthening the family's voice in shared decision-making. Goal 2 is building families' social and political connections.

Standard 6 is collaborating with community. The aim of this standard is that families and school staff collaborate with community members to connect students, families, and staff for expanded learning opportunities, community services, and civic participation. Goal 1 is connecting the school with community resources (NPTA, 2008b).

These standards imply what parental participation means with the contextualization of its behavioral components throughout the standards but do not consider ethnic-minority community cultural wealth or funds of knowledge parents can draw upon as non-traditional ways of participating in schools. Moreover, and because a formal definition is not clear from parent engagement frameworks, parent engagement is defined based on what the government has produced.

Defining Parental Participation

While the government has published a working definition of parent participation, researchers have produced the multiple components of effective parent participation at all grade levels (Cooper & Christie, 2005; Henderson & Mapp, 2002; Ishimaru, 2014; Mapp et al., 2008). These exemplars illustrate the various components of parental participation that have been researched and the resulting conceptualizations. Whereas some researchers have focused on parental participation outcomes (Epstein, 1995), others have focused on the parenting role, expectations, and intent (Mattingly, Prislin, McKenzie, Rodriguez, & Kayzar, 2002). Cooper and Christie (2005) focused on collaborative

partnerships involving social justice and parent empowerment, whereas Khalifa (2012) centered on relationships for community advocacy.

As a result, parent participation has been conceptualized in many ways over the years. Some researchers have focused on the attitudinal components of parental participation such as parental expectations or aspirations for their children's educational success; others have focused on the behavioral components of parental participation characterized by participation in activities such as parent-teacher conferences, attending school functions, parenting styles, and family interactions (Baker & Soden, 2000; Posey-Maddox & Haley-Lock, 2016). As Walker, Hoover-Dempsey, Whetsel, and Green (2004) concluded, parents' participation can range from the "establishment of basic structures for homework to more complex activities focused on teaching for understanding and helping students develop effective learning strategies" (p. 1). However, whether participation is attitudinal or behavioral, a further distinction is drawn between naturally occurring and strategic parent participation. Naturally occurring participation may happen more frequently when children are younger (such as talking with a teacher when dropping off or picking up children), whereas strategic parent participation strategies are designed to engage parents in children's schooling, including participation both at school (special events, volunteering) and at home (homework monitoring, parent-child homework assignments (Moles, 1982; Pomerantz et al., 2007).

Joyce Epstein's parent involvement framework is one parental participation typology that has influenced research in its field and tends to be cited in the literature more often than any framework. Epstein (1995) presented six types of parent

participation: (a) parenting (helping families with parenting skills), (b) communicating (assuring effective communication about school programs and students' progress), (c) volunteering (organizing volunteers and providing volunteer opportunities), (d) learning at home (involving families in working with their children at home), (e) decision-making (including families in school decisions), and (f) collaborating with the community (coordinating resources and services). Nevertheless, as influential as Epstein's typology has been for researchers and practitioners, some researchers have adapted the framework. For example, Mattingly et al. (2002) added a seventh category: "parent academic education" (p. 565), such as school-sponsored English as a Second Language or GED classes.

Although different ways have been used to conceptualize parental participation, the consensus on the operationalization of the term as presented by the Harvard Family Research Project (2001) is that parent participation assumes many forms in the education of children in both school and home. Henderson and Mapp (2002) reified this multidimensional definition of parental participation and presented various forms in which parents (or primary caretakers) can be involved in the education of their children. Henderson and Mapp identified these as volunteering at the school, attending school functions, helping with children's homework, responding to school requests for conferences or assistance, ensuring that the child has appropriate studying space, tutoring, working in the classroom, encouraging children to do well, modeling desired behaviors (e.g., reading for pleasure), monitoring children's work and behavior, and serving as an advocate for the school in the community.

The multidimensional perspective of parental participation that has evolved because of decades of research is a move toward understanding the milieu of parent participation in 21st century schools. Epstein (1995) stressed that the six types of participation may be initiated by anyone—including schools, family members, or even a community organization. However, scholars such as Agronick et al. (2009) have directly questioned her categorization's school-centered focus and lack of perspective of external influences such as parents as power brokers in the organization of the school. Other scholars such as Yosso and Garcia (2007) have moved to highlight the absence of consideration for the community cultural wealth ethnic-minority parents have as a result of their experiences. Nonetheless, whether parental participation is defined federally, standardized by professional organizations, or operationalized via typological measures, consensus has been achieved regarding the positive outcomes of such participation in children's education (Barajas & Ronnkvist, 2007; Coleman, Starzynski, Winnick, Palmer, & Furr, 2006; Goza & Ryabov, 2009; Haycock, 2001; Henderson & Mapp, 2002; Shin, 2004).

Parental Participation Outcomes

The federal government has set as one of the nation's goals the improved academic performance of all students, and tantamount to this goal, parental participation has become a national priority (ESSA, 2015). The premise for this goal is the evidence that when parents are involved in the education of their children, children do better emotionally, academically, and socially (Shaffer, 2009). This premise is foundational to the continued educational research yielding findings of a positive relationship between

parental participation and children’s academic success (Gordon & Seashore Louis, 2009; Harvard Family Research Project, 2001; Henderson & Mapp, 2002; Mapp et al., 2008; Shaffer, 2009).

Parents engage in a wide range of activities to promote student learning. According to Walker et al. (2004), parents’ participation can range from the “establishment of basic structures for homework to more complex activities focused on teaching for understanding and helping students develop effective learning strategies” (p. 1). Studies have examined correlate variables in the home environment, such as the number of parents in the home, the existence of a home library, reading time at home, watching television, doing homework together, absence from school, parent participation, and family resources (Cotton & Wikelund, 1989). Even when the home environment was measured in different ways (e.g., parent monitoring homework, helping students make postsecondary plans, making agreements with school on rewards for achievement and behavioral improvements), Cotton and Wikelund (1989) consistently concluded that parental participation positively impacted student achievement. Programs that involve parents reading with children, supporting homework assignments, or tutoring using materials and instructions provided by the teachers showed particularly impressive results (Mapp et al., 2008).

Although these behavioral aspects of parent participation have been found as significant contributors to academic success, parental participation begins with a more affective impact for children. Parental participation tells the child that the parent values education and feels school is important. This type of communication to the child, directly

(e.g., attending meetings, volunteering at the school) or indirectly (e.g., special place to study, quiet time while studying, secure school supplies), lets the children know that the parent will be responsive to the child's educational needs (Shaffer, 2009) and thus provides a sense of security.

A literature review on parental participation by Walker et al. (2004) concluded that parents accomplished eight tasks when they were involved with their children's homework. Because of their findings, they developed strategies for schools to motivate parents' involvement in children's homework. These strategies were designed to focus on parental participation activities that (a) contributed to student motivation and performance and (b) could be enacted by almost all family members across educational backgrounds, cultures, and socioeconomic circumstances. These strategies are as follows:

1. Routinely interact with the teacher and school.
2. Maintain structure through routines for the performance of the child's homework (e.g., establish specific times, space, and resources for the child to work and reinforce rules and expectations for doing homework, such as no television or phone calls while working).
3. Actively supervise or monitor the child's homework process.
4. Provide continual feedback to let the child know when she or he is responding appropriately (e.g., reward accuracy and completeness, provide emotional support for the child's efforts, check or review homework).
5. Provide help or assistance to the child with the work as needed.

6. Model organization skills and work ethic by helping the child learn how to break the homework tasks into manageable parts and recognize the child's developmental level.
7. Interact with the child to support understanding of the homework (e.g., model appropriate strategies or processes for learning, discuss problem-solving strategies, and be sure the child understands the concepts).
8. Develop and use meta-strategies to help the child learn strategies or processes that are conducive for achievement; help children learn how to regulate behavior; accept responsibility for behavior; and organize, monitor, and focus on their work (Walker et al., 2004).

Another area with positive parental participation outcomes is in the development of community–family connections. Gordon and Seashore Louis (2009) found that family and community connections could influence student behavior, motivation, social competence, intrinsic motivation, positive student relationships with teachers and peers, language, self-help, and meaningful youth and adult connections and relationships. Posey-Maddox and Haley-Lock (2016) showed that social networks within the domain of school, work, and family could provide a web of support for parents and other adults.

According to Wynn, Meyer, and Richards-Schuster (2000), other family–community connections that benefit students beyond relationship building provide students and families with access to physical health services, social services, and basic subsistence services that they might not otherwise be able to secure. Cook, Herman, Phillips, and Settersten (2002) added that family participation might have links to other

positive student outcomes, such as students' mental health. Additionally, connections between schools and communities could provide new opportunities for students to learn in a variety of settings, such as church congregations, community organizations, and after-school programs. These connections could provide new role models and teachers to students and provide opportunities for building skills and leadership qualities that can support success in a variety of settings (Dryfoos, 2000; Honig, Kahne, & McLaughlin, 2001; Sanders & Epstein, 2000; Wynn et al., 2000), including greater access to work-based learning and other career-development opportunities (Hughes, Bailey, & Mechur, 2001).

Parental participation outcomes may be experiences outside of the home and school perimeters. Parents may serve as advocates for their children and their schools (Chrispeels, 1991) as they lobby for services and support mechanisms. In this role parents talk to local and state politicians about the educational needs of children, their communities, and their schools. Parents also can provide this advocacy as they lobby for the education of children at their jobs and throughout various community events.

However, despite consensus on the benefits of participation of parents in their children's education, a disconnect exists between the perceptions of educators and parents regarding what constitutes parent participation and the ranking of importance of these participatory events. Wherry (2005) noted that when parents and teachers ranked in order of importance the things parents could do at home to assist children, teachers and parents had differing views. Parents believed that talking with their children was most

important, whereas teachers believed the most important way that parents could assist children was by reading to them beginning in the elementary years.

Another disconnect exemplar of parental participation is volunteerism. A review of the literature suggests that educators perceive volunteering as a high level of parent participation; however, Christie (2005) viewed volunteering at the lowest end of the spectrum of potential activities for parental participation and viewed high expectations for the children in terms of academics and behavior at the highest level. These disconnects are not isolated exemplars and are not wholly contained to behavioral parental participation activities. Such disconnects are actually quite pervasive among ethnic-minority parents, especially those of low socioeconomic status, and may be readily observed through the typologies that encompass the multidimensional contextualization of parental participation.

Parental Participation: A Multidimensional Typology

Parental or family participation has been observed to be beneficial to students. Hoover-Dempsey and Sandler (1997) corroborated this premise with research in which parents reported being involved in the education of children because of perceptions that (a) they should be involved; (b) participation will have a positive impact in the academic achievement of their children; and (c) participation is wanted, needed, expected, invited, and valued by the school. As a result, decades of extensive investigations have been conducted to provide information about the (a) reasons parents become involved in the education of their children, (b) strategies schools and teachers can use to promote

parental participation, and (c) impact of parental participation on academic achievement (Walker et al., 2004).

Studies, some from the onset of ESEA (1965), have shown benefits when parents become involved in school activities. Benefits include (a) improved academic achievement (Dessoff, 2009), (b) increased language achievement (Bermudez & Padron, 1990), (c) improved overall school behavior (Boethel, 2003; Richardson & Fallona, 2001), (d) sustained achievement gains (Coleman et al., 2006), (e) improved parent–child relationships (Agronick et al., 2009), (f) improved attitudes and interest in academics among adolescents (Hill & Taylor, 2004), (g) gains in parental self-confidence and expertise (Lindsey et al., 2003), (h) improved home–school relations (Bermudez & Padron, 1990; Lindsey et al., 2003), and (i) children's increased cognitive growth (Shaffer, 2009; Spillane et al., 2002). Baker and Soden (2000) reviewed parental participation literature and found that by the early 1990s the cumulative knowledge about the importance of parental participation included the findings that parents should (a) provide a stimulating material and literacy environment, (b) hold high expectations and moderate levels of support and supervision, (c) appropriately monitor the completion of homework and watching of television, (d) emphasize effort instead of ability, (e) engage in joint learning activities in the home, and (f) promote autonomous parenting practices. Yet, despite all the conclusive literature indicating the need for and value of parental participation, much research has specifically addressed the lack of such participation.

The research has indicated parents have reported the following reasons for not being involved in their children's schools: job requirements do not allow them the time,

or they do not have the energy; shyness or embarrassment about their educational levels; the perception that schools do not welcome their interest; overall lack of understanding or information about the school (Guo, 2006; Subramanian, 2011); and inability to help their children with school work (Walker et al., 2004). Boethel (2009) found that the obstacles to family participation fell into six major categories: (a) contextual factors; (b) language barriers; (c) cultural beliefs regarding appropriate roles for parents, teachers, and students; (d) families' lack of understanding of U.S. schools; (e) families' lack of knowledge about how to help their children with homework; and (f) issues of exclusion and discrimination.

The National Center for Family and Community Connections with Schools (Wood, Shankland, Jordan, & Pollard, 2014) in turn developed a typology for parental participation that organized information on parental participation practices into eight categories. For example, a special event could be considered an opportunity for both general information exchange and parent education. The eight categories represent four strategies: (a) improving effective information (Categories 1 and 2), (b) school efforts to involve parents in school events and volunteer activities (Categories 3 and 4), (c) education and development for parents and school staff (Categories 5 and 6), and (d) collaboration through community or project centers (Categories 7 and 8).

Category 1 is general information exchange (Wood et al., 2014). Schools have multiple structures for getting information out to parent such as newsletters, websites, automatic phone systems, cable or public access television, and press releases.

Category 2 is information exchange on individual student performance. This group of practices refers to the regular communication between home and school about a child's performance and progress.

Category 3 is special events. Parents are invited to celebrations of academic achievement; parents' nights that provide information on academic programs; arts, sports, and extracurricular events; and family and cultural celebrations. In its guidance to schools, ESSA (2015) emphasized the importance of scheduling meetings at times that are convenient for parents and, if necessary, using Title I money to provide transportation and childcare to enable parents to attend meetings and training sessions.

Category 4 is volunteer opportunities. Parents volunteer in numerous ways: assisting in their child's classroom and other activities, fundraising, tutoring at-risk students, being involved in other school improvement efforts, participating in parent-teacher organization activities, and serving on school councils and boards.

Category 5 is parent education. ESSA (2015) included provisions for education and training efforts. Parent education provides families with the information and skills necessary to support successful home partnerships, become leaders within the school community, support academic achievement at home, and foster healthy adolescent development. Parent education practices include parenting skills development and leadership and advocacy training.

Category 6 is professional development for faculty and staff. Professional development takes on a variety of forms, including in-service training for staff on how to work effectively with parents and events sponsored by schools and communities that

raise awareness of the strengths and challenges parents bring to the home–school collaboration.

Category 7 is parent centers. Parent centers, found in schools and the broader community, aim to provide families with resources for promoting student academic achievement and family participation in school organizations. ESSA (2015) referred to practices that promote collaborations between home and school and with the community through the creation of school and district parent centers with dedicated staff, including parent coordinators, liaisons, and advocates.

Category 8 is dedicated staff to promote home–school coordination and outreach to traditionally hard-to-reach parents. These staff members forge personal relationships with parents who may be unfamiliar or uncomfortable with the school system.

Agronick et al. (2009) built upon these premises but called for fuller parental engagement with the inclusion of specific engagement activities in school improvement plans. These activities, combined with timely and clear communication between parents and schools on student progress and education opportunities, could serve to increase student performance in districts serving students at high risk of academic failure (Agronick et al., 2009). However, the researchers also recognized the factors impacting the behavioral and attitudinal parent participation components specific to ethnic-minority and specifically Hispanic parents. In keeping with these findings, the implication for school administrators is that a comprehensive parental engagement plan should reflect national best practices. Professional learning opportunities must be provided to school administrators to develop the required skill sets for effective program implementation.

Only then can plans to target parental involvement be developed effectively meeting federal mandates.

Factors That Impact Hispanic Parental Participation

Numerous studies have investigated and reviewed strategies expected to improve academic achievement and classroom behavior (Altschul, 2011; Barajas & Ronnkvist, 2007; Epstein, 2001b; Goza & Ryabov, 2009; Jeynes, 2007; Nuñez & Kim, 2012; Richardson & Fallona, 2001). Additional studies have reified the importance of parental participation in schools for students' academic success. Yet, the issue of lagging parent participation is pervasive across urban schools, with clear evidence that, historically, ethnic-minority and low-income parents appear to be less involved in the education of children (Hoover-Dempsey & Sandler, 1997; Kohl, Lengua, & McMahon, 2002). Additionally, Marschall (2006) analyzed information from 160 schools serving high enrollments of Hispanic students and found only 5–6% of parents became engaged in school governance and advocacy. Unfortunately, school staff traditionally interpret this low participation in school activities as a sign of Hispanic parents' indifference to their children's education (Lopez, Scribner, & Mahitivanichcha 2001; Tinkler, 2002), exacerbating the barrier to parent–school collaboration.

Boethel (2003) determined consistent findings suggesting that most ethnic-minority and low-income families have high aspirations for children's academic success, maintain high aspirations as children progress through school, and express strong and persistent concerns about children's educational experiences in school. Chavkin and Williams (1993) studied the attitudes and practices of ethnic-minority parents regarding

participation in their children's education and found that parents were concerned about their children's education and wanted to take an active role. Along these lines, Esteban-Guitart and Moll (2014) found that the funds of knowledge approach, as argued by Gonzalez, Moll, and Amanti (2005), operates on the premise that people are competent individuals who have life experiences and have accumulated knowledge or forms of capital (Rios-Aguilar, Kiyama, Gravitt, & Moll, 2011) that allow them, as families and communities, to serve as valuable educational resources.

There is significant evidence that Hispanic parents and school administrators have very different perceptions of the role of parents within schools, supporting the notion of no simple common understanding among parents, teachers, and administrators as to what parent engagement is or looks like in schools (Perez-Carreon et al., 2005). An example of this is the Hispanic cultural premise that automatically holds schools and teachers as highly respected entities, resulting in the view that participation in schools is more of an intrusion on the teacher's role than of assistance or partnership (Trumbull, Rothstein-Fisch, Greenfield, & Quiroz, 2001). In another example of the varied perspectives on parent engagement, when quantifying parent engagement, school staff were found to have an alternate view of participation. Teachers and administrators tended to focus on parent participation as behavioral activities that would bring parents into schools, such as parent-teacher conferences, open houses, and academic exhibitions. The research findings reified the disconnect between educator and parent interpretations of parental participation in school activities (Lopez et al., 2001; Tinkler, 2002).

The literature has provided considerable evidence that poor and ethnic-minority students are subject to a differing set of expectations at school (Gamoran, 1992). Haycock (2001) confirmed this premise, finding schools create a self-fulfilling prophecy for marginalized students' academic success. Haycock suggested that because these students were not expected to learn as much as their White counterparts, they did not. Early research by Walberg (1984) on parental participation in home learning was already addressing how the home and school should relate for parental participation. Whereas some researchers emphasized changing what goes on in the low-income, ethnic-minority home to create learning situations that were more consistent with school learning, Walberg suggested the focus should be on what could be done to increase teachers' understanding of the natural learning that goes on in any low-income home or even to help these families empower each other. Along those lines, Wilson-Cooper (2009) in her research on nontraditional ways of parent participation, expanded on the various researchers' component of cultural obstacles to ethnic-minority participation. Wilson-Cooper included the principal as the school figure who can serve as the transformative leader to bridge the school and home by including cultural dynamics that address inequity, cross sociocultural boundaries, and foster inclusion in schools.

Boethel (2003) utilized Epstein's parental participation typology of overlapping spheres of influence to provide a conceptual framework highly relevant to the different perceptions of involvement. Epstein's typology implemented the three Boolean circles representing family, school, and community, as shown in Figure 1 (adapted from Epstein, 1995). Various forces, including time, experience, philosophy, and practices of the

family, the school, and the community determined the degree of overlap among the circles. Boethel determined that when the school's community (and its cultural characteristics, values, and behaviors) and the family's community were completely, or almost completely, overlapping, schools claimed high levels of parental involvement. Conversely, as became evident with ethnic-minority and low-income students, these spheres of influence were more likely to be divergent when school staff complained of low parental participation.

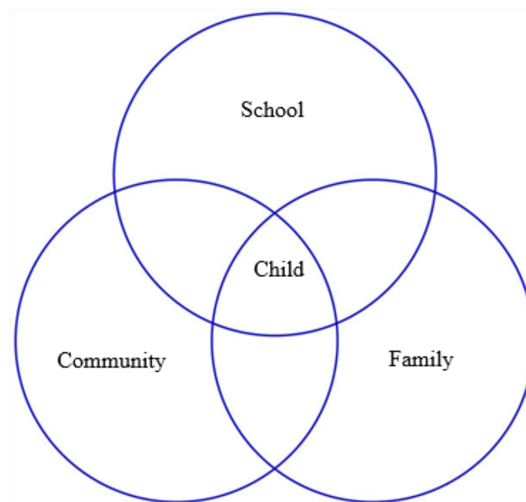

Figure 1. Overlapping spheres of influence on the child: school, community, and family. Based on "School, family, community partnerships: Caring for the children we share," by J. L. Epstein, 1995, *Phi Delta Kappan, 76,* 701-712.

The general assumption contained in Epstein's (2001a, 2001b) model is that the more overlap among the spheres of influence, the greater the likelihood that the student will achieve academic success. However, there are varied perspectives on (a) where changes are needed, or which spheres of influence need to move as well as how they should move, and (2) how congruence, or overlap, should be defined. According to

Epstein (2001b), the concept of congruence could mean sameness in values, lifestyle, behavior or could mean mutual acceptance, understanding, and respect for differences.

The goal of most school-developed parenting programs is to help parents prepare children at home to be better at school, and thus programs tend to be designed from the school's agenda and needs. Missing, then, is the awareness that all socioeconomic classes and ethnic groups have sociocultural capital that families can access to educate children (T. G. Jones & Velez, 1997). Research studies carried out by Boethel (2003) identified barriers to ethnic-minority and low-income families' participation in their children's schooling—barriers that schools often can help to overcome. These barriers include contextual factors (particularly time constraints, child care needs, and transportation problems), language differences, cultural beliefs about the role of families in their children's schooling, families' lack of knowledge and lack of understanding of U.S. educational processes, and issues of exclusion and discrimination (Boethel, 2003).

Goldberg, Strauss, and Gray (1999) noted that before parents could be involved, they must feel comfortable with the staff and school. Often what is interpreted as a lack of interest or caring is, instead, a cultural predisposition to interpret help at home with interference and disrespect for the teacher (Trumbull et al., 2001).

Ishimaru (2013) emphasized the importance of schools and teachers to develop attitudes and policies that are reflective of, and sensitive to, the communities they serve. More parents can become involved in ways that are recognized by the school as being engaged in the schooling process. Nelson-Barber (1999) found that even effective,

seasoned, veteran teachers needed to be aware that the techniques that work well with White students might not work well with students of color.

As mentioned previously, Agronick et al. (2009) recommended more meaningful parental engagement components in school improvement plans designed to increase student performance in schools that serve students at high risk of academic failure. Because of such best practice recommendations, urban high school administrators need to address the barriers Hispanic parents face in schools. However, this includes how principals make sense of Hispanic parents and how these understandings influence campus parental engagement activities.

High School Parent Participation

The concept of parent participation for school administrators becomes even more egregious as the focus of participation is narrowed to that of Hispanic parents of high school students. Whereas the benefits of parent participation for academic achievement and other positive student outcomes are well researched across kindergarten through Grade 12, there is limited information on how states, districts, and schools select and implement parent participation strategies at the secondary level or how implementers monitor and evaluate efforts (Agronick et al., 2009).

Studies investigating the time when parents become involved in the education of the children have suggested that more powerful effects result when parents become involved earlier rather than later in the educational process with their children (Kohl et al., 2002). As mentioned previously, strategies to involve parents in high school homework assignments and school activities are often difficult to implement and sustain

(Sanders & Epstein, 2000). However, despite the lagging parent-engagement rates at the high school level, the focus seems to remain on the early and middle adolescence years as an important factor for student success (Simon, 2004; Simons-Morton & Crump, 2003). As a result, substantial federal, state, and local resources are being devoted to actively engage parents in the middle years.

Very little overall research exists on parental participation at the high school level and even less that addresses its effect. Through a meta-analysis undertaken to determine the influence of parent participation on the education outcomes of urban secondary school children, Jeynes (2003, 2007) found significant positive influence of parent participation on overall measure of academic achievement, grades, and standardized tests. This finding held true for not only multiple types of parent participation for the general population but also parents of ethnic-minority students. In a quantitative meta-analysis of 25 studies, Fan (2001) found a small to moderate relationship between parent participation and student academic achievement.

Parental Participation: The Research Conundrum

Educational leadership is key to addressing the persistent inequities in low-income urban schools, but most principals struggle to work with parents and community organizations to create socially just learning environments inclusive of all stakeholders (Ishimaru, 2013). In addition, despite vast research on the importance of parental participation, researchers continue to disagree about what constitutes effective parental participation (Baker & Soden, 2000). Exemplars of models that work include Khalifa's (2012) study on principals as community advocates for gaining trust among parents and

Cooper and Christie's (2005) heightened focus on social justice for increasing parental engagement in high schools. However, Baker and Soden's (2000) literature review indicated studies have indeed looked at the goals and outcomes of different policies and programs that promote parental participation since the turn of the 20th century, yet the evidence from the research continues to be isolated and mostly inconclusive. Many practices have been described in published articles or on websites intended for practitioners; however, these issues in the research are not new, as evidenced by Vandergrift and Greene (1992) encouraging research processes that would reliably measure the concept of parent participation in multiple ways.

Evidence from the evaluation of parental participation practices and programs is also minimal. Beyond fulfilling compliance requirements for monitoring and reporting on parent programs, evidence on what works is limited, and the evaluations that do exist are frequently constrained by weak designs (Desforges, 2003; Jeynes, 2007; Mattingly et al., 2002). This reflects, in part, the lack of resources devoted to the evaluation of practices or programs beyond elementary school and the cost of field trials (Agronick et al., 2009). Inclusively, although some studies have begun to shift the focus from how policies affect schools or educators to how educators affect policy (Coburn, 2001, 2005), most of the work has remained focused on parental engagement outcomes and not on the educators' influence over them.

Although several evaluation studies have described how a combination of practices can be used to promote parent participation, the data to support the effectiveness of any single practice are very limited (Mapp et al., 2008; Sanders & Simon, 2002),

especially at the high school level. For example, in a study of school, family, and community partnerships, Mapp et al. (2008) found significant success in eight family centers developing community zones for transformational spaces. Additionally, Posey-Maddox and Haley-Lock (2016) conducted a study highlighting a school in which administrators were able to make sense of parent engagement in the context of work, family, and school, resulting in increased student academic achievement. Moreover, concerns have been expressed regarding the methodology of some investigations, including inconsistent definitions of parent participation, lack of isolation of parental participation effects, the use of nonexperimental designs, nonobjective measures of parent participation, and inaccuracy of program evaluations (Baker & Soden, 2000).

Baker and Soden (2000) stated that, to improve research in parental participation, research should expand to include the following measures:

1. Examine the location of parents' participation by identifying the specific and overlapping benefits of participation in the home and in the school.
2. Determine an amount or frequency of parental participation in order to determine the amount of parental participation necessary to cause a positive influence on children as the minimum and maximum amounts have yet to be addressed.
3. Measure the comprehensiveness of parental participation in order to determine the validity of the belief that the more comprehensive the participation of the parents, the greater the benefits to the students' education.

4. Measure the complexity of parental participation patterns by determining the relationship between parental participation and its outcomes (e.g., different types of parental participation activities, importance of different aspects of parental participation during different developmental stages of the children, how different types of parental participation activities interact and influence each other).
5. Identify the indirect beneficiaries of parental participation in order to explore the benefits of parental participation in the education of their children on the parents, teachers, families, schools, and communities.
6. Determine the differential effects of gender on parental participation in order to generate studies designed to determine which types of parental participation activities are more likely to have a positive impact for male and female family members (Baker & Soden, 2000).

While increasing the rigor of parental engagement research in educational settings, researchers must be more sensitive to the needs of parents and staff who may consider implementation of some of the more rigorous evaluation procedures intrusive and judgmental (Henderson & Mapp, 2002). This sensitivity includes probing into principals' understanding of effective parent participation components and standards, the impact of the shared interactions with parents and community in the parent-engagement activities, the interpretations of local and federal parent participation policies in schools, as well as how principals outreach to Hispanic parents.

Theoretical Framework

Evans (2007) wrote that school leaders' sensemaking reveals the words, actions, behaviors, and messages principals send and interpret to understand the environment and others. Rigby (2015) described principals as actors within organizations who confront multiple and sometimes conflicting ideas that are carried throughout the environment based on the principals' perspectives. Principals in predominantly Hispanic urban high schools attempting to meet performance measures for parent engagement may be viewed as actors within a conflicted environment of having to meet policy requirements for parent engagement yet yielding minimal results. Finding ways to alleviate the conflicts they face with parent engagement is thus important. This study investigated whether parent-engagement activities developed by principals of predominantly Hispanic-serving urban high schools are aligned with a national standards framework. Additionally, the study used sensemaking theory (Weick, 1995) to determine how principals' understanding of Hispanic parents affected the development of parent-engagement activities.

Sensemaking theory consists of a set of philosophical assumptions, substantive propositions, methodological framings, and methods comprising an approach to thinking about and implementing communication research and practice and the design of communication-based systems and activities (Weick, 1995). According to Weick (1995), sensemaking provides the justification or rationale for past words, actions, and decisions, often in ways that are socially supported. Justification occurs through retrospection and choice as one chooses what to say and do (or conversely, chooses what not to say or do)

to emphasize certain things and omit others with the goal of focusing sensemaking. Evans (2007) maintained the importance of reflecting upon not only those things principals pay attention to, but also those they ignore or value in their role as well. Evans explained that sensemaking is generally understood “to be the cognitive act of taking in information, framing it, and using it to determine actions and behaviors in a way that manages meaning for individuals” (p.161).

However, sensemaking has differing definitions depending on the emphasis placed on aspects of the process, content, or direction of sensemaking. Four major theorists have focused on different units of sensemaking analysis in their studies (P. H. Jones, 2015). According to P. H. Jones (2015), Weick’s focus was on collective organizational activity wherein the location of sensemaking is viewed as representation of collective meaning, whereas Dervin presented an approach on the individual’s situation and the internalized subjective experience of it. P. H. Jones (2015) noted Klein’s focus was on the individual mental model applied to an external context or activity, and Russell’s information theoretic view established sensemaking as a collective location largely in the service of interpreting external data. For this study, I focused on Weick’s (1995) definition of sensemaking as he utilized a synthesis of sensemaking of “the ways people generate what they interpret” (p. 13). This synthesis of sensemaking must be acknowledged for principals to achieve high levels of parent engagement on campuses.

Weick (1995) described synthesis of sensemaking as being a compilation of several tenets. Tenet 1 is that sensemaking is a socially constructed, negotiated, and contested perspective developed through a shared process that results from the

interrelation of meanings and actions between one and others. Tenet 2 is that sensemaking develops from the cues received from varied and often-overlapping contexts that are interpreted based on the values, beliefs, and assumptions of the issue coupled with personal beliefs, expectations, and interpretations of the actor. Tenet 3 is that sensemaking is situated for the individual within a broader institutional contextual framework comprised of socially acceptable actions and behaviors. In this case, because principals mold, influence, and impact parent-engagement issues and events in schools, they must first interpret the meanings of the issues and events for themselves (Evans, 2007). This sensemaking consists of seven aspects according to Weick.

1. Sensemaking is grounded in identity construction; in other words, sense is in the eye of the beholder.
2. Sensemaking is retrospective and reflective.
3. Sensemaking is comprised of enactive and sensible environments; action is crucial as action impacts environments. The individual and the environment interact to produce meaning.
4. Sensemaking is a social process, and thus what a person does depends on others.
5. Sensemaking is ongoing.
6. Sensemaking is focused on extracted cues filtered based on the individual’s interests and perceptions.

7. Sensemaking is driven by plausibility rather than accuracy, because people are cognitively lazy and stop searching when they feel they have found an answer to their question (Weick, 1995).

Summary

Research has provided convincing evidence that parents are an important influence in helping children achieve high academic standards regardless of race or socioeconomic status. Federal and state accountability has positioned school leaders and teachers at the center of educational reform and presented them with many challenges, including that of meeting parent-engagement policy requirements (Gawlik, 2015). Both statements are substantiated as the research has indicated that when schools and parents collaborate, students benefit from parental engagement by showing higher grades, test scores, and graduation rates; better school attendance; increased motivation and better self-esteem; lower rates of suspension; decreased use of drugs and alcohol; fewer instances of violent behavior; and greater enrollment in postsecondary education (NPTA, 2005). Parents benefit from being involved in the schools through improved communications and relations with children and their teachers, increased self-esteem; increased education levels, stronger decision-making skills, and improved attitudes toward school and school personnel. Moreover, through parental engagement practices, teachers experience greater morale (and self-esteem); increased teaching effectiveness; increased job satisfaction; improved communication and relations with students, parents, families, and communities; and increased community support of schools (NPTA, 2005).

Future parental engagement studies must seek to overcome the methodological limitations identified previously in this chapter to maintain the validity, reliability, and generalizability of research results. While intensifying the parental engagement research in educational settings, especially those in urban areas, researchers must acknowledge and implement the use of more culturally proficient tools and processes designed to be sensitive to the needs of parents and staff. According to Henderson and Mapp (2002), parents and staff may consider implementation of some of the more rigorous evaluation procedures as intrusive and judgmental. Sensemaking from the lens of the principal is thus important to investigate. Ultimately, researchers must continue to identify effective ways to assist principals in developing avenues to increase Hispanic parent engagement in schools.

Chapter 3: Research Method

As major legislation continues to demand parental participation in schools as part of the national priority aimed at improving student academic achievement (ESSA, 2015; NCLB, 2002), school district leaders continuously seek ways to reinvent parental engagement policies and develop innovative approaches to meet federal and state accountability mandates (NPTA, 2010). Unfortunately, for school districts with high populations of racially, ethnically, and linguistically diverse students, the challenge remains even greater. Research has found that the parents of these students, for numerous reasons, often are unable to participate in their children's schools in traditional formats (Shin, 2004), just as school administrators struggle to increase engagement by continuously developing strategies that are either mismatched or unknown to their intended target group (Posey-Maddox & Haley-Lock, 2016).

The purpose of this exploratory case study was to examine the parent-engagement activities of Hispanic-serving urban high school principals through the lens of a national parent-engagement framework, while also describing principals' understanding of Hispanic parents. This investigation used the NPTA Standards for Family–School Partnerships as a parent-engagement framework. The data were collected and analyzed to address the following two research questions:

1. How do principals of predominantly Hispanic-serving urban high schools describe their parent-engagement activities in regards to the NPTA Standards for Family–School Partnerships parent-engagement framework?

2. How do principals of predominantly Hispanic-serving urban high schools describe their understandings of Hispanic parents when developing parental involvement programs?

Research Design

The researcher used an in-depth interview qualitative approach to determine urban Hispanic-serving high school administrators' personal awareness of their parent-engagement practices' alignment to a national parent participation framework as well as to make sense of how their understanding of Hispanic parents impacts their parent-engagement activities. Qualitative research is concerned with understanding the behavior from the participant's own sensemaking or schemas, which are "specific knowledge structures that link together related concepts used to make sense of the world and to make predictions" (Honig, 2006, p. 49). Sensemaking theorists further have suggested that when narrowed to education, school, and classroom culture, structures and routines result partially from what Porach, Thomas and Baden-Fuller (as cited in Coburn, 2001) called micro-momentary actions by teachers and other actors in the school. This study identified the principal as the lead actor in the development and deployment of these actions. The works of Weick (1995), Coburn (2001), and Cohen (2001) further described these micro-momentary actions as based on how people notice or select information from the environment, make meaning of the information, and then act on those interpretations over time, resulting in the development of organizational culture, social structures, and routines.

Specifically, for this study, the sensemaking extrapolated from the interviews was viewed as social world knowledge (Honig, 2006) and the representative association of expectations about people and social situations (Trope, 1986). These kinds of data are best gathered through in-depth interaction with subjects in a natural setting, or areas where they normally spend their time (Bogdan & Biklen, 2007), as the intent of this qualitative research was to gain understanding of a delimited group or social situation (Taylor & Bogdan, 1998). Ultimately, qualitative research allows the researcher to uncover perspectives of a particular population and is especially effective in obtaining culturally specific information regarding a population's values, opinions, behaviors, and social contexts (Bogdan & Biklen, 2007).

To obtain a varied sampling within one predominantly Hispanic urban school district, the researcher interviewed all seven of the principals of comprehensive high schools within the district. The principals were interviewed in a one-on-one, in-depth interview session that targeted their current parent-engagement activities in regards to a framework of national parent-engagement standards as well as how their understanding of Hispanic parents was considered when developing parental engagement activities (Appendix).

Participant and Site Selection

The school district was selected for this study using purposive sampling based on the target group of the study: Hispanic-serving school districts and high schools. Purposive sampling is one of the most common sampling strategies used in qualitative research; group participants are selected based on predetermined criteria relevant to the

research questions of the study (Trochim, 2006). The school district selected is an urban school district serving 53,701 students in 2016-2017. Of the total enrollment, 91% are Hispanic, 6.3% are African American or Black, 1.7% are European American or White, 0.2% are Asian, and 0.1% are Native American. As a district, 92% of students are considered economically disadvantaged and 19% are considered of limited English proficiency. The district has 52 elementary schools, 14 middle schools, 13 high schools, and five academies.

The comprehensive high schools were selected for participation in this study through the purposive sampling of high schools that were public comprehensive schools, not specialized or magnet program high schools, and had a Hispanic student enrollment of over 50% for the 2016-2017 school year. Because the superintendent of schools permitted the study of all comprehensive high schools, all comprehensive high school campus principals were automatically selected to participate in the study ($N = 7$). Although each of the high schools had different numbers of administrative team members assigned to the campus based on district staffing formulas and size of school population, for this study, each high school was represented by the school principal as the one lead administrator interviewed. The total number of principal participants was manageable and thus including all seven of them was reasonable.

Instrumentation

Trochim (2006) asserted that the power of qualitative research lies in its ability to provide complex textual descriptions of how people experience a given research issue by revealing information about the human side, such as contradictory behaviors, beliefs,

opinions, emotions, and relationships of individuals. Trochim added that qualitative methods are effective in identifying intangible factors, such as social norms, socioeconomic status, gender roles, ethnicity, and religion, whose role in the research issue may not be clear.

Hence, qualitative research involves the blending of data sets ranging from the tangible to the intangible. To make sense of this data, a good social researcher must be able to work well with a wide variety of people, understand the specific methods used to conduct research, understand the subject being researched, and be able to secure information when it is not readily being offered (Taylor & Bogdan, 1998). A common qualitative research protocol with the potential to fully reveal these data pieces is the in-depth interview.

For this qualitative study and to secure a rich cross-section of principals' information on parental engagement activities as well as how they understand Hispanic parents, the researcher used an in-depth interview process. The protocol is presented in the Appendix. In-depth interviews help collect data on individuals' personal histories, perspectives, and experiences, particularly when sensitive topics are being explored (Bogdan & Biklen, 2007). The main advantage of in-depth interviews is the flexibility the researcher has during the interview session that allows for greater spontaneity and adaptation of the interaction between the researcher and the study participant (Bogdan & Biklen, 2007). This spontaneity is enhanced using open-ended interview questions that allow the researcher to expand the discussion during the interview.

Kvale (1996) wrote that because of the lack of standard techniques or rules for qualitative research interviews, advance preparation and researcher competence are important. To ensure and strengthen the validity of the data resulting from the research participant interviews, he proposed making standard choices of methods at the different stages of an interview investigation. Kvale outlined the seven stages of an interview investigation as follows:

1. Thematizing: Formulate the purpose of the investigation and describe the concept of the topic to be investigated before the interviews start.
2. Designing: Plan the design of the study, taking into consideration all seven stages, before the interview starts.
3. Interviewing: Conduct the interviews based on an interview guide and with a reflective approach to the knowledge sought.
4. Transcribing: Prepare the interview material for analysis, which commonly includes a transcription from oral speech to written text.
5. Analyzing: Decide, on the basis of the purpose and topic of the investigation, and on the nature of the interview material, which methods of analysis are appropriate.
6. Verifying: Ascertain the generalizability, reliability, and validity of the interview findings. Reliability refers to how consistent the participant responses and ensuing axial coding themes are, and validity means whether an interview study investigates what is intended to be investigated.

> 7. Reporting: Communicate the findings of the study and the methods applied in a form that lives up to scientific criteria, takes the ethical aspects of the investigation into consideration, and that results in a readable product. (p. 88)

For this study, the researcher adhered to all Kvale's (1996) seven stages of an interview investigation. All the interview questions used in the interview instrument were directly linked to the research questions in this study. Furthermore, all interview data gathered were scanned for each school leader's preconceived understandings, beliefs, and inferred messages for determining sensemaking key themes and relationships, using what Crowson (1993) referred to as analytic induction. All seven administrator interviews were conducted by the researcher either in the privacy of their offices or in a private room. The interview sessions ranged 45–90 minutes, and no interview was interrupted during the session.

The Researcher's Role

In qualitative research, the role of the researcher as the primary collector of data requires that all preconceived notions, biases, schemas, cultural and personal values, and ethnocentricities be acknowledged and declared at the onset of the study (Taylor & Bogdan, 1998). As in all instances of research, the perceptions of the researcher on parental involvement, leadership in schools, reform, and related issues have been shaped by the researcher's personal experiences and schemas (Honig, 2006). During this study, the researcher was serving as a principal of a middle school in an urban core school district.

Moreover, aside from his professional school leadership role, the researcher brought a further personal bias in that he is of Hispanic descent. Every precaution was undertaken to preserve the data free of influence from the professional and personal experiences of the researcher, which could have influenced the lens and perspective of the research. As an additional precautionary measure, all participants were assured confidentiality in the qualitative data collection of the study.

Procedure

In the initial phase of the study, the researcher followed the school district's administrative procedure and process for securing authorization to conduct a qualitative study through the school district's Offices of External Research and Evaluation. The researcher made himself available to the district officer for discussion regarding the study and invited the district officer to provide clearance for all seven comprehensive high schools within the school district for participation in the study. Upon receiving district and superintendent approval, appropriate approval was obtained from the University of Texas at Austin Institutional Review Board.

In Phase 2, the researcher met with the assistant superintendent of high schools, informed him of the study, and provided him with the approval letters from the school district and the University of Texas at Austin Institutional Review Board to conduct the study. The researcher then made individual appointments with each of the school principals for a preinterview meeting. The purpose of the preinterview meeting was to cover the following points:

- thank them in advance for their cooperation in the study;

- explain the study and describe the process;
- provide a copy of the NPTA National Standards for Family–School Partnerships parent-engagement framework, review it, and explain the correlate the researcher sought between the current campus parent-engagement activities and the standards;
- provide principals with assurances of the least possible disruption to the everyday operations of the campus.

During the meetings, a timeline was established with specific dates sensitive to the amount of time each principal felt was needed to become familiar with the standards and goals within the various domains of the NPTA National Standards for Family–School Partnerships parent-engagement framework and conduct a full inventory of their campus parent-engagement activities. Each campus principal signed a Consent for Participation form prior to the interview. During the preinterview meeting, campus principals were assured that all interviews would be conducted with complete sensitivity of their busy schedules and time frames and that the information gathered was in no way a fact-finding attempt leading to any form of adverse action against the school or their person.

In Phase 3, the researcher sent follow-up e-mails to each administrator with a request for an interview time. All administrator interviews were conducted on an individual basis in the privacy of the principal's office or a secured room of the participant's choice. All interviews were audio-recorded and transcribed. All principals were offered a copy of their interview transcript and a summary of the study findings.

Data Analysis

The specific purpose of this exploratory case study was to examine the parent-engagement activities of Hispanic-serving urban high school principals through the lens of a national parent-engagement framework as well as describe their understanding of Hispanic parents. Kvale (1996) divided modes of interview process into three parts:

> Structuring the large and complex interview material for analysis, clarification by distinguishing the essential from unnecessary materials, and ultimately, the analysis proper, which involves developing the meanings of the interviews, contextualizing the subjects' own understanding as well as providing new perspectives on the phenomenon. (p. 190)

Analytic induction drove the data analysis of all the interview transcripts. NVivo, a qualitative, digital coding, data analysis software, was used to develop the initial open coding categories of information. This coding process established the multiple themes, relationships, and constants within the responses of the administrative participants. Through this digital coding process, the researcher was able to quickly locate excerpts from all the participants' interviews and cross-reference concepts and themes (Rubin & Rubin, 2005). Using the NVivo software, open coding was used at the beginning stage of data analysis to locate common themes within and across interview responses. As the keywords merged into themes, axial codes were developed by relating and categorizing similar and repeated open-coded themes (Berg, 2007). This process aided in determining any corresponding patterns regarding administrative team members and their schemas on parental participation. To ensure validity and authenticity, the data were analyzed for consistent patterns or themes.

Strategies to check the accuracy of the findings included using rich, thick description to convey meaning; member checking; and triangulation (Trochim, 2006). Rubin and Rubin (2005) explained that to complete any analysis, the concepts and themes must be interwoven to indicate a response to the research question and construct subsequent implications. Evans (2007) wrote, "Sense making is generally understood to be the cognitive act of taking in information, framing it, and using it to determine actions and behaviors in a way that manages meaning for individuals" (p. 161).

Ethical Considerations

Upon approval from the members of the Dissertation Committee, the application to the Institutional Review Board of the University of Texas at Austin was submitted. As mentioned, approval for research implementation was obtained from the selected school district. All participating principals were fully debriefed on all aspects of the study during a preinterview meeting. The privacy, confidentiality, and safety of the research participants, as well as data storage, were always of major priority throughout the study. All privacy and security precautions were thoroughly explained to each participant and reviewed upon request. Assurances were provided as needed to all participants regarding their privacy and security, as they could have been reluctant to be forthright during their interviews if they for any reason felt their responses would be judged or criticized by the public or used to identify them personally. To assist in this privacy, all participants were assigned a numerical code so that no personal identification information was ever recorded. The participant numbers were used to label their interview transcripts. Additionally, all data were stored, managed, and analyzed by a computer software

program (NVivo) and stored on a computer that belongs to the researcher and to which no one else has access. All participants were asked to sign a Consent for Participation form prior to their interview session. All signed Consent for Participation forms were stored in a secure filing cabinet located in the researcher's home. If, for any reason and at any time any participant elected to withdraw from the investigation, the data collected from that participant would be destroyed and dropped from the analysis.

In these times of high-stakes accountability inclusive of state and federally mandated parent participation components, all efforts must be explored to identify effective strategies for urban high school principals in developing successful parent programming within schools. School administrators' awareness of effective parent-engagement standards as well as self-awareness of how their understanding of Hispanic parents has impacted their parent-engagement activities may provide administrators the knowledge to increase parent engagement and develop more culturally proficient parental participation initiatives. A more empathic approach on the part of school administrators toward the parents of Hispanic students could yield greater parent engagement in parent–school partnerships, in turn improving academic achievement. This study also contributes to the literature related to sensemaking and the importance of parental engagement from the perspective of principals serving in predominantly Hispanic-serving urban high schools.

There were minimal risks involved in this study, as no participant was exposed to physical activity, and precautionary interventions safeguarding the privacy and security of each participant were developed and implemented. Nevertheless, because participants

could have experienced some psychological discomfort because of sharing personal information about their current administrative efforts on parental participation programming or of how they accommodate Hispanic parents, additional safeguards were implemented prior to the interviews. The additional safeguards taken in this study were as follows: (a) All participants were provided the telephone number of the researcher with instructions to call any time they felt uncomfortable or wanted to talk about the study; (b) all interviews were conducted in private places the participants considered as a safe space, such as their personal office or room of their choice; and (c) all participants were assigned numerical codes so that all information collected could be held in confidence.

Summary

Chapter 3 provided a description of the research design, data collection and analysis methods, as well as the ethical protection of the principal-participants included in this study. Chapter 4 presents the data analysis and findings in this qualitative study. In Chapter 5, the researcher discussed the conclusions drawn from the study findings and makes recommendations for future research and practice.

Chapter 4: Findings

This chapter contains the analysis of the findings based on the data collected from the oral interviews of the seven high school principals in one south-central U.S. school district. The research procedure is also presented. A brief description of each school setting and each participant's profile is also included.

The purpose of this exploratory case study was to examine the parent-engagement activities of Hispanic-serving urban high school principals through the lens of a parent-engagement framework as well as describe their understanding of Hispanic parents related to development of parental engagement activities. The measure used was the NPTA (2008a) Standards for Family–School Partnerships parent-engagement framework. More specifically, the NPTA (2008b) assessment manual related to the standards was used. The following research questions guided the research process and determined the methods used in the study:

1. How do principals of predominantly Hispanic-serving urban high schools describe their parent-engagement activities in regards to the NPTA National Standards for Family–School Partnerships parent-engagement framework?
2. How do principals of predominantly Hispanic-serving urban high schools describe their understandings of Hispanic parents when developing parental involvement programs?

This chapter begins with a brief overview of the school district in which the study took place as well as the background of the seven urban administrators who participated

in the study. The final section presents a conclusion based on key insights the collected data yielded.

The School District

The school district selected is an urban school district serving 53,701 students in 2016-2017. It is located in the south central core of one of the largest metropolitan areas in the United States. Of the total enrollment, 91% are Hispanic, 6.3% are African American or Black, 1.7% are European American or White, 0.2% are Asian, and 0.1% are Native American. As a district, 92% of students are classified economically disadvantaged and 19% are classified as limited English proficiency. The district has 52 elementary schools, 14 middle schools, 13 high schools, and five academies.

The seven comprehensive high schools included in this study were selected by the researcher through purposive sampling and according to specific criteria. Thus, the sites were public comprehensive high schools, not specialized or magnet program high schools, and had a Hispanic student enrollment of over 50% for the 2016-2017 school year. Seven high schools met the criteria and were included in the study. Although each of the high schools had different numbers of administrative team members assigned to the campus based on district staffing formulas and size of school population, for this study, each high school was represented by the school principal as the one lead administrator interviewed.

Urban High School Participant Descriptions and Context

For confidentiality, the participants are referred to by number. For each respondent, a brief description of the campus is also included. Table 1 presents a summary of participants and the context of their schools.

Table 1

Respondents' Demographics and School Characteristics

			Years of experience			% of students	
Respondent	Race	Gender	In education	As urban high school principal	School enroll-ment	Hispanic	English language learner
1	Hispanic	Female	23	5	1,719	95	12.7
2	Hispanic	Male	15	7	1,250	99	13.0
3	Black	Male	24	8	1,130	58	10.5
4	Hispanic	Male	41	25	1,613	97	16.8
5	White	Female	16	1	1,691	98	18.6
6	Hispanic	Female	25	7	2,116	92	10.1
7	Hispanic	Male	36	7	1,747	95	15.4

Respondent 1 is a Latina with 23 years of experience in education and 5 years of experience as an urban principal of a predominantly Hispanic high school. Her current high school has enrollment of 1,719 students, of whom 95% are Hispanic. The campus hosts a full-time parent and family liaison (PFL) and houses a parent resource room. She described her own high school experience with her parents' involvement in school as follows:

> They weren't involved at all. I grew up poor. My parents worked a lot, my parents were gone in the morning, so I had a car and I got dressed and I went to school, and when I came home, they still weren't home yet. My father worked in a factory and my mom did, too. My father was a supervisor, but I can tell you that they were not as involved. . . . I was in athletics and I was in different organizations, but they didn't go to all of my games. They'd go to parents' night, they went to awards assemblies and graduation, of course, but other than that, they just raised me right, and they believed that I was going to take care of myself, and I did.

Respondent 2 is a Latino with 15 years of experience in education and 7 years of experience as an urban principal of a predominantly Hispanic high school. His current high school has an enrollment of 1,250 students, of whom 99% are Hispanic. The campus hosts a full-time PFL and houses a parent resource room. He described his own high school experience with his parents' involvement in school as follows:

> In high school it was very limited, just because they were old. I played sports, and academically I did okay, but if I wasn't getting in trouble, they weren't going to go. . . . My parents made it to some events, but very few, if any. For example, in elementary, my mom, she would go, and she would help the teacher with field trips. They would call her, and she would go because I was the baby and there were no more kids at home. But outside of that, the older I got, the less support or engagement or involvement they had.

Respondent 3 is an African American male with 24 years of experience in education and 8 years of experience as an urban principal of a predominantly Hispanic high school. His current high school has an enrollment of 1,130 students, of whom 58% are Hispanic. The campus hosts a full-time PFL and houses a parent resource room. He described his own high school experience with his parents' involvement in school as follows:

> I was raised by a single mom and grandparents. But it was a small community, and so I knew my father, but there was a disconnect with my father. And so, my mother's message was pretty simple: If you want to play sports, you better make

> sure you have passing grades. . . . With that message, my mother attended pretty much every basketball game, every football game, went to teacher meetings, asked questions. I can remember being in high school, going to a high school eighth grade to ninth grade. Back then, there were two tracks. You could be on a college prep track, or you can be kind of like a minimal track. And the staff at the school, because I was an athlete, probably thought I needed to be on the minimal track. And I can remember my mother going up to the school when she found that out and just raising Cain, and it happened to be, she was all over this counselor who needed to make a change. And from that point on, I was on a college prep track.
>
> But again, my mother was involved in all of that. She just knew that . . . I mean, to go to the next level, to be able to go to college, to be able to do some things that she didn't have an opportunity to do, schooling was the way that that was gonna happen. And she wasn't going to let anybody mess that up. Now she would have been all over me if I would have slipped, but she was all over the education process to make sure we had a chance.

Respondent 4 is a Latino with 41 years of experience in education and 25 years of experience as an urban principal of a predominantly Hispanic high school. His current high school has an enrollment of 1,613 students, of whom 97% are Hispanic. The campus hosts a full-time PFL and houses a parent resource room. He described his own high school experience with his parents' involvement in school as follows:

> Well, I didn't like my mom going to PTA meetings, because we were have-nots. We were on welfare, but my mom would dress up, and she'd go to the high school, where I went to school, and I knew she was going to go in there. My counselor at the high school worked for the school district until he passed away just recently. To this day he would always tell me, "You know, if your mom was alive, I would give her a call, you're misbehaving," you know. My dad was never at school because he always worked. My mom was a housewife, so she went to the meetings. It was hard for her. She would take the bus to go downtown, but it was good for her because downtown was where the high school was located. She knew what buses to take, and then she'd go back home, or she'd go shopping downtown. It was a double thing, or pay her bills, because my parents never believed in money orders or anything, they were going to go pay the bills cash.
>
> My involvement was that my mother always belonged to PTA. That's why PTA is always dear to me, because it was drilled in me since my elementary years. I was molded that way. Good PTA. I know that my experiences have been that dads are not part of the PTA because they work. My dad never was part, I

> mean, yeah, he was a member, but I never saw him. . . . I think the only time they ever went together was at middle school . . . because I was in the orchestra and I played the cello. I was Chair 1. Do I know how to play it now? No. But I'll never forget that they were there.

Respondent 5 is a White female with 16 years of experience in education and 1 year of experience as an urban principal of a predominantly Hispanic high school. Her current high school has an enrollment of 1,691 students, of whom 98% are Hispanic. The campus hosts a full-time PFL and houses a parent resource room. She described her own high school experience and her parents' involvement in school as follows: "I lived with a single dad. We lived in the country, so he would mostly just drop me off or pick me up. He didn't visit the school."

Respondent 6 is a Hispanic female with 25 years of experience in education and 7 years of experience as an urban principal of a predominantly Hispanic high school. Her current high school has an enrollment of 2,116 students, of whom 92% are Hispanic. The campus hosts a full-time PFL and houses a parent resource room. She described her own high school experience with her parents' involvement in school as follows:

> My parents were very involved. My parents, even though I come from poverty, and my parents were Hispanic, but of course, it was not in the United States, but needless to say, it was in a suburban school. My parents were always there. They were always talking to my teachers. If I got in trouble, my parents were always there. When I came back from school, one of my parents was always there. I was fortunate to be raised by a close-knit family structure, even though we were poor, and we didn't have a lot. But we were very close. The dynamics of family relations and respect were very high. By the same token, my parents were not pushing me to go beyond high school because they never did. They only achieved third and fourth grade level. . . .
>
> My teachers were the ones who were educating my parents that this is what I need to be doing, so that connection proved really powerful when it came for me to attend a magnet high school that was a boarding school that was 2 ½ hours away from my house. My mom did not want to let me go, and I convinced

> my dad to let me go. My dad, it was the very first and the only time I saw my daddy put his foot down . . . saying, “She will go to that school.” But it was all because the connection between school and home was so strong, and they trusted my teachers, and they trusted this was the best thing for me because the connection was very strong, very powerful.

Respondent 7 is a Hispanic male with 36 years of experience in education and 7 years of experience as an urban principal of a predominantly Hispanic high school. His current high school has an enrollment of 1,747 students, of whom 95% are Hispanic. The campus hosts a full-time PFL and houses a parent resource room. He described his own high school experience with his parents’ involvement in school as follows:

> My parents were the type where, yes, they were there. They were. They worked from 7:30 to 4:30, so they had more time to be involved in our education. They would say, “You will get a good education, you will go to college, and guess what, you’re leaving this town.” . . . I’m from a small town of 21,000. “You will not come back here.” It was one of these pushes where, “You will succeed, you will be a college graduate,” and that was instilled in us from elementary. I’ll never forget thinking, “Wow, Mom and Dad don’t want me here.” I would tell them I want to come home and work here, and they would say, “You will not come back. You will make sure you get an education. Not just a college degree, but you’re going to get a master’s.”

Research Question 1: Principal Parent-Engagement Activities Compared With the NPTA Standards Framework

How do principals of predominantly Hispanic-serving urban high schools describe their parent-engagement activities in regard to the NPTA Standards for Family–School Partnerships parent-engagement framework? Parental engagement refers to the participation of parents in regular and meaningful school activities. Specifically, parents play an integral role in children’s educational processes, and thus school staff should encourage parents to be actively involved in children’s education both at school and in the home, acknowledge them as partners, and include them in decision-making

throughout the school. To address the first research question, the national parent-engagement framework known as the NPTA Standards for Family–School Partnerships was used (NPTA, 2008a, 2008b). Components of the standards are presented in Table 2.

The findings from the principals' descriptions of their parent-engagement activities illustrated the extent to which participants addressed the individual NPTA standards of family engagement. To capture a full description of their campus activities, the researcher provided the framework (NPTA, 2008b) to each principal a minimum of 5 weeks prior to their interview. Additionally, at the onset of each interview, the researcher provided a hard copy of the framework to the principals and reviewed each standard and corresponding goal and indicator. For each standard of the framework, participants could reread each question as they felt necessary, ask clarifying questions of the interviewer at any time, and elaborate as they felt appropriate free of any time limitation or constraint.

During the interview, every principal responded to each question associated with each of the parent-engagement standards using the listing he or she had compiled of parent-engagement activities prior to the interview. During all interviews, the principals began their responses with a strong sense of purpose and provided many examples of parent-engagement activities. In almost every instance, as the interview progressed, the principals began listing the same activities for multiple standards. In several instances, the principals expressed they had already provided the activities they wanted to mention during the discussion of prior standards.

Table 2

Standards and Components of the National Parent Teacher Association Standards for Family–School Partnerships

Standard	Goal	Indicators
Standard 1: Welcoming all families into the school community	Goal 1: Creating a welcoming environment	1. Developing personal relationships 2. Creating a family-friendly atmosphere 3. Providing opportunities for volunteering
	Goal 2: Building a respectful and inclusive community	1. Respecting all families 2. Removing economic obstacles to participation 3. Ensuring accessible programming
Standard 2: Communicating effectively	Goal 1: Sharing information between school and families	1. Using multiple communication paths 2. Surveying families to identify issues and concerns 3. Having access to the principal 4. Providing information on current issues 5. Facilitating connections among families
Standard 3: Supporting student success	Goal 1: Sharing information about student progress	1. Ensuring parent–teacher communication about student progress 2. Linking student work to academic standards 3. Using standardized test results to increase achievement 4. Sharing school progress
	Goal 2: Supporting learning by engaging families	1. Engaging families in classroom learning 2. Developing family ability to strengthen learning at home 3. Promoting after-school learning
Standard 4: Speaking up for every child	Goal 1: Understanding how the school system works	1. Understanding how the school and district operate 2. Understanding rights and responsibilities under federal and state laws 3. Learning about resources 4. Resolving problems and conflicts
	Goal 2: Empowering parents to support children's success in school	1. Developing families' capacity to be effective advocates 2. Planning for the future 3. Smoothing transitions 4. Engaging in civic advocacy for student achievement
Standard 5: Sharing power	Goal 1: Strengthening the family's voice in shared decision-making	1. Having a voice in all decisions that affect children 2. Addressing equity issues 3. Developing parent leadership
	Goal 2: Building families' social and political connections	1. Connecting families to local officials 2. Developing an effective parent involvement organization that represents all families
Standard 6: Collaborating with the community	Goal 1: Collaborating with community	1. Linking to community resources 2. Organizing support from community partners 3. Turning the school into a hub of community life 4. Partnering with community groups to strengthen families and support student success

With rare exception did principals express a strategic approach to any standard in which they first reflected on the purpose of the standard, the need on their campus regarding the standard, and an intentionality in the development of a parent-engagement activity to address it. Rather, as was made apparent by the repetitiveness of the activities described by the principals, for them any one activity could serve as an example for multiple standards, as they did not acknowledge the differentiation and purpose among the six standards. As a result, during the data analysis phase of this study, the researcher had to review each individual parent-engagement activity described during the interviews. In cases in which the activity was not aligned with the specific standard being discussed, the researcher determined if the strategy cited was indeed an appropriate strategy by verifying if the activity could align with another standard within the parent-engagement framework. By doing this, the researcher aligned and categorized all the activities described by the principals and found that 100% of them were considered appropriate parent-engagement activities by the NPTA standards. However, in the majority of cases, the activities did not align with the standard to which the principal attributed them, indicating the principals did not understand the parent-engagement framework and its various standards intended to frame an effective campus parent-engagement program. As to how the principals' parent-engagement activities aligned with the standards as detailed within the NPTA parent-engagement framework, Table 3 illustrates the principals' individual and cumulative accuracy in aligning their activities within each standard.

Table 3

Percentage of Principals' Parent-Engagement Activities Aligned with the National Parent Teacher Association (NPTA) National Standards for Family–School Partnerships

NPTA standard	% of principals' cumulatively aligned activities aligned with the standard	Average % of the individual principals' activities aligned with the standard
Standard 1: Welcoming all families into the school community	67	40
Standard 2: Communicating effectively	40	20
Standard 3: Supporting student success	71	34
Standard 4: Speaking up for every child	38	11
Standard 5: Sharing power	60	9
Standard 6: Collaborating with the community	75	50

Note. $N = 7$.

The principals clearly expressed their beliefs that parental engagement was crucial at the high school level, and most lamented how this engagement dissipated as students progressed from elementary through high school. However, as the principals progressed through the interview, the detail of their activities became progressively repetitive, and they described very few, if any, new activities for the last three standards in the interview protocol. Hence, although the principals were implementing a robust array of parent-engagement activities, they were not able to align the activities with accuracy to any one standard and often listed the same activity for multiple standards.

Standard 1: Welcoming all families into the school community. Standard 1 entails the essential premise of whether families feel welcome, valued, and active participants in the life of the school. The standard includes parent connectedness to one other, the school staff, and to what students are learning and doing in class. Assessment of Standard 1 centers on whether parents feel the school is inviting and the staff welcoming when they walk into the building.

In aggregate, principals cited 79 activities they felt met Standard 1. As Figure 2 illustrates, of the 79 activities, 26 or 33% aligned with the standard's indicators; however, cumulatively, the principals were able to satisfy 66% of the standard indicators by providing an aligned activity in four of six goal indicators.

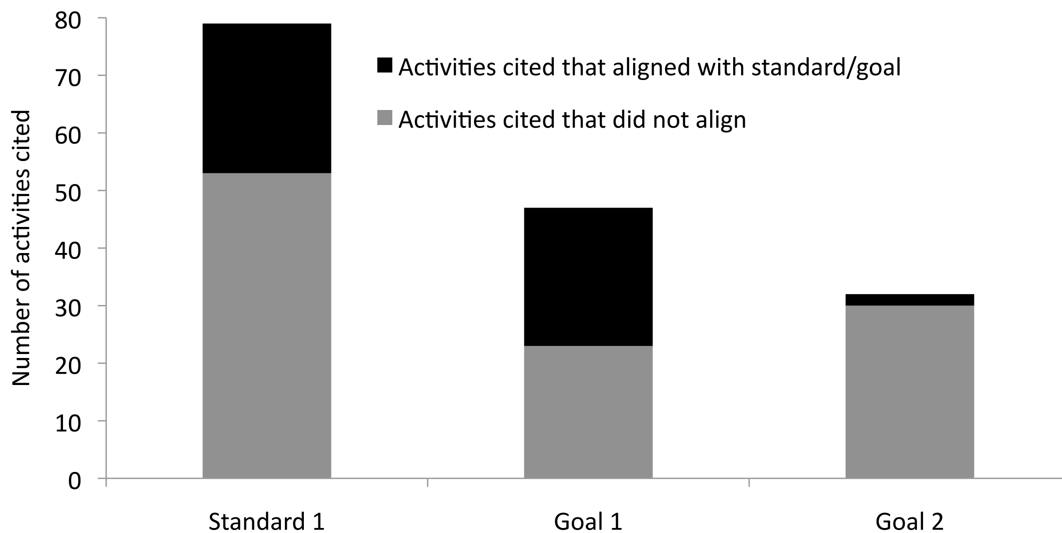

Figure 2. Number of activities cited by principals ($N = 7$) that were aligned or not aligned with Standard 1—welcoming all families into the school community—and related goals.

Because Standard 1 is comprised of two separate goals, both of which have their own unique indicators, respondents were asked about the programs, practices, and

services they currently offered within each goal separately. Goal 1 is creating a welcoming environment, and Goal 2 is building a respectful and inclusive community (NPTA, 2008b).

Standard 1 Goal 1: Creating a welcoming environment. In Goal 1, creating a welcoming environment, the premise is simply this: Do parents feel they belong as a valued partner within the school community? The goal is not only to include personal ways for the school staff to create relationships with parents but also to create physical and tangible practices that exude a welcoming school culture for all parents. Activities for this goal include maintaining the aesthetics of the school, such as keeping the campus clean and containing signage and other mechanisms that help parents navigate the campus. The school may house a reception area in which parents are greeted in their language and where information and literature are available on how to connect quickly with the office or a staff member. Other acceptable parent-engagement activities aligned with this standard are the school operating a parent resource center and actively soliciting parent volunteers.

When the principals were asked about the programs, practices, and services they offered on their respective campuses designed to fulfill this specific goal, they cumulatively provided 47 activity exemplars. Of the 47 activities, 24 or 51% aligned with the indicators of the goal (see Figure 2). Cumulatively, the principals described activities for 100% of the Goal 1 indicators. Additionally, of the activities cited by the principals, although 49% were not aligned with the Goal 1 indicators, 100% of them were considered acceptable parent-engagement activities under a different standard of the

NPTA Standards for Family–School Partnerships. Tables 4 and 5 present the specific activities cited for this standard and its goals. Activities cited by multiple principals have been identified with the number of instances they were cited.

Table 4

Standard 1 Goal 1: Aligned Parent-Engagement Activities Cited by the Principals

Indicators of Standard 1 Goal 1: Creating a welcoming environment	Cited activities aligned with the goal indicator
Indicator 1: Developing personal relationships	Campus tenet of treating all parents with dignity and respect (*n* = 2)
	Family-focused school culture
	Campus tenet of continual communication with parents
	Parent volunteer home visits to welcome new families
	Parent volunteer call banks to reach out to new families
	Parent-led campus informational station at school for parents
	Formal system to connect parents with offices and staff
Indicator 2: Creating a family-friendly atmosphere	School houses a parent and family liaison (PFL; *n* = 2)
	Customer-service model (*n* = 2)
	School has a formal customer service policy
	Greeting protocol
	School signage (*n* = 2)
	Parent resource center (*n* = 3)
	Parent volunteers actively seek out resources for other parents
Indicator 3: Providing opportunities for volunteering	PFL volunteer outreach efforts
	Formalized parent volunteer system (*n* = 2)
	Parent volunteers formally solicit and recruit other volunteers

Note. *N* = 7.

Table 5

Standard 1 Goal 1: Unaligned Parent-Engagement Activities Cited by the Principals

Standard 1 goal	Cited activities not aligned with goal
Goal 1: Creating a welcoming environment	Principal's Coffee
	Soliciting parent feedback
	Parent training opportunities are available
	Timely communication with parents on school policies
	Translation of all school literature
	Upcoming event flyers
	Online parent portal (*n* = 2)
	Literature on how the district operates is provided to parents
	Ongoing parent presentations are offered on how the school works
	Parent presentations are developed and presented regarding parent advocacy and techniques
	Principal visits local faith-based centers
	Principal secures community partnerships
	Police sets up a store-front model on the campus
	Coaches are provided avenues to secure community business partnerships
	School establishes community business/agency partnerships (*n* = 3)
	School establishes parent resource partnerships (*n* = 2)
	School hosts community fairs to expose parents to community resources
	School offers parent education programs
	Strategic parent outreach campaigns are developed by the administration

Note. N = 7.

Standard 1 Goal 1: Building a respectful and inclusive community. For Goal 2, building a respectful and inclusive community, the focus is on whether the school's policies and programs reflect, respect, and value the diversity of the families in the community as a component of welcoming the family into the school community. Activity exemplars for this goal could include hosting parent meetings in the community to attain

insight and ideas for better parent participation, school activities that work with families to ensure the community culture is evident in classrooms, as well as collaborative problem-solving opportunities for parents to work with the campus to deal with issues. Other activity exemplars for this goal include providing interpreter services during parent meetings, transportation for parents, and child care opportunities during school events.

When the principals were asked about the programs, practices, and services they offered on their respective campuses designed to satisfy Goal 2, they cumulatively provided 32 activity exemplars. Of these 32 activities, 2 activities or 6% aligned with the overall criterion of the goal (see Figure 2). For this goal, although the principals averaged two cited activities, cumulatively they were unable to articulate a robust listing of goal- and indicator-aligned activities and even repeated their activities for several indicators. For Goal 2, 57% of the principals were not able to articulate one activity aligned with the goal indicators, and the 43% who did were only able to describe one activity among the three indicators. Overall, the principals cumulatively described activities that would satisfy 33% of Goal 2.

More specifically, for Indicator 1, which focuses on activities directly related to respecting families, none of the principals offered any activities that would align with the indicator. This also happened for Indicator 2 of citing campus activities oriented at removing economic obstacles for parent participation. Although the principals offered a myriad of activities for this goal, of the 32 activities cited, 30 activities or 94% did not align with either of the three indicators. However, of the 30 unaligned activities cited, all were considered acceptable parent-engagement activities under a different standard of the

NPTA Family–School Partnerships parent-engagement framework. As the activity listings in Tables 6 and 7 details, several activities were cited by multiple principals.

Table 6

Standard 1 Goal 2: Aligned Parent-Engagement Activities Cited by the Principals

Indicators of Standard 1 Goal 2: Building a respectful and inclusive community	Cited activities aligned with the goal indicator
Indicator 1: Respecting all families	None provided
Indicator 2: Removing economic obstacles to participation	None provided
Indicator 3: Ensuring accessible programming	Parent volunteers assist in community and school-sponsored events Formal Family-Engagement Plan is developed ($n = 2$)

Note. $N = 7$.

Table 7

Standard 1 Goal 2: Unaligned Parent-Engagement Activities Cited by the Principals

Standard 1 goal	Cited activities not aligned with goal
Goal 2: Building a respectful and inclusive community	Parent resource center
	School houses a parent and family liaison (*n* = 3)
	Parent volunteers assist teachers in classrooms
	Parent volunteers serve on student work review panels
	Database of parent volunteer expertise is developed
	School has a parent-teacher organization (*n* = 2)
	School has organizational booster groups (*n* = 3)
	Online parent portal
	Parent training opportunities are available for undocumented parents
	School establishes parent resource partnerships for undocumented parents
	School partnerships are established with local faith-based centers
	Principal serves on a city commission to advocate for parent, student, and community resources
	Front office staff training program
	Principal–parent walk-throughs of classrooms
	Parents allowed to shadow their students in classrooms
	Parents along with campus staff participate in community events such as marches and parades
	Formal system to connect parents with offices and staff
	Translation of all school literature
	Bilingual staff is purposely recruited
	Parent–teacher academic conferences are held for all failing students (*n* = 2)
	Campus hosts a parent open house
	School hosts community fairs to expose parents to community resources
	School hosts local politicians to connect parents to community resources
	School invites community agencies to school events to make parents aware of resources

Note. *N* = 7.

Standard 2: Communicating effectively. Standard 2 centers on families and school staff engaging in regular, two-way, meaningful communication about student learning. The standard has one goal that further deconstructs the various means that would suggest effective communication. Ultimately, assessment for the goal involves measuring the extent to which the school implements practices that keep all families informed about important issues and events as well as how easily families can communicate with teachers. Activities for this standard include the various methods by which schools communicate with parents, activities that solicit parent voice on school issues, accessibility of the principal, and activities the school implements to connect the parents in both the school and throughout the community. These indicator activities include venues such as social media, flyers, parent forums, monthly principal–parent coffee meetings, phone messaging systems, and any other activity in which communication between school and parents is strategically implemented.

Based on the principal's detail of their parent-engagement activities when aligned with the goal and indicators for Standard 2, the principals cumulatively provided 42 activity exemplars, with 33 or 78% of the activities meeting the various criteria of the standard indicators (see Figure 3). Because Standard 2 is comprised of only one goal with five separate indicators, the goal and indicators were reviewed with the principals prior to asking the interview questions. This was done to ensure the principals had a full understanding of the activities that would align best with the standard. Once reviewed, the principals were asked about the programs, practices, and services they currently offered on their campuses that would satisfy the standard and each of its goal indicators.

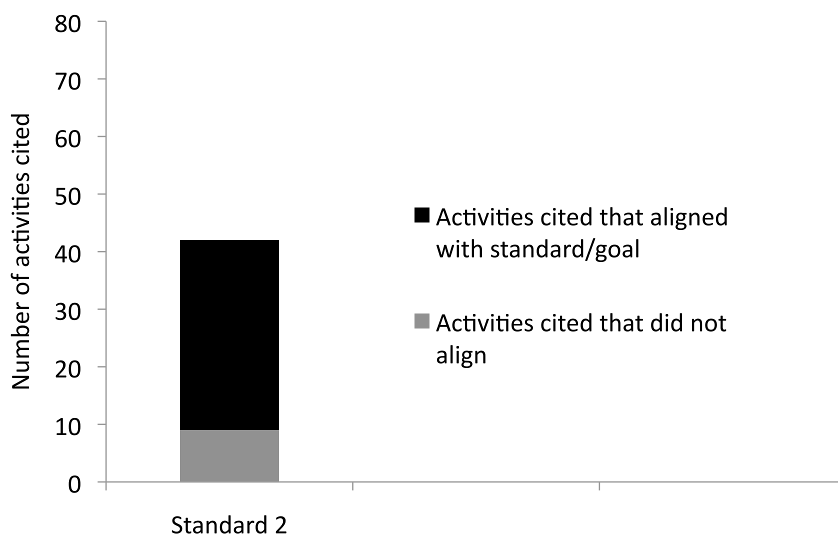

Figure 3. Number of activities cited by principals ($N = 7$) that were aligned or not aligned with Standard 2—communicating effectively.

As previously stated, the data indicated that 78% of the activities referenced by the principals in Standard 2 were aligned with an indicator within the goal, suggesting that for this standard, principals might have a good understanding of effective communication mechanisms. However, of considerable note is the data set by goal indicator. Of the activities referenced by principals for Standard 2, 32 or 97% fell within Indicator 1, using multiple communication paths (see Table 8). The remaining activity exemplar or 3% of the aligned activities fell within Indicator 2, surveying families for issues or concerns. This means only one principal indicated any type of practice for securing parent voice as called for in Indicator 2.

For Indicator 3, providing access to the principal, none of the principals offered any form of process or mechanism designed to yield direct access to the principal by parents. On the contrary, the responses offered by the principals yielded approximately

12 parent-engagement activities in which another staff member other than the principal would be taking the lead to communicate with parents.

Regarding providing information on current issues facing the school, the local learning community, or the school district, none of the principals offered any strategies to communicate with parents. On multiple occasions principals discussed the hardships they experienced in using technology to communicate with Hispanic parents. One principal, when describing his experience with communication as an administrator in a more affluent high school, described the more affluent school as “a smarter school” because “they had e-mails. So, what we did with that is that when parents came in . . . we got their email addresses and created distribution lists.”

For Indicator 5, facilitating or network families, none of the principals listed any activities. Cumulatively, the principals were able to satisfy 40% of Standard 2 by providing an aligned activity in only two of the five goal indicators. As Figure 3 illustrates, of the 42 activities, 33 activities aligned with the standard’s indicators; however, cumulatively, the principals were able to satisfy 40% of the standard indicators, providing an aligned activity in just two the of five goal indicators. Tables 8 and 9 provide listings of the activities cited by principals.

Table 8

Standard 2: Aligned Parent-Engagement Activities Cited by the Principals

Indicators of Standard 2 goal: Sharing information between school and families	Cited activities aligned with the goal indicator
Indicator 1: Using multiple communication paths	Flyers ($n = 2$)
	School phone system ($n = 4$)
	Campus website ($n = 3$)
	Twitter ($n = 2$)
	Facebook ($n = 2$)
	Parent volunteers provide parents with information regarding upcoming events
	Translation of all school literature ($n = 2$)
	Social media
	Mail-outs ($n = 3$)
	Quarterly news letters
	School public address system
	Signage
	Posters
	School calendar
	Counselor newsletter
	School houses a community coordinator who develops outreach mechanisms
	Daily attendance updates are made via a phone system
	Parent and family liaison communicates directly with parents
	Home visits
	Campus officers serve as guides for hard-to-reach parents
	Direct communication between assistant principals and parents
Indicator 2: Surveying families to identify issues and concerns	Parent forum
Indicator 3: Having access to the principal	None provided
Indicator 4: Providing information on current issues	None provided
Indicator 5: Facilitating connections among families	None provided

Note. $N = 7$.

Table 9

Standard 2: Unaligned Parent-Engagement Activities Cited by the Principals

Standard 2 goal	Cited activities not aligned with goal
Goal: Sharing information between school and families	School houses a parent and family liaison
	Coffee on the Curb
	Online parent portal
	School houses an attendance liaison
	School establishes community business/agency partnerships
	Parent resource center
	Parent volunteers welcome new families in their native language
	Formal system to connect parents with offices and staff
	Parent–teacher academic conferences for all failing students

Note. N = 7.

Standard 3: Supporting student success. Standard 3 targets the parent–school collaboration necessary to support students' learning and healthy development both at home and at school. Schools meeting this standard provide regular opportunities for parents to strengthen their knowledge and skills to build capacity in supporting their children. The principals cumulatively cited 77 activities they felt met the standard. Of those, 33 activities or 43% aligned with the standard's indicators (see Figure 4). Although the remaining 57% of the activities cited by the principals for this standard were not aligned to the goal indicators, 100% are considered acceptable parent-engagement activities under a different standard of the NPTA Family–School Partnerships parent-engagement framework. Cumulatively, the principals satisfied 71% of the standard by providing an aligned activity in five of the seven goal indicators. Additionally, and because Standard 3 is comprised of two separate goals, both of which have their own unique indicators, respondents were asked about the programs, practices, and services

they currently offered within each goal separately. Goal 1 is sharing information about student progress, and Goal 2 is supporting learning by engaging families.

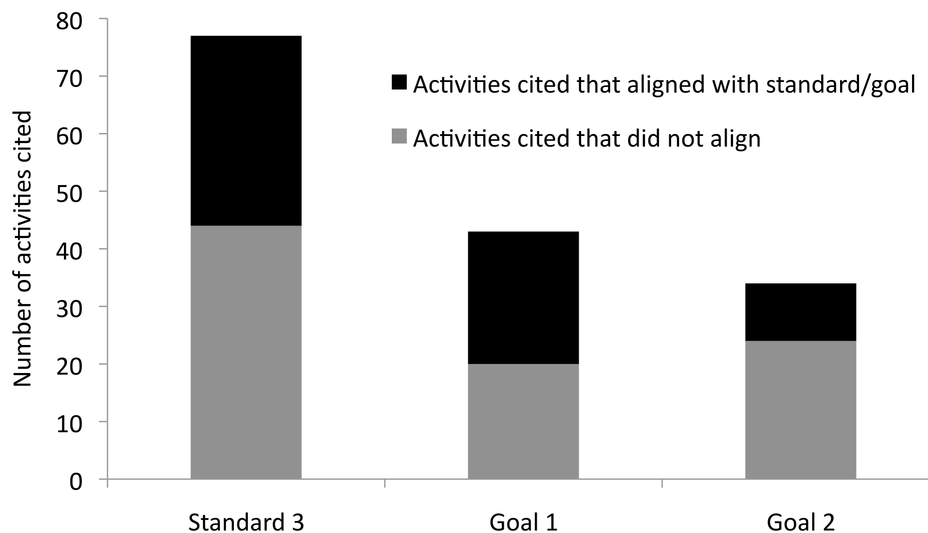

Figure 4. Number of activities cited by principals ($N = 7$) that were aligned or not aligned with Standard 3—supporting student success—and related goals.

Standard 3 Goal 1: Sharing information about student progress. Goal 1 focuses on how the school shares information about student progress. In other words, do families know and understand how well their children are succeeding in school and how well the entire school is progressing? Activities for this goal include how the school staff inform parents of student progress, such as report cards, progress reports, individual education plans, and teacher conferences. Other activities include those aimed at informing parents of the purpose of their children's learning regarding academic standards at the local, district, and state levels. Finally, Goal 1 includes the activities the school implements to make sure parents understand standardized results and how they may be used to improve

their student's performance. Schools meeting this goal provide parents information on how the school is progressing on state accountability standards.

For Goal 1, sharing information about student progress, when the principals were asked about the programs, practices, and services they offered on their campuses designed to fulfill this goal, they cumulatively provided 43 activity exemplars. Of the 43 activities, 23 or 53% aligned with the overall criterion of the goal (see Figure 4). For Goal 1 Indicator 4, none of the principals cited any engagement activity to inform parents of how the school measures academically on the state standards. Additionally, of the 23 activities aligned with this goal, 78% fell under Indicator 1, ensuring the school was communicating with parents about student progress (see Table 10). For Indicator 2, linking student work to standards, engagement activities comprised 18% of activities referenced. Parent activities designed to use standardized results to increase student achievement comprised 4% of the results. Although 44% of the 41 activities cited by the principals were not aligned with the indicators for this goal, 100% were considered acceptable parent-engagement activities under a different standard of the NPTA Family–School Partnerships parent-engagement framework.

Importantly, of the 18 activities cited by principals to ensure parent–teacher communication about student progress, 11 or 61% are district-supported and required procedures for each campus, such as progress reports, report cards, the parent resource room, and counselor conferences. The district provides the parent portal, and schools are charged with electronically registering parents to use the system to monitor student progress throughout the year. Tables 10 and 11 present the specific activities cited for

Standard 3 Goal 1; activities cited by multiple principals have been identified with the number of instances they were cited.

Table 10

Standard 3 Goal 1: Aligned Parent-Engagement Activities Cited by the Principals

Indicators of Standard 3 Goal 1: Sharing information about student progress	Cited activities aligned with the goal indicator
Indicator 1: Ensuring parent–teacher communication about student progress	Counselors host academic conferences (*n* = 3)
	Progress reports provided every 3 weeks (*n* = 4)
	Report cards mailed after every grading period (*n* = 3)
	Daily advisory period (parent-teacher-student conferences)
	Parent conferences (*n* = 2)
	Early Warning Indicator System implemented by the school and shared with the parent
	Principal Honor Roll notification letter
	Parent–teacher academic conferences required for all failing students (*n* = 2)
	Online parent portal
Indicator 2: Linking student work to academic standards	Grade-level parent conferences (*n* = 2)
	Team teacher conferences
	Graduation plans are developed for all seniors and their parents
Indicator 3: Using standardized test results to increase achievement	Parent training sessions on reading standardized test results
Indicator 4: Sharing school progress	None provided

Note. *N* = 7.

Table 11

Standard 3 Goal 1: Unaligned Parent-Engagement Activities Cited by the Principals

Standard 3 goal	Cited activities not aligned with goal
Goal 1: Sharing information about student progress	School implements process for easy teacher accessibility
	Principal's Coffee
	Parent workshops on student transcripts
	Parent workshops on college financial aide
	Campus hosts a parent open house (*n* = 2)
	Advertise in local faith-based center's weekly bulletins
	School phone system
	School partnerships are established with local faith-based centers
	School hosts community fairs to expose parents to community resources
	University booths at school events
	Formal system to connect parents with offices and staff
	Teachers share vision with business partners to secure resources
	Teachers share vision of parent–teacher communication
	School website
	Twitter
	Facebook
	9-week newsletters
	Parent portal
	Parent resource room

Note. *N* = 7.

Standard 3 Goal 2: Supporting learning by engaging families. Goal 2, supporting learning by engaging families, focuses on supporting student learning by engaging families in the process. Essentially, are parents included as active participants in their children's learning at home and at school? Activities may include parents as presenters or contributors during classroom lessons to provide historical context or expertise. Other examples may be conducting parent workshops at the school, local businesses, or community centers designed to help support literacy in the home. Lastly,

schools meeting the goal have activities designed to establish school partners with community organizations (including faith-based organizations) to provide after-school programs for students and parents.

For Goal 2, when the principals were asked about the programs, practices, and services they offered on their campuses designed to fulfill the goal, they cumulatively provided 34 activity exemplars. Of these 34 activities, 10 or 29% aligned with the overall criterion of the goal (see Figure 4). The activity exemplars were somewhat evenly distributed between the indicators of engaging families and of developing the parents' ability to strengthen learning in the home. Principals cited workshops for building parent capacity in the core areas of science, social studies, mathematics, English language arts, and reading. In multiple instances, principals alluded to the importance of these workshops for parents based on the understanding that most of the parents are not educated and thus need assistance providing academic support for their children at home. Principals indicated observing this support to varying degrees. The range of activities stemmed from having parents understand the curriculum being taught in the classrooms and instructional strategies they could use with their children at home to conducting instructional rounds with the principal to gauge the instructional rigor within classrooms. Adult learning opportunities were described in the form of evening language classes for parents wishing to learn English.

Indicator 3 is promoting after-school learning by building partnerships with community (including faith-based) organizations to provide after-school programs for children and families as well as make parents aware of the value of such programs. None

of the principals offered any activities to satisfy this indictor. Tables 12 and 13 present the specific activities cited for Standard 3 Goal 2; activities cited by multiple principals have been identified with the number of instances cited.

Table 12

Standard 3 Goal 2: Aligned Parent-Engagement Activities Cited by the Principals

Indicators of Standard 3 Goal 2: Supporting learning by engaging families	Cited activities aligned with the goal indicator
Indicator 1: Engaging families in classroom learning	Parent workshops on providing academic support in the home Principal–parent instructional rounds for academic rigor School hosts parent workshops on classroom curriculum
Indicator 2: Developing family ability to strengthen learning at home	Parent and family liaison hosts workshops on home learning strategies Content teachers host parent workshops on home learning strategies (*n* = 3) School hosts adult-learning opportunities (*n* = 2) School hosts parent workshops on home learning strategies
Indicator 3: Promoting after-school learning	None provided

Note. *N* = 7.

Table 13

Standard 3 Goal 2: Unaligned Parent-Engagement Activities Cited by the Principals

Standard 3 goal	Cited activities not aligned with goal
Goal 2: Supporting learning by engaging families	School houses a parent and family liaison (PFL; *n* = 2)
	Principal's Coffee
	PFL hosts workshops on college and career readiness
	PFL hosts workshops on college financial aid
	PFL hosts workshops on community resources
	School hosts workshops on college financial aid
	School hosts voter registration drives
	PFL offers workshops on reading student transcripts
	School phone system
	Flyers for critical dates
	Bulletin boards
	Facebook notifications
	Parent-Teacher Association informational mail-outs
	Attendance reports
	School-alumni partnerships are established
	School has a parent-teacher organization
	Principal leads parent classroom visits for school improvement
	Principal is visible and connects with parents
	School hosts community speakers for immigration services and law
	School hosts community speakers on labor laws
	School hosts community fairs to expose parents to social services
	School hosts community speakers on public transportation
	School hosts community fairs to expose parents to community resources

Note. *N* = 7.

Standard 4: Speaking up for every child. Standard 4 is aimed at building capacity in the form of parent empowerment to serve as advocates for not only their children, but also children in general. This standard is designed to empower parents to ensure that students are treated fairly and have access to learning opportunities that will support their success. When the principal-cited activities data were aggregated to

determine the percentage of the standard that was satisfied, the principals cumulatively cited 52 activities they felt met the standard. Of the 52 activities, 8 or 15% aligned with the standard's indicators (see Figure 5). Based on the indicators where these activities aligned within the goal, the principals were able to satisfy 38% of the standard by providing an aligned activity in three of the eight goal indicators. Because Standard 1 is comprised of two separate goals, both of which have their own unique indicators, respondents were asked about the programs, practices, and services they currently offered within each goal separately. Goal 1 is understanding how the school system works, and Goal 2 is empowering families to support their own children's success in school.

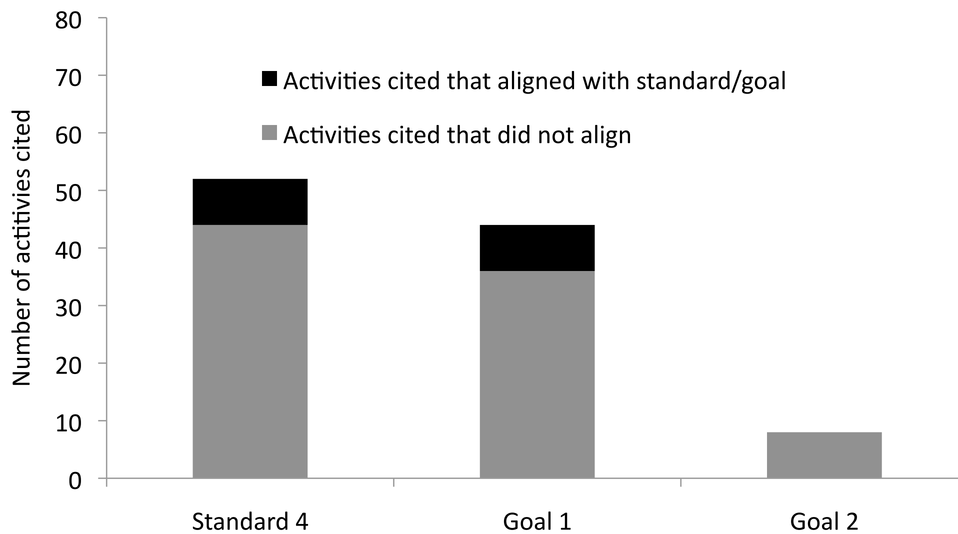

Figure 5. Number of activities cited by principals ($N = 7$) that were aligned or not aligned with Standard 4—speaking up for every child—and related goals.

Standard 4 Goal 1: Understanding how the school system works. For Goal 1, understanding how the school system works, the focus is on what the school does to ensure parents know how the local school and district operates and how to raise questions

or concerns about school and district programs, policies, and activities. The goal includes parents understanding their rights and responsibilities under federal and state law as well as local ordinances and policies. According to the goal framework, activities for this goal could include a parent handbook describing the various operations of the school and district, parent orientations of the school, and workshops on Title I funding or special-needs student rights to a free and appropriate public education. Other activities could include posting state and federal policies such as the ESSA of 2015 and the Individuals With Disabilities Education Act on the school website, counseling initiatives to target underrepresented students and their parents for increased enrollment in advanced courses, conflict resolution workshops, or a committee to help resolve school–community conflicts.

When the principals were asked about the programs, practices, and services they currently offered on their campuses designed to fulfill this goal, they cumulatively provided 44 activity exemplars. Of these 44 activities, only 8 or 18% aligned with the overall indicators of the goal (see Figure 5). Among the activities cited by the principals for this goal were various parent workshops, including a back-to-school parent camp designed for parents to learn about the school (see Table 14). Additionally, of the eight indicator-aligned activities, 62% aligned with activities designed to help parents understand how the school and district operate. For Indicator 2, helping parents understand their rights and responsibilities, principals cited two aligned activities accounting for 25% of the aligned activities. For Indicator 3, learning about resources, principals cited one activity encompassing the remaining 13% of the aligned responses.

For Indicator 4, conflict- and problem-resolution processes, principals did not provide any activities.

Finally, of the 36 activities cited by the principals for this goal that were not goal aligned (see Table 15), all are considered acceptable parent-engagement activities under a different standard of the NPTA Family–School Partnerships parent-engagement framework. Tables 14 and 15 present the specific activities cited for this standard and its goals; activities cited by multiple principals have been identified with the number of instances cited.

Table 14

Standard 4 Goal 1: Aligned Parent-Engagement Activities Cited by the Principals

Indicators of Standard 4 Goal 1: Understanding how the school system works	Cited activities aligned with the goal indicators
Indicator 1: Understanding how the school and district operate	Parent and family liaison (PFL) hosts workshops on college and career readiness PFL hosts workshops on college financial aid (*n* = 2) PFL hosts parent workshops on student transcripts School hosts a ninth-grade parent camp
Indicator 2: Understanding rights and responsibilities under federal and state laws	House coordinators meet with parents to discuss the compulsory attendance laws House coordinators monitor attendance
Indicator 3: Learning about resources	Parent training opportunities on student growth
Indicator 4: Resolving problems and conflicts	None provided

Note. *N* = 7.

Table 15

Standard 4 Goal 1: Unaligned Parent-Engagement Activities Cited by the Principals

Standard 4 goal	Cited activities not aligned with goal
Goal 1: Understanding how the school system works	Principal's Coffee (*n* = 3)
	Soliciting parent feedback
	School houses a parent and family liaison (*n* = 2)
	School houses a social worker
	Senior/junior year counselor–parent conferences
	School establishes community business/agency partnerships (*n* = 3)
	Parent volunteers formally solicit and recruit other volunteers
	Front office staff training program on welcoming parents
	School hosts parents to expose parents to community resources
	Progress report mail-outs
	Parent academic conferences are held
	Online parent portal
	Bulletin boards
	School culture designed to garner trust in parents to raise concerns with the administration
	School hosts parent workshops on home learning strategies
	School hosts parent workshops on graduation plans
	Parents allowed to shadow their students in classrooms
	Parent meetings to assess student needs (*n* = 3)
	Walk-with-the-Principal community event
	Community–school health fair
	Facilities are open and accessible to the community year-round
	School has "house" or school-within-school coordinators charged with linking parents and teachers
	Partnership between school volunteers and agencies designed to empower parents to be advocates for their children
	Principal hosts instructional rounds with the parents to gauge the instructional rigor within classrooms
	School houses two municipal court house staff members
	Campus hosts a parent open house
	School hosts workshops on college financial aide
	School hosts community speakers for immigration services and law
	School hosts workshops to expose parents to social services
	School hosts workshops to expose parents to mental health services

Note. *N* = 7.

Standard 4 Goal 2: Empowering families to support their own children's success in school. Goal 2 of Standard 4 focuses on the empowerment of parents to support their own children's success in school. Essentially, assessment of the goal ascertains how the school prepares parents to monitor students' progress and guide them toward their goals through high school graduation, postsecondary education, and a career. Activities for this goal's indicators range from monthly parent tips on the school website on how to advocate for their children in schools to transition programs for incoming parents. Other possible activities include advocacy resources listed in the school's parent handbook, school partnerships with local universities for family visits and career exploration, as well as site visits for parents of students transitioning from elementary to middle school or middle to high school.

For Goal 2, when the principals were asked about the programs, practices, and services they offered on their campuses designed to fulfill this specific goal, they cumulatively provided eight activity exemplars. Of these eight activities, none aligned with the indicators of the goal (see Figure 5), and all were repeated as previously cited activities for other standards. However, although none aligned with the goal's indicators, of the activities cited, 100% were considered acceptable parent-engagement activities under a different standard of the NPTA Family–School Partnerships parent-engagement framework. Tables 16 and 17 present the specific activities cited for Standard 4 Goal 2.

Table 16

Standard 4 Goal 2: Aligned Parent-Engagement Activities Cited by the Principals

Indicators of Standard 4 Goal 2: Empowering parents to support children's success in school	Cited activities aligned with the goal indicator
Indicator 1: Developing families' capacity to be effective advocates	None provided
Indicator 2: Planning for the future	None provided
Indicator 3: Smoothing transitions	None provided
Indicator 4: Engaging in civic advocacy for student achievement	None provided

Note. $N = 7$.

Table 17

Standard 4 Goal 2: Unaligned Parent-Engagement Activities Cited by the Principals

Standard 4 goal	Cited activities not aligned with goal
Goal 2: Empowering parents to support children's success in school	Principal's Coffee
	School has a formal customer service policy
	Counseling framework for the district
	Online parent portal
	School has "house" or school-within-school coordinators charged with linking parents and teachers
	"House" coordinators are hired based on their bilingual abilities
	Flyers for critical dates
	School hosts workshops to expose parents to how the school works

Note. $N = 7$.

Standard 5: Sharing power. Standard 5 centers on how the school ensures families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs. When the principal-cited activities data were aggregated to determine the percentage of the standard that was satisfied, the principals cumulatively cited 43 activities they felt met the standard. Of the 43 activities, 10 activities aligned with the standard's indicators (see

Figure 6). Based on the indicators where these activities aligned within the goal, the principals were able to satisfy 60% of the standard by providing an aligned activity in three of the five goal indicators. Because Standard 5 is comprised of two separate goals, respondents were asked about the programs, practices, and services they offered within each goal separately. Goal 1 is strengthening the family's voice in shared decision-making. Goal 2 is building families' social and political connections.

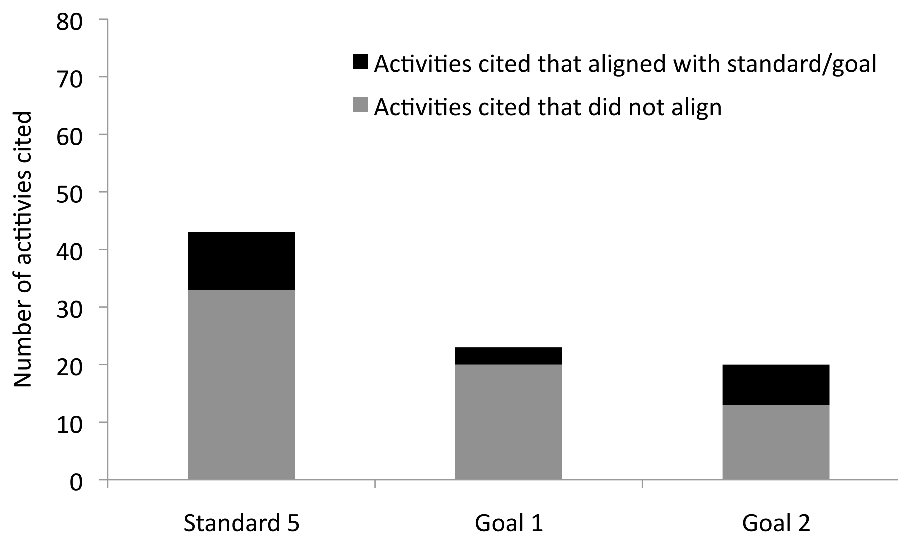

Figure 6. Number of activities cited by principals ($N = 7$) that were aligned or not aligned with Standard 5—sharing power—and related goals.

Standard 5 Goal 1: Strengthening the family's voice in shared decision-making. Goal 1, strengthening the family's voice in shared decision-making, focuses on the activities the school implements to help parents become full partners in making decisions that affect their children at school and throughout the community. Parent activities in this goal may include parent meetings to propose changes to grading or campus master schedule, a site-based decision-making team with parent members, school-parent focus

groups to lessen the performance gap for underrepresented students, and parent-leadership training programs designed to build parent capacity for campus committees. Other activities may include school initiatives to reach out to marginalized parents during back-to-school times or organizing parents to meet with local businesses and community centers on how they can support the school in achieving exemplary school national standards.

When the principals were asked about the programs, practices, and services they offered on their campuses designed to fulfill Goal 1 of this standard, they cumulatively provided 23 activity exemplars. Of these 23 activities, 3 or 13% aligned with the overall indicators of the goal (see Figure 6). A further deconstruction of the activities cited would indicate that all the activities cited aligned with Indicator 1 of parent voice (see Table 18). Activities included a site-based decision-making team comprised of parents, campus parent-involvement policy, parent participation in the campus' leadership team, and the principal having direct communication with parents at monthly meetings to survey for issues facing families. Conversely, none of the activities cited by the principals dealt with addressing campus equity issues for marginalized parents and their children or with any form of parent leadership-capacity training. Of the 20 nonaligned activities cited by the principals for this goal (see Table 19), all were considered acceptable parent-engagement activities under a different standard of the NPTA Family–School Partnerships parent-engagement framework. Tables 18 and 19 present the specific activities cited for this standard and its goals; activities cited by multiple principals have been identified with the number of instances in which they were cited.

Table 18

Standard 5 Goal 1: Aligned Parent-Engagement Activities Cited by the Principals

Indicators of Standard 5 Goal 1: Strengthening the family's voice in shared decision-making	Cited activities aligned with the goal indicator
Indicator 1: Having a voice in all decisions that affect children	Campus has site-based decision-making team (*n* = 2) Campus has a parent involvement policy
Indicator 2: Addressing equity issues	None provided
Indicator 3: Developing parent leadership	None provided

Note. *N* = 7.

Table 19

Standard 5 Goal 1: Unaligned Parent-Engagement Activities Cited by the Principals

Standard 5 goal	Cited activities not aligned with goal
Goal 1: Strengthening the family's voice in shared decision-making	Parent and family liaison (PFL) hosts focus meetings to determine issues or areas of concern
	Parent focus meeting findings are included in the Campus Improvement Plan
	School culture is designed to garner trust in parents to raise concerns with the administration
	Parents have ways of reaching out to the principal and campus administration
	Parent resource center
	Weekly parent meetings to discuss upcoming events
	Weekly parent meetings to discuss business and community partnerships
	Principal works with parents to reach school goals
	School has organizational booster groups
	School clubs are encouraged to establish community partnerships
	Parents and school host a yearly fundraiser for student scholarships
	School screening committees purposely hire alumni to bridge community and school
	Parent volunteers formally solicit and recruit other volunteers
	PFL hosts meetings to address campus needs for federal Parent-Teacher-Student Compacts
	PFL hosts meetings to address campus needs regarding the Profile of a Graduate
	PFL hosts adult-learning opportunities
	School establishes agency partnerships to provide parents to legal services
	Principals connects with parents to make parents feel they have voice and access to the principal
	Formalized parent volunteer system
	School houses a PFL

Note. $N = 7$.

Standard 5 Goal 2: Building families' social and political connections. Goal 2, building families' social and political connections, focuses on how the school ensures

parents have a strong, broad-based organization that offers regular opportunities to develop relationships and raise concerns with school leaders, public officials, and business and community leaders. Activities in this goal include voter registration drives at the school, community fairs in conjunction with local politicians, and school board member-led parent meetings. Other activities within this goal are the school creating opportunities for parents to actively dialogue about school concerns with local politicians in various community activities as well as forming parent committees to assist the school on meeting state and federal accountability standards.

When the principals were asked about the programs, practices, and services they currently offered on their campuses designed to fulfill Goal 2 of Standard 5, they cumulatively provided 20 activity exemplars. Of these 20 activities, 7 or 35% aligned with the overall indicators of the goal (see Figure 6). The activities cited by the principals included established relationships between the school and local politicians; school board member and parent meetings; committees comprised of staff, parents, and local politicians; and parent workshops on political involvement. Of the 20 activities referenced, although 65% were not considered goal-aligned activities, 100% of these activities were considered acceptable parent-engagement activities under a different standard of the NPTA Standards for Family–School Partnerships parent-engagement framework. Tables 20 and 21 present the activities principals cited for this standard and goal.

Table 20

Standard 5 Goal 2: Aligned Parent-Engagement Activities Cited by the Principals

Indicators of Standard 5 Goal 2: Building families' social and political connections	Cited activities aligned with the goal indicator
Indicator 1: Connecting families to local officials	Principal is responsive to local politicians when they contact the school
	School works actively with parents to reach out to their local council member representative
	School has an established working relationship with the city mayor
	School has an established working relationship with the local city council member (n = 2)
	Principal hosts parent meetings regarding the importance of political involvement
	Principal establishes political connections to establish community services
	School hosts school board member and parent meetings throughout the year
Indicator 2: Developing an effective parent involvement organization that represents all families	School develops programs to include grandparents

Note. N = 7.

Table 21

Standard 5 Goal 2: Unaligned Parent-Engagement Activities Cited by the Principals

Standard 5 goal	Cited activities not aligned with goal
Goal 2: Building families' social and political connections	Facilities are open and accessible to the community year-round
	School establishes community business/agency partnerships
	School offers the Children's Health Insurance Program
	School hosts voter registration drives
	Principal serves on a city commission to advocate for parent, students, and community resources
	Parent resource center
	School hosts community fairs to expose parents to community resources (n = 3)
	School establishes agency partnerships to provide parents to legal services (n = 2)
	School houses two municipal court house staff members
	Principal establishes political connections to establish community resources

Note. N = 7.

Standard 6: Collaborating with community. Standard 6 centers on how the school stages parent and school staff collaboration with community members to connect students, families, and staff to outside learning opportunities, community services, and civic participation. The standard is developed essentially to connect the school with community resources. The one goal within this standard aims at ascertaining how the school stages the collaborative work between parents and school leaders to access resources from community organizations, businesses, and institutions of higher education to strengthen the school; making resources available to students, school staff, and families; as well as building a family-friendly community. Activities for this standard include a parent area stocked with brochures and literature of local community services, a

listing of all community service providers posted on the school website, and a parent community resource center housed at the school. Other activities include parents hosting after-school fairs to promote community resources available to other parents and school partnerships with local community resource centers to host parents. Because this goal advocates for the school to become the community hub, activities within this goal could include extended-day, year-round access to the campus for parents and students; adult-learning opportunities such as English classes to monolingual parents and community members; as well as a strategic effort to have community groups such as the local Girl and Boy Scout troops meet at the school. Because Standard 6 is comprised of only one goal, collaborating with community, which contains four separate indicators, the goal and indicators were reviewed with the principals prior to asking the interview questions. This was done to ensure the principals had a full understanding of the activities that would best align with the standard. Once reviewed, the principals were asked about the programs, practices, and services they offered on their campuses that would satisfy the standard and each of its goal indicators.

When the principal-cited activities data were aggregated to determine the percentage of the standard that was satisfied, the principals cumulatively cited 30 activities they felt met the standard. Of the 30 activities, 23 activities aligned with the standard's indicators (see Figure 7). Based on the indicators where these activities aligned within the goal, the principals were able to satisfy 77% of the standard by providing an aligned activity in three of the four goal indicators.

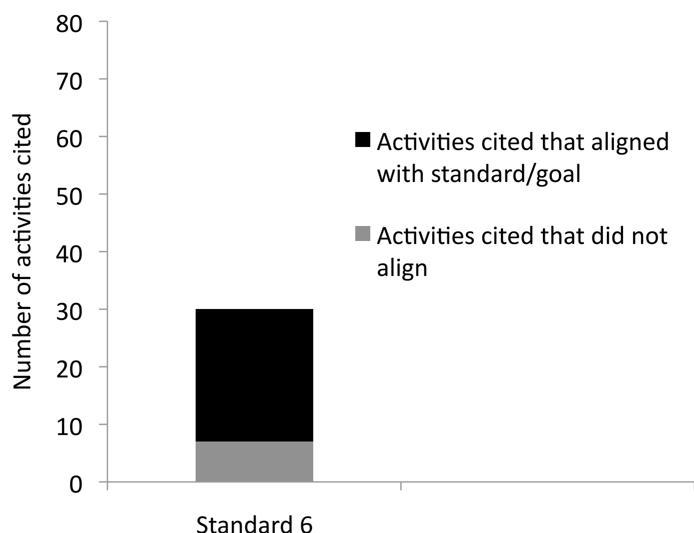

Figure 7. Number of activities cited by principals (*N* = 7) that were aligned or not aligned with Standard 6—collaborating with community.

Of the 23 goal-aligned activities cited by the principals, 26% directly aligned with linking parents to community resources, 65% aligned with the campus organizing community partner support for parents, and 9% directly aligned with activities aimed at making the school the hub of the community. For the indicator of the school partnering with community groups to strengthen families and support student success, the principals did not cite any related activities (see Table 22). This is of particular interest when noting that 91% of the activities cited by the principals align with the school organizing community support and linking parents to community services. However, it is important to note the difference between Indicator 4 and Indicators 2 and 3; Indicator 4 measures the school activities for soliciting community organizations to sponsor and host events rather than just participate and provide resources during school-sponsored activities as prescribed in the other indicators. Tables 22 and 23 present the specific activities cited for

Standard 6 and its goal indicators; activities cited by multiple principals have been identified with the number of instances in which they were cited.

Table 22

Standard 6: Aligned Parent-Engagement Activities Cited by the Principals

Indicators of Standard 6 goal: Collaborating with community	Cited activities aligned with the goal indicator
Indicator 1: Linking to community resources	School strategically pressures the various district offices to establish community resource partnerships
	School hosts community fairs to expose parents to community resources
	School serves as a food pick-up site for local resource agencies
	School establishes agency partnerships to provide parents with community services (*n* = 2)
	Counselors host community meetings to secure parent resources
Indicator 2: Organizing support from community partners	School establishes community business/agency partnerships (*n* = 3)
	Principal establishes business and community partnerships to establish community resources (*n* = 2)
	School establishes community business/agency partnerships which place support personnel on the campus
	School establishes business and community partnerships to offer students and parents career options (*n* = 3)
	Local city council member works with the school to provide resources to parents
	School hosts community speakers for immigration services and law (*n* = 2)
	School hosts workshops to expose parents to social services
	School hosts workshops to expose parents to mental health services
	School hosts workshops to expose parents to general health services
	School hosts workshops to expose parents to employment opportunities
	School establishes agency partnerships to provide parents to legal services
	School establishes community business/agency partnerships for scholarship assistance
	School partnerships are established with local agencies to secure graduation endorsement support for students
Indicator 3: Turning the school into a hub of community life	The parent resource center offers food services to parents in the summer
Indicator 4: Partnering with community groups to strengthen families and support student success	None provided

Note. N = 7.

Table 23

Standard 6: Unaligned Parent-Engagement Activities Cited by the Principals

Standard 6 goal	Cited activities not aligned with goal
Goal: Collaborating with community	School houses a parent and family liaison (*n* = 2) School houses a social worker Counselors have an open-door policy for parents School master schedule is designed for teaming which allows team parent conferences School implements an Early Warning Indicator System requiring parent–school collaboration School hosts a yearly meeting the local city council member representative

Note. N = 7.

Research Question 2: Principals' Understandings of Hispanic Parents

Research has found that parents play a major role in influencing children's academic achievement in school (Altschul, 2011; Barajas & Ronnkvist, 2007; Epstein, 2001b; Goza & Ryabov, 2009; Jeynes, 2007; Nuñez & Kim, 2012; Richardson & Fallona, 2001). Additionally, when collaboration takes place between the various stakeholders and parents throughout their communities, the chances for student academic success soar exponentially. Even if parental involvement means different things to different people, all stakeholders must understand, acknowledge, and appreciate the multiple contributions everyone brings to a student's education. Understanding and making sense of how, when, and under what conditions urban principals understand and enact instructional leadership practices to ensure successful parent participation (Rigby, 2015) are imperative to enhancing parent-engagement activities in high schools. Thus, the second question of the study was the following: How do principals of predominantly

Hispanic-serving urban high schools describe their understandings of Hispanic parents when developing their parental involvement programs?

Considering the focus of Research Question 2 was on how principals describe their understanding of the Hispanic parents in their school as they create parent-engagement activities, the prompts for this question were embedded within the discussion of the first research question. At the conclusion of the analysis, a comparative approach was used to identify the emerging themes. These themes generated four overarching topics: (a) importance of language, (b) ethnicity is not a consideration, (c) information gaps regarding empowerment; and (d) socioeconomic needs are the focus and come first.

Importance of language. The first topic that emerged regarding the principals' understanding of Hispanic parents was the importance of language. All principals indicated language as the first and primary way of accommodating Hispanic parents and referenced it in almost every one of the NPTA standards. Making Hispanic parents feel welcome and comfortable in schools evidently revolved around language; as a result, principals looked for opportunities to embed Spanish in their communication with parents. However, aside from the general idea of language, principals also referenced language in a myriad of ways ranging from the translation of documents to the comfort level Hispanic parents exhibited when using their native tongue. As one principal stated, "I believe that allowing them to speak in the language they feel most comfortable is very powerful because they have a voice in the language that is the strongest." Thus, throughout the interviews, the principals discussed the importance of understanding

language when engaging Hispanic parents and how it impacted their parent programs from multiple vantage points.

The first way principals illustrated they understood language impacted parent engagement was in the area of translations and the use of translators. All principals indicated that to make Hispanic parents feel comfortable and more welcome in the school, they required translation of all brochures, flyers, official school communication, automated phone calls, and social media messages into Spanish. As one principal recalled in her first efforts to make the school more inviting for her Hispanic parents,

> One of the things I noticed when I first arrived was that very little communication was being made in two languages. Almost every letter sent home by the main office and all communications sent home by teachers were in English only. I made huge efforts to require that any communication that was sent out as a mass communication must be in Spanish as well. That was a big adjustment for the campus because they weren't used to taking the time to have documents translated.

Another principal reiterated the sentiment and explained, "I always made it a point to make sure that every letter that I sent home, every parents' message that I recorded, was also done in Spanish. I translated it myself." Similarly, others described the importance of translators at family events to make parents feel welcome. Describing working with parents during evening events, one principal added, "We want to make sure that we have Spanish-speaking staff to be able to address our Spanish-speaking families." However, translating documents and providing translators at evening events was not sufficient, according to multiple principals. As one principal expressed, "Allowing parents to find someone that can connect with them in the language they feel most comfortable speaking

is powerful." As a result, the principals sought out other ways of incorporating language into their practice to engage Hispanic parents.

Multiple principals indicated Spanish-speaking administrators were better able to develop trust with Hispanic parents and described the parents' comfort levels when principals spoke Spanish with them. One principal described the commentaries made by a Hispanic parent when he first arrived as principal and recalled the parent expressing,

> "Thank God we have somebody that can speak fluent Spanish and understands what our needs are, where we come from," and so forth. I had never looked at it that way, but that's how they felt. I think the language barrier is one of the biggest issues we face. Once they know that you can speak it and you understand the environment, the culture of where they come from, I think more or less the comfort zone is now there.

Another principal described similar thoughts on language, describing how Hispanic parents preferred to speak to her rather than other administrators or school staff. She explained,

> I think that I'm very fluent in Spanish, and I think that parents when they come to the school, if they're Spanish speakers, they'll say, "I want to speak to *la directora*" (Spanish for principal) because they know that I speak the language, and, of course, they know that I'm the one in charge, but it's nice for them to know that I speak the language. . . . If we don't speak the language, they don't want to come into the school and talk to anyone.

Another principal indicated the same point and added,

> I think that everybody has the right to feel welcome, and so many times parents feel that if you don't speak their language, they don't want to come to the school and . . . the safety of our kids, the success of our kids depends on them, so it is important to accommodate them.

However, for the principals, speaking Spanish themselves was not enough. They indicated multiple people have to be ready to work with Spanish-speaking Hispanic parents. Most principals described the need to make Hispanic parents feel welcome by

providing multiple staff and faculty members who could speak Spanish. As one principal explained about his campus,

> What we also try to do is balance the staff. We can't hire based on ethnicity, we can't hire based on race, but we know that if our campus is predominately Hispanic, we've got to have people that can speak Spanish to parents in order to be inviting and encouraging to families as they come in. And so, we attempt to make sure that we have Spanish-speaking staff in the front office to give that initial contact, to make sure that the parent is comfortable, and only then can we assist or help for whatever reason that parent came to the building.

Along those same lines, other principals discussed the strategic approach of recruiting bilingual staff. One principal explained,

> I also make sure that my APs [assistant principals] that are bilingual are available to address the needs of all the Hispanic families, so that neither teachers nor other APs that do not speak the language are unable to serve the needs of the Hispanic parents.

Acknowledging the importance of language, principals expressed a connection between their encouragement of Hispanic parent participation through written and spoken language and the development of the parent voice as empowerment. The principals described a general realization that Hispanic parents lacked voice in their schools but attributed this lack of voice to various factors, including a lack of awareness of social registers as well as a lack of political awareness, representation, or activism. The principals repeatedly referred to the limitation of Hispanic parent voice and expressed that parents either did not have a voice, did not know how to use it, or needed training from the school on how to develop and use voice appropriately. One principal, for example, described the process in assisting with the development of voice for her Hispanic parents:

> I think that in urban, predominantly Hispanic schools, there's two dynamics. One is either parents haven't learned the registers to be able to have a voice, especially when they're angry. Or we haven't developed the skills to help in its development. So, I think there's a break in there because it's very easy for us as principals to get an irate parent that is out of control and say, "Get out" or "leave" or whatever. . . . So when we meet with them, I'm being told I'm too patient because sometimes I let them talk too much or I let them go overboard too much. I've been told, "If that was me, I would have shut them down at this point, but you let them." . . . Because I strongly believe they have to find a voice. I have been successful as a principal allowing parents to deflect their anger. Sometimes they have to hear themselves saying stuff like that. You have to call them on it. You have to say, "You know, I need for you not to use profanity. We can have this conversation. I understand you're upset, but let's not use profanity because we can't continue the conversation." . . . I walk them through this stage. It's like we educate students, we educate parents as well . . . so I try to get in the mind of the adult learner. They're learning. They're learning how to behave appropriately. They're learning how to have a voice, how to communicate effectively, how to not get lost in translation, to use the expression, and not because of a language barrier.

Ethnicity is not a consideration. A second topic that emerged from the principals' descriptions of their understanding of Hispanic parents was that ethnicity was not really considered in developing parent-engagement activities. All the principals were consistent in their thinking that low engagement among Hispanic parents was not due to ethnicity, but rather low socioeconomic factors. As one principal explained,

> There shouldn't be distinctions between ethnicity and race and so on and so forth. I truly believe that the campus should be welcoming, the campus should be inviting, that everybody should be able to have a voice and be heard about issues and concerns they might have.

Another principal explained that he did "nothing special for Hispanic parents" because for him engagement was a matter of connecting with all parents. His strategy was to send parent volunteers out to new students' homes to make connections with parents. He expressed,

> We just understood that parents were disconnected somewhat with school staff or professional staff, but when parents of our kids went out and spoke to parents of our incoming kids, parents felt more comfortable talking to parents and would ask parents questions that most likely they wouldn't ask a school professional.

Elaborating on the sentiment, one principal relayed,

> Pick my school up and put it anywhere else, I'd still want to do it the same way. I think no matter where the school was, if there was a need for advocacy, regardless of whether the community was Hispanic or not, then it is I believe the duty of the principal to empower families to be advocates for their children and to know and understand what a quality education is.

Similarly, another principal stated, "I would not do anything differently. I would simply focus on ensuring everybody feels welcome equally, no matter what their race." Another principal added when discussing the idea of tailoring parent-empowerment programming specifically for Hispanic parents,

> I would say that I don't think . . . anything was really designed . . . necessarily specific to whether a community was Hispanic or not. I do think because of the location of this school, there was a strong desire to create advocacy around what a quality education is.

One principal added, "As a Latina, I believe that we as Hispanic leaders, we have a moral imperative, a moral obligation to change and to continue to say race does not define who you are." However, along with the understanding that consideration of ethnicity was not a priority when developing parent-engagement activities for Hispanic parents, the principals were conscious of Hispanic parent empowerment and aware of the need to provide parent activities designed to develop their voice.

Information gaps regarding empowerment. The third topic that emerged was related to the concept of information gaps and the principals' response to ameliorate such gaps through parent empowerment. For the principals, the Hispanic parents' information

gap ranged from the parents' lack of understanding of what is available at their campuses to a general unawareness of the American school system. Principals' awareness of the parents' lack of knowledge led them make an intentional effort to facilitate access to information as a form of parent empowerment. According to one principal describing the reasons for parents' general lack of information,

> Some parents are very unwilling to come and learn because, Number 1, there may be family reasons, working and things of that nature, or they don't have time. Number 2, a lot of our parents may have not graduated from a four-year university, let alone a high school. Number 3, we know you have parents that come in from other countries, and they may be intimidated because they feel we don't have that language support for them and we may not understand where they're coming from.

Another principal added immigration issues and the current political climate to why Hispanic parents would not come to the school to secure information. However, with consensus among the principals as to the importance of informed parents, principals also noted their concerns. One principal elaborated on how lack of information affected Hispanic parent voice and shared decision-making:

> I think that we don't do as much, and I think we've never really thought about it. I think we bring in parents because we tell them, "We need your help," but then a parent tells me, "I don't know what to do, you tell me."

Moreover, all principals linked Hispanic parents' lack of trust and fear of the school to a lack of information and understanding of how the school system operates and what resources are available for parents.

Similarly, all the principals commented on the challenges of getting information to Hispanic parents as well as the overall general lack of communication with them. Several of the principals alluded to the difficulty of being able to use multiple forms of

communication such as electronic newsletters and electronic informational blasts because of Hispanic parents' lack of access to technology. One principal explained that aside from cellular phone numbers,

> which in and of themselves are quite often being deactivated, parents change phone numbers and don't inform the school, or they give incorrect numbers or incorrect addresses because they may or may not live in the zone. Or, they move quite often as well, and they don't update the information.

Another principal indicated how the technology limitation of Hispanic parents impeded his school's efforts in providing them information. According to him, the "majority of Latino parents are not technology savvy. They do not have e-mails, and when they do have access to technology, they do not know how to use it." For this principal, timely communication with Hispanic parents was unachievable: "It's hard to create a sense of keeping up with parents because you cannot reach them immediately through e-news blasts and other electronic correspondence. . . . Mail-outs work best." One principal commented, "In less affluent areas, you have to push more on communication because less educated parents tend to be less involved . . . and are less knowledgeable."

Nonetheless, while the principals clearly articulated their understanding of the challenges of providing information to Hispanic parents, one commonality that emerged throughout the principals' narrative on information was parent empowerment. The general sentiment of the principals was that ensuring parents were well informed on how the school system, school district, and outside supporting agencies operated led to Hispanic parent empowerment. One principal was specific about the importance of using

information to show Hispanic parents school policy as a form of empowerment. She stated,

> Just explaining to them how decisions come about sometimes is powerful for parents. They want to know is it you making this decision just because you feel like it, or are you supported with the district policy, the board policy, or whatever procedures you have in place. Just empowering families by informing them and by telling them where things come from or simply why they came about and why are they necessary.

One principal who advocated for the use of information as a form of voice and empowerment explained that she found the legacy of the school framed her perspective of the school's historical political alliances. This understanding in turn solidified her desire to keep parents informed by bridging her communication efforts with those of political agencies. She explained,

> I think the history of this school, information has been an issue. This particular school was publicized decades ago during the civil rights movement as a school where there were walkouts that led to a political mobilization of the League of United Latin American Citizens (LULAC) and other organizations, the Mexican-American Legal Defense.

When asked if she had done anything to provide information to Hispanic parents for the purpose of strengthening their voice, she responded,

> Yes, there are two specific things. One of them is, of course, the involvement with LULAC, which is specifically an organization intended to empower Hispanic families. The other has been specifically a desire to ensure that parents have a voice and that their voice is heard. Because of the history of the school, it is important here that the community feels and knows that they have a voice that's being heard and considered.

All the principals expressed Hispanic parents sometimes had fear of schools because of lack of information. One principal detailed how he brought immigration attorneys to the school to inform Hispanic parents and provide assistance with

naturalization. He explained this strategy of having relevant information readily available for the parents removed the fear of the school and helped to increase parent participation rates. This principal articulated that he learned from the experience that he needed to get involved in local governance so he could help Hispanic families with community services. This premise was indicated by another principal who focused on cultural advocacy organizations and the importance of including such organizations in the school to help Hispanic parents. She stressed the importance of just being "keenly aware of political reality" so, in turn, she could keep Hispanic parents informed and assist them.

Socioeconomic needs are the focus and come first. The fourth topic that emerged was the principals' understanding and clear awareness of the need to focus on the socioeconomic needs of Hispanic parents, such as food, nutrition, clothing, health, medicine, housing, utilities, safety, and mental health services. Principals understood that for Hispanic parents to be active participants in their children's education, they had to focus on meeting their basic needs first. The principals' reflections indicated a clear realization that fulfilling the needs of Hispanic parents required additional resources beyond the school. As a result, according to the principals, a collaboration was necessary between the school, businesses, and community agencies with a primary focus on securing resources. These resources ranged from securing tangible items such as food and clothing to connecting parents with community centers who could offer them immigration assistance and health services. One principal explained that parents in his school are not always able to secure resources for themselves and thus rely on other entities such as the school or the school district to procure resources on their behalf:

> In our school, a Title I school, it would depend a lot on what the district can provide. When we do fundraisers, like I can tell you one example of one organization that came short like $1,500 because the kid didn't turn in the money they collected from that fundraiser. The sponsor told me, "It's because the mom needed money to buy tires or they had to go to the doctor, whatever, pay the electric bill." That's a reality in schools of poverty.

On multiple occasions during the discussion of the various standards of the parent and family engagement protocol, the principals' responses shifted from the specific standard to the challenges of low socioeconomic status. Challenges described included that Hispanic parents generally lack financial resources to support education outside of the school and find it difficult to successfully fund raise for the school. Further, parents' overall lack of educational attainment prevents them from supporting the school and increasing student engagement. While discussing areas in which Hispanic parents could participate, one principal explained, "Hispanic parents just don't have time to participate in extracurricular events and boosters like they would in more affluent communities."

In almost every instance when discussing their school's activities for collaborating with community, the principals rarely moved beyond the social services required by Hispanic parents and their financial limitations. As one principal described her various parent-engagement activities,

> We offered numerous activities and events in which we collaborated with community resources and organizations to provide a myriad of information on social services, transportation, labor, employment opportunities, legal help, medicines, hospitals, services like that. I think we did pretty good.

Another principal talked about the need to focus on social services to assist her Hispanic parents. She detailed,

> The partnerships with the community at this point, based on the needs we have in this school, need to concentrate on our most pressing needs, which is improving attendance . . . taking care of those basic needs. You know, the Maslow's hierarchy of needs, the room, the shelter, the clothing, things of that nature, health issues that are so important to our families right now.

One principal described how much more natural establishing social service relationships was for her school because of the ease of establishing partnerships with organizations that provide services to persons in poverty. She explained, "By being in the urban core, there are numerous organizations that reach out to offer to provide resources to us without us having to go and find those resources." In multiple instances, the principals described the tremendous impact their school social worker had on establishing community partnerships when it came to basic needs. One explained,

> When it comes to food, obviously having something in place for our community such as our social worker so when parents are going through a difficult time, we have food support for them. Something as simple as electricity, sometimes they may not have money to pay their electrical bills. Kids are taking showers with cold water every other day. . . . If parents don't have money to purchase uniforms or purchase shoes, that results in kids getting bullied at school because of the way they're dressed or the way they smell. Some of those things in more affluent areas I think are not big worries. There might be a few students that go through that process or whose family go through something similar to that, but . . . I think that's one of the biggest things that are different.

All principals recognized the importance of finding community resources that Hispanic parents needed. A principal explained, "As a school, we need to educate Hispanic parents about different agencies that are available to support them." One principal, while describing the extent of his campus activities for securing resources, mentioned, "We might bring people in from medical areas that are actual doctors that do free screenings."

Whereas most of the principals made a point of staying away from city and community politics, one principal described his willingness to work with politicians as partners of the school because he had found how such a partnership could serve to procure services and goods for his school. He explained,

> You have to use . . . whatever politically entices your neighborhood. The first thing I'm going to do in August (onset of the school year) is bring Councilman [A]—that's our councilman in this area—and this school has become his area where he gives free back-to-school haircuts. And so we open the school to him and his staff. It's a great thing on Saturday, he greets the community, people come in, they get backpacks, pencils, school supplies, haircuts. It's like a big thing. It started with Councilman [B] many years ago, so I've continued that.

At the city level, this principal indicated that he served on the city's Housing Authority Board because he understood the importance of being knowledgeable about housing opportunities for his students' families. He indicated that he also had served on the local public transportation board so that he could procure discounts for his students and parents as well as know where the latest housing projects were being built in order to guide parents.

One principal expressed how the expectation to connect the school with local politicos would be more of an expectation in a more affluent side of town because parents demand more for their kids. As she explained, when

> you are more educated and you know that there are so many things, and as a parent, you want those things for your child. You want those opportunities for your children, and so you push the school to make sure that those opportunities are available to their kids.

Summary

Despite the varied years of experience among the principals, principals rarely addressed any one parent-engagement standard with a unique activity or program when describing the standard or how they accommodated Hispanic parents. The exceptions are presented along with the findings associated with each research question.

Research Question 1 focused on the principals' description of their activities related to a national parent-engagement framework. Although all parent-engagement activities cited by the principals qualified as an appropriate activity within some area of the parent-engagement framework, principals lacked awareness of the individual parent-engagement standards, implemented activities without a clear understanding of their intended purpose or set outcomes measure, and attributed the same parent-engagement activity to multiple standards. Out of the findings, several topics developed: the importance of welcoming all families into the school community, a major focus on social services and community resources, and effective communication being valued yet varied.

In considering the specific parent-engagement activities principals cited in regard to the framework, urban core principals evidently focused the majority of their parent-engagement efforts on activities yielding social services and resources for Hispanic parents. For the principals, this standard of connecting families with community resources yielded the highest number of aligned campus activities and was the only standard in which each principal met the majority of the standard's indicators. Principals also understand communication with parents is important but exhibited a tremendously varied sense of what "effective communication" looks like in schools. Cumulatively, the

principals met the majority of the effective communication standard's indicators, but by individual implementation, the principals individually averaged 20%. They rated even lower on supporting student success by involving parents through communication of the students' progress and learning.

The data also revealed that urban high school principals, aside from federally and locally required mandates, generally did not develop or implement parent-engagement activities designed to empower parents, even though they considered empowerment of the utmost importance when working with Hispanic parents. Individually, principals averaged 11% for the standard of empowering parents and 9% for shared decision-making activities. However, urban high school principals described the extreme importance of welcoming all families into the school community and as a result invested a tremendous amount of energy and effort into these activities.

For Research Question 2 on the understandings the principals have of Hispanic parents when developing parent-engagement activities, principals considered language as their primary construct in parent-engagement work and were steadfast about not considering ethnicity when developing parent-engagement activities. Principals indicated that rather than consider ethnicity in their activity development, it is much more important to focus on Hispanic parents' needs as a result of their low socioeconomic status. The principals described an understanding that Hispanic parents have little to no access or knowledge of technology and as a result rely on written communication practices such as flyers, brochures, posters, and mail-outs. Principals also described a general understanding that Hispanic parents have informational gaps of the school and

the overall American school system. In turn, principals stated this gap of information Hispanic parents have of the school and school system leads to their distrust of the school and a hesitancy to participate in school events.

However, the principals' understandings presented two contradictions in their understandings of Hispanic parents. First, even though they understand Hispanic parents have little access or knowledge of technology, all principals indicated the use of social media venues as a major way of communicating and providing information to parents. Second, on the topic of information, the principals described an understanding that Hispanic parents have a distrust of the school and school system due to lack of information, yet the principals repeatedly described how they use information as a form of parent empowerment in their parent-engagement activities.

Chapter 5: Summary, Conclusions, and Implications

School administrators tend to believe parental participation in school benefits all stakeholders (Altschul, 2011; Jeynes, 2007; Lawson & Alameda-Lawson, 2012). Urban high school principals are no different, espousing the belief that one of the most influential components of a successful school is the collaboration of school and parent (Alston, 2004; Khalifa, 2012; Mapp et al., 2008). School leaders agree the positive relationship between parents and school staff promotes the interests of school goals. They also believe that the partnership between parents and school expands the human resources of the school by increasing the informational network and support services available to students, all leading to higher levels of academic achievement (Altschul, 2011; Barajas & Ronnkvist, 2007; Epstein, 2001b; Goza & Ryabov, 2009; Jeynes, 2007; Nuñez & Kim, 2012; Richardson & Fallona, 2001). However, parent-engagement research also has identified barriers to increased participation: effective communication (Halsey, 2005), school environment, and family life contexts (Englund et al., 2004). Expounding upon the challenges urban core administrators face with parent engagement, Auerbach (2009) described the problem of successful family engagement as poorly documented in the literature and insufficiently addressed in training for administrators.

This study uncovered how Hispanic-serving urban high school principals in one south-central U.S. school district described their parent-engagement activities through the lens of the NPTA (2008a, 2008b) Standards for Family–School Partnerships parent-engagement framework as well as their understandings of Hispanic parents related to engagement activity development. This chapter begins with a restatement of the problem

and purpose of the study, research questions, and methodology. The next sections include a summary of the findings based on key insights the collected data yielded, implications for practice, implications for future research, and conclusion.

Restatement of the Problem

For urban high school administrators, parental participation has been a consistent challenge to broker in schools (Agronick et al., 2009; Lawson & Alameda-Lawson, 2012). Understanding and making sense of how, when, and under what conditions urban principals understand and enact instructional leadership practices to ensure successful parent participation (Rigby, 2015) are vital. However, principals must be cognizant not only of parent-engagement standards but also of how they accommodate Hispanic parents. Hence, before principals can effectively implement parent-engagement programs moving beyond compliance of local and federal statutes, findings of research such as this must be considered.

Restatement of Purpose of the Study

This research explored how principals of predominantly Hispanic-serving urban high schools described parent-engagement activities in regard to national parent-engagement standards and how they described understanding of Hispanic parents related to developing engagement activities. The study used an exploratory qualitative case study approach.

Research Questions

The research was guided by two research questions:

1. How do principals of predominantly Hispanic-serving urban high schools describe parent-engagement activities in regards to the NPTA Standards for Family–School Partnerships parent-engagement framework?
2. How do principals of predominantly Hispanic-serving urban high schools describe their understandings of Hispanic parents when developing parental involvement programs?

Methodology

A qualitative case study methodology was used to collect and report the research data. The research was conducted in a large metropolitan south-central U.S. school district during May, June, and July 2017. After purposefully selecting seven principals, individual in-depth interviews were implemented as the main source of data gathering. Seven individual interviews were conducted with the principals assigned to the comprehensive high schools in the urban school district. All interviews were audio-recorded and transcribed. Analytic induction drove the data analysis. Using the NVivo software, open coding was used at the beginning stage of data analysis to locate common themes within and across interview responses. As the keywords were merged into themes, axial codes were developed by relating and categorizing similar and repeated open-coded themes (Berg, 2007). The data were analyzed for consistent patterns or themes. To ensure validity and authenticity, strategies to check the accuracy of the findings included using rich, thick description to convey meaning; member checking; and triangulation (Trochim, 2006). The final step in the analysis of the data was sensemaking by the researcher.

Summary of Findings

Principals mold, influence, and impact parent engagement in schools and thus make meanings of personal understandings for themselves (Evans, 2007). This idea implies school leaders who have a clear and consistent ideology on the broader sociopolitical issues facing schools may be better able to reconcile multiple perspectives and challenge status quo structures in schools (Evans, 2007). Such a reconciliation affords principals the skillset needed to detect biases in thinking and actions, identify implications of biases, and reevaluate inadvertent low expectations in parent-engagement activities. Principals may better evaluate the depth and complexity of parent-engagement activities, redesign activities to incorporate all facets of effective parent engagement, and ultimately better understand and be more empathic toward Hispanic parents. To accomplish the goal of increasing parent engagement and ensuring equitable parent partners, principals must be well versed in national parent standards and understand how Hispanic parents can thrive with certain parent-engagement activities.

The following is a summarized account of the study findings. The findings are discussed according to the two main areas of focus and support the two research questions of how principals of predominantly Hispanic-serving urban high schools describe parent-engagement activities in relation to a national parent-engagement framework and how they describe understandings of Hispanic parents when developing these activities.

Describing parent engagement activities in relation to the NPTA Standards for Family–School Partnerships parent-engagement framework. Principals received a

copy of the NPTA (2008a, 2008b) Standards for Family–School Partnerships in advance of the interviews. Interview data related to the standards revealed five themes: lack of understanding of the standards, welcoming all families into the school community, major focus on social services and community resources, effective communication is valued yet varied, and limited parent-empowerment activities.

Lack of understanding of parent-engagement standards. The findings from the study reveal that urban high school principals value parents and are able to describe a significant number of parent-engagement activities, all of which are considered appropriate best practices based on the NPTA (2008a, 2008b) Standards for Family–School Partnerships. Among the most common activities described by the principals are PFLs, parent resource rooms, parent volunteers, Principal's Coffee, an online parent portal, social media, translation services, school publications including student progress reports and newsletters, academic conferences, parent workshops, site-based decision teams, community partnerships, and health fairs. However, despite the principals' listing of parent-engagement activities, they showed an apparent general lack of understanding of the parent-engagement framework. In their descriptions, principals listed activities indiscriminate of the standards and generally misaligned activities throughout the parent-engagement framework. The principals' alignment of activities to the framework's standards ranged from 9% with activities designed for the sharing of power between school and parents to 50% with activities designed to illicit collaboration within the community. Furthermore, when describing the activities they implemented regarding the framework, principals did not fully address each of the standard's various indicators. The

degree to which principals addressed the indicators ranged from 25% for collaborating with the community to 63% for ensuring parents understand how the school system works.

This study supports the notion that for urban core principals to increase Hispanic parent engagement in schools, principals must become knowledgeable of the various components of parent engagement (Slater, 2008) as well as understanding of what cultural wealth capital is and how to capitalize upon it (Yosso & Garcia, 2007). This study also supports the notion that effective and increased parent engagement requires individually customized campus activities that go beyond federal and state-mandated parent-engagement requirements and district-wide generic initiatives (Watson & Bogotch, 2015). Principals in the current study evidenced purposeful development of strategies and programs to create a welcoming school community and to provide social services and resources for parents. In both instances, the principals developed parent-engagement activities that were deliberate to their vision and intentional in their outcomes.

Moreover, upon a second analysis of the general findings and data from the first research question, several topics emerged as descriptions of parent-engagement activities. They are the four themes of welcoming all families into the school community, major focus on social services and community resources, effective communication is valued yet varied, and limited parent empowerment activities.

Welcoming all families into the school community. Principals highly valued welcoming families into the school community. They emphasized showing appreciation

of all stakeholders and treating Hispanic parents with dignity and respect and described the efforts they made to ensure these tenets are upheld by all school staff. The findings suggest that acknowledging the need for Hispanic parents to feel welcome is how principals begin to make connections with parents.

Multiple activities designed to welcome parents into the school community were common across all campuses. These included a PFL designated to serve as the principals' first line of welcome to all parents, parent volunteer programs, a parent volunteer system for parent outreach, and formalized processes to solicit other parent volunteers. All schools utilized parent-friendly signage and greeting protocols. Some schools housed parent-led informational stations at the entrance of the school designed to provide quick information to parents and new families. Further, schools had a parent resource room housing information from community partners such as Communities in Schools, Family Services, and City Year Corp members, all ready to provide assistance respective of their organizational mission to Hispanic parents. This study supports the research in ensuring Hispanic parents feel welcome in schools through caring relationships nurtured between school and home (Zimmerman-Orosco, 2011). The study further contributes to the notion that the principal should have ultimate responsibility for creating harmony between the school and the home as well as that the school climate and communication are the two constructs that the school principals use most (Barrera, 2002) when working to engage Hispanic parents in the school.

Major focus on social services and community resources. The findings revealed principals' tendency to focus campus parent-engagement activities primarily on

partnerships that yield social services and community resources for parents. Parent-engagement effort as a moral obligation to care for the needs of Hispanic parents was evident. This finding is congruent with the research supporting that school leaders actively pursue family engagement as part of a broader moral commitment to social justice and educational equity for disenfranchised Latino families (Auerbach, 2009).

Findings also indicated activities focused strategic pressure on various district offices to establish community partnerships to yield varied resources for Hispanic parents. These forms of support included food, employment opportunities, immigration support, legal guidance, housing, and various health and social services. Providing such services appears to require a parent resource center run by a PFL. PFLs tend to solicit community agencies to come to the school to provide information on the various community resources available to parents in mental health, financial aid, clothing assistance, and school supplies. This finding supports the idea that the PFLs play an important role negotiating their positions on behalf of the school and principals to serve as advocates for parents, as promoters of school initiatives, and as cultural brokers (Martinez-Cosio & Iannacone, 2007).

Effective communication is valued yet varied. The findings of this study revealed principals value communication with Hispanic parents but offer various modes and venues of what “effective communication” looks like, at times in a contradictory manner. For example, previous research (Machado-Casas, Sanchez, & Ek, 2014) suggested computer literacy challenges make school involvement difficult for Hispanic parents, particularly when the subject is technology; the retrieval of electronic school messages

requires at least basic computer literacy skills that some Hispanic families may not have. In the current study, principals listed flyers, brochures, posters, and mailers as the best modes to communicate with Hispanic parents because they understood technology and digital platforms were generally ineffective with Hispanic families with little to no access to technology. However, principals' most prevalent activities used to communicate information to parents were Twitter, Facebook, and social media. Principals further described using the campus website to post information about the school and district and to provide parents with school staff contacts for assistance. This finding aligns with some research that Hispanic parents often use social media to communicate with schools (Serrata, 2017).

Principals use a team collaborative approach to communicate with parents on an ongoing basis. In every high school, principals tasked various staff members with communication responsibilities and, in some cases, specifically employed staff members for the sole purpose of communicating and interacting directly with parents. For example, school counselors, assistant principals, campus police officers, and community coordinators were all tasked with the development of communication systems between the school and parents. In addition, the PFL is the front line of communication with parents through the development and translation of all school literature, home visits, and organization of parent–principal meetings and volunteers for community and parent outreach. This finding supports previous research describing the powerful impact a school liaison can make in the communication between school and home (Martinez-Cosio & Iannacone, 2007).

School phone messaging systems appear to be a way of quickly disseminating information and communicating with parents. Principals used the school's public-address system to communicate directly to students (and thus indirectly to parents). Parent forums were also mentioned as a way to communicate directly with parents.

Limited parent empowerment activities. The findings suggest principals understand parent empowerment as a moral obligation yet do not associate parent-empowerment activities as a form of parent engagement. As a result, parent-engagement activities designed to empower Hispanic parents, help develop voice, or assist in the advocacy of their children are limited. The one activity the principals routinely listed for empowering parents was the development of a Campus Leadership Team. The Campus Leadership Team is a site-based decision-making team required of all Title I schools by the federal government to ensure parents are included in the governance of the school. Hence, principals considered the Campus Leadership Team not as a form of shared governance, but as a way to help develop the empowerment of parents in schools.

Most of the activities cited by principals as activities designed to empower parents, develop voice, and teach advocacy do not directly support the goal of Hispanic parent empowerment. In multiple cases, activities cited by the principals to support empowerment of parents are not specifically designed to support the goal at all. Examples of such activities listed by the principals are providing flyers to parents visiting the school regarding upcoming events on Information Days, developing an expectation of best customer strategies for school staff, housing school staff specifically tasked with linking parents and teachers, developing workshops on how the school operates, participating in

monthly Principal's Coffees, hiring bilingual staff, providing parents with a school counseling framework, and offering an electronic parent portal for parents to see student grades and progress from home or work. As a result, when compared to the NPTA parent-engagement standard and the indicators related to empowerment, the campus activities reported for the standard were misaligned, reflecting a lack of awareness of the standard and its purpose. This finding supports prior research regarding the need for principals to become knowledgeable of the various components of parent engagement in order to effectively increase parent engagement (Slater, 2008).

Principals' understandings of Hispanic parents in the development of parental involvement programs. Findings suggest that high school principals in the urban core value and hold Hispanic parents in high regard. However, as principals develop parent involvement programs and activities, they tend to operate from a deficit lens needs-based perspective and do not capitalize on the cultural wealth of the school's Hispanic communities. The findings revealed four topics of principals' understanding of Hispanic parents: the importance of language, ethnicity plays no role, information gaps, and socioeconomic needs first and foremost.

Importance of language. Findings reflect the principals' understanding that language is the most important tool utilized when making connections with Hispanic parents. This finding supports previous research identifying language and communication as major factors in parent engagement (Barrera, 2002).

In their description of language, principals viewed language from various perspectives and as embedded in the principals' work in multiple ways. Principals

ensured all school literature, school forms, and school signage were translated into Spanish and that translators were present at parent meetings. Principals were aware of the importance of their ability to communicate and work with parents in Spanish. Findings also suggest ensuring Spanish-speaking faculty and staff candidates is a priority in hiring, and principals constantly gauged faculty and staff ability to communicate with Spanish-speaking parents. This emphasis aligns with prior research (Gerena, 2011) suggesting that monolingual Spanish-speaking Hispanic parents worry about the limits of their voice for communicating support, concerns, and opinions of the school but find their worries mitigated when school staff speak Spanish and translate school–home communication.

Consideration of ethnicity and culture. Findings from this study suggest that although principals stated ethnicity is not considered a factor when developing parent-engagement activities, some Hispanic cultural aspects are mitigated. Principals indicated they do not factor ethnicity in their work with parents because they welcome and treat all parents equally. The principals emphasized no distinction among parents in the school other than a focus on low socioeconomic status. Prior research had identified consistent ethnic- and income-related differences in parents' involvement, especially in the case of low-socioeconomic Hispanic parents (Sonnenschein, Stapleton, & Metzger, 2014). However, while the principals indicated a lack of consideration for ethnicity when developing parent-engagement activities, they did note cultural understandings of Hispanics and acknowledged the importance of considering them in parent engagement. This finding supports prior research finding parents of racially, ethnically, and

linguistically diverse students often fail to participate in traditional parent-programming activities when they are not considered (Ishimaru, 2013; Shin, 2004).

Principals were aware of the need to consider certain cultural perspectives of Hispanic parents when working on parent-engagement activities. The cultural understandings they presented were the Hispanic family unit in regard to higher education, cultural holidays, and Hispanic health care. The Hispanic family was described as unified and close-knit to the point of students not being able to function outside of the family to pursue higher education opportunities. Principals reported a strong sense of the need to work with Hispanic parents to allow their children to attend universities or colleges outside of the immediate community. This need was magnified when coupled with the low-socioeconomic factor of Hispanic students often remaining in the immediate community throughout their schooling. Cultural holidays, celebrations, and events were other considerations principals noted regarding Hispanic parents. Lastly, principals noted Hispanic parents were predisposed to certain illnesses such as diabetes and high blood pressure and thus considered health fairs for them.

Information gaps. Findings from the study revealed that principals operate under the premise that Hispanic parents lack overall information about their children's school and the American school system, which leads to distrust and a hesitancy to participate in parent-engagement activities. This finding is congruent with the prior research on Hispanic parents' lack of information regarding the school system (Guo, 2006; Subramanian, 2011) and the inadequate communication practices leading to information gaps between school and Hispanic parents (Ramirez, 2003).

Principals noted barriers Hispanic parents faced in securing information and at times associated the lack of information with what could be described as the parents' unwillingness to become informed. Nonetheless, because of the barriers described by the principals and their understanding of the importance of informed parents, they placed a great deal of importance on getting information into the hands of parents. Some of the activities implemented to reduce the parents' information gaps included volunteer-led information stations, technology-equipped parent resource rooms run by a PFL, meetings such as Principal's Coffees and PTA, the schools' phone messaging system, and bulletin boards. However, despite their efforts, principals generally believed Hispanic parents remained uninformed of the school system, contributing to their hesitancy to participate. This finding aligns with prior research suggesting that despite continued efforts on behalf of the school to secure information for parents, the existing efforts are not sufficient, and Hispanic parents continue to lack information regarding the school system (Subramanian, 2011).

A focus on socioeconomic needs first. The findings from this study reveal principals consider the low-socioeconomic status of Hispanic parents as the primary focus of their parent-engagement activities as well as the primary factor preventing parent engagement. Principals reflected that for Hispanic parents to be active participants in children's education, schools had to focus on meeting essential needs: food, nutrition, clothing, health, medicine, housing, utilities, safety, and mental health services.

According to the principals, Hispanic parents' economic obstacles are the primary barrier to parent engagement in school. A lack of financial resources prevents Hispanic

parents from supporting their children's education outside of the school. This finding supports prior research concluding urban school leaders categorize low-socioeconomic characteristics as a primary focus and disadvantage to parent-engagement practices (Watson & Bogotch, 2015). As a result, principals in the current study used several approaches to support parents: social services, transportation, schooling and job training, employment opportunities, legal support, medicine and health care, housing, and clothing assistance. Principals suggested that parent-engagement activities aimed at securing resources are more natural and easier to implement in urban schools because of the high number of agencies already established ready to assist families in poverty. Previous research asserted that school administrators must address economic obstacles that hinder parental involvement by recognizing that poverty is a primary concern preventing many Hispanic parents from attending school meetings (Zimmerman-Orozco, 2011).

Although the attempt has been made to give an accurate narrative of the principals of comprehensive high schools in the study district, this study cannot fully capture the high levels of commitment, and at times frustration, principals expressed at not being able to meet their vision of high levels of Hispanic parent engagement. However, certain implications for practice and further research can be offered.

Implications for Practice

This study was limited to the descriptions of Hispanic-serving urban high school principals' parent-engagement activities through a national parent-engagement framework. Principals also used this framework when they described their understanding of Hispanic parents when developing parent-engagement programs. Federal policies,

specifically the ESSA (2015), require family engagement components in all schools and includes engagement in schools' accountability ratings. The premise of the law is students and schools perform better when schools partner with parents as equal stakeholders. However, principals of Hispanic-serving urban high schools continue to struggle with increasing parent engagement as true partners. Facing this dichotomy in theory and practice, parent-engagement activities along with district mechanisms for support should be developed and implemented to address parent engagement in urban high schools, beginning with the principal as leader.

The misalignment between the principals' parent-engagement activities and the national standards framework indicated a general lack of awareness of the NPTA parent-engagement framework and specific parent-engagement standards within the framework. Coupled with the deficit lens understanding principals have of Hispanic parents, the researcher contends principals currently do not have the knowledge base needed to develop a comprehensive parent-engagement plan or develop strategies directly addressing the various parent-engagement standards. Further, because the principals do not have the awareness of, much less the know-how on how to capitalize on the community cultural wealth of the parents or the funds of knowledge they possess, principals cannot reconcile their understanding of Hispanic parents with the intentions of parent-engagement activities aimed at establishing them as equitable stakeholders in a shared power role. To help principals develop an awareness of national parent-engagement standards and increase Hispanic parent engagement, the following

recommendations are offered for district officials, campus leadership, and leadership preparation programs.

District officials. Two recommendations are made for district officials.

1. Coach principals through a problem of practice or consultancy protocol approach to select a national parent engagement framework inclusive of the various standards of effective parent engagement;
2. Partner with principals and parents in a task force responsible for the development of district Parent-Engagement Policy that incorporates a District Vision and Plan inclusive of the parent engagement standards.

Campus leadership. Three recommendations are made for campus leadership (principals).

1. Principals should engage in ongoing professional learning opportunities on the development of culturally responsive parent-engagement activities within each standard to include topics such as parent self-esteem, empowerment and advocacy, nontraditional ways of parent involvement, and practical and transferable knowledge.
2. Principals should work collaboratively to develop parent-engagement activities for each of the parent engagement standards and include them in a pool of activities to be shared among all campus principals.
3. Principals should allocate time at principals' meetings to engage in an ongoing principal forum for the exchange of parent-engagement ideas and best practices along with parent-engagement progress report-outs.

Leadership preparation programs. Three recommendations are made for university leader preparation programs.

1. Principal preparation programs may provide opportunities to review and analyze the various standards of parent engagement so that principals are prepared to implement comprehensive parent engagement programs.
2. Principal preparation programs could establish partnerships with business and community organizations already developing and implementing parent-engagement activities in meaningful ways, but especially with disenfranchised parents or parents of color.
3. Principal preparation programs could then incorporate hands-on parent-engagement-focused practicums, experiences, and internships with these community and business partners already implementing parent-engagement activities in meaningful ways.

Implications for Further Study

This study followed a single case study of one urban south-central U.S. school district's comprehensive high schools and only included principals. Therefore, further research both within and outside the school district as well as expanding to the middle school would enhance knowledge of principal effectiveness regarding Hispanic parent engagement.

The study district is a comprehensive school district offering multiple nontraditional schooling choices outside of the comprehensive high schools. Therefore, the seven respondents who participated in this study are not representative of the district

as whole. Additional research within the study district could include interviews, focus sessions, and surveys with principals of nontraditional high schools, district officials, assistant principals, teachers, parents, and community members. The data represented in this case study are from a single point in time, encompassing 3 months in the history of the district. Longitudinal research conducted in the study district could reveal further findings when compared over the course of several school years.

In identifying other school districts that met the research criteria of this study, the researcher found three school districts in the immediate vicinity of the study district. Replicating this case study in those school districts would permit comparison data across the urban setting of one metropolitan area. Further, as in the case of Rigby's (2015) research, other school districts with urban comprehensive high schools with similar demographics but successful parent-engagement programs could be researched to understand and make sense of how, when, and under what conditions principals enact instructional leadership practices to ensure successful parent participation.

Conclusion

The aim of this study was to examine the parent-engagement activities Hispanic-serving urban high school principals described related to a national parent-engagement framework as well as how they described their understanding of Hispanic parents when developing engagement activities. This qualitative study used face-to-face interviews, and the data analysis focused on how principals described parent-engagement activities when aligned to a parent-engagement framework as well as their understandings (Weick, 1995) of Hispanic parents when developing activities. Attention was given to the six

standards of the NPTA (2008a) parent-engagement framework. Given the intent of this study, the following propositions are advanced as to principals, Hispanic parents, and parent engagement:

1. A principal's understanding of parent-engagement standards may be linked to the success of campus parent-engagement programs.
2. Effective communication between school and Hispanic parents would ameliorate the hesitancy Hispanic parents have in participating in school-engagement activities.
3. Language is the most important tool for accommodating Hispanic parents in urban schools.
4. Taking ethnicity into consideration when developing parent-engagement activities would increase Hispanic parent participation rates in schools.

The face of America is changing. Hispanics are the fastest growing ethnic group in the nation, and this change in dynamics is having an immense impact on schools and education. The surge of Hispanic students into classrooms is forcing educators to reexamine how they conduct school and calibrate the traditional with innovative ways of educating students. Along with this changing dynamic, school staff need to consider the parents of Hispanic students. Hispanic parents, too, want the best for their children and often look to education as the hope for their children to break the cycle of poverty. Coupled with ongoing federal accountability measures requiring parent engagement in schools, principals must reconcile what they have been doing for parent engagement with what must be done to increase parent participation. For several decades, research has

provided substantial evidence that principals, especially those in secondary schools and even more so in secondary urban schools, struggle to develop successful parent-engagement programs. As a result, efforts must be developed and provided with sustainable support to educate urban high school principals about parent-engagement standards and help them increase engagement among Hispanic parents.

Appendix: Interview Protocol

Note: The researcher provided a hard copy of the parent-engagement standards as well as explained each of them during the preinterview meeting. Inclusively, interviews were scheduled after the timeframe requested by principals in order to afford them sufficient time to review their campus programs with regard to the framework.

When needed throughout the interview, the researcher would prompt and/or ask the principal to expound upon their responses for explanation and clarification. For example, "How do you ensure all parents receive the same friendly greeting you describe when they arrive on the campus?"

The questions in the following protocol are scripted in a way designed to put the interviewee at ease with the intent to have them speak more freely and with candor. Although it is impossible to capture the researcher's intonation and inflection, the script may provide insight into the questions posed.

RESEARCH QUESTION 1: How do principals of predominantly Hispanic-serving urban high schools describe their parent-engagement efforts in regards to the National Parent Teacher Associations (NPTA) National Standards for Family–School Partnerships parent-engagement framework?

RESEARCH QUESTION 2: How do principals of predominantly Hispanic-serving urban high schools describe their understandings of Hispanic parents when developing parental involvement programs?

Instrument

Standard 1: Welcoming all families into the school community. Goal 1: Creating a welcoming climate. Goal 2: Building a respectful, inclusive school community

Interview Question 1: What programs, practices, or services do you currently offer designed to create a welcoming school climate?

Interview Question 2: What programs, practices, or services do you currently offer designed to build a respectful and inclusive school community?

Interview Question 3: Is there anything you have done differently to accommodate your Hispanic parents specifically when it comes to welcoming them to the school? If so, why? If not, why?

Interview Question 4: Now, what do you believe you would do differently, if anything, if your school were not predominantly Hispanic?   Why or why not?

Interview Question 5: Okay, building on the response from the previous question, what do you believe you would do differently, if anything, if your school were not in the urban core, but rather located in an affluent section of the city? Why or why not?

Standard 2: Communicating effectively. Goal 1: Sharing information between school and families.

Interview Question 6: What programs, practices, or services do you currently offer designed to share information between your school and your students' parents?

Interview Question 7: Is there anything you have done differently to accommodate your Hispanic parents specifically when it comes to sharing information between the school and families? If so, why? If not, why?

Interview Question 8: Now, what do you believe you would do differently, if anything, if your school were not predominantly Hispanic?   Why or why not?

Interview Question 9: Okay, building on the response from the previous question, what do you believe you would do differently, if anything, if your school were not in the urban core, but rather located in an affluent section of the city? Why or why not?

Standard 3: Supporting student success. Goal 1: Sharing information about student progress. Goal 2: Supporting learning by engaging families.

Interview Question 10: What programs, practices, or services do you currently offer designed to share information about student progress with parents?

Interview Question 11: What programs, practices, or services do you currently offer designed to support learning by engaging families?

Interview Question 12: Is there anything you have done differently to accommodate your students' Hispanic parents specifically when it comes to sharing information about student progress and supporting learning by engaging families? If so, why? If not, why?

Interview Question 13: Now, what do you believe you would do differently, if anything, if your school were not predominantly Hispanic?   Why or why not?

Interview Question 14: Okay, building on the response from the previous question, what do you believe you would do differently, if anything, if your school were not in the urban core, but rather located in an affluent section of the city? Why or why not?

Standard 4: Speaking up for every child. Goal 1: Understanding how the school system works. Goal 2: Empowering families to support their own and other children's success in school.

Interview Question 15: What programs, practices, or services do you currently offer designed to help parents understand how the school system works?

Interview Question 16: What programs, practices, or services do you currently offer designed to empower families to support their own and other children's success in school?

Interview Question 17: Is there anything you have done differently to accommodate your students' Hispanic parents specifically when it comes to help parents understanding how the school system works and empowering families to support their own and other children's success in school? If so, why? If not, why?

Interview Question 18: Now, what do you believe you would do differently, if anything, if your school were not predominantly Hispanic? Why or why not?

Interview Question 19: Okay, building on the response from the previous question, what do you believe you would do differently, if anything, if your school were not in the urban core, but rather located in an affluent section of the city? Why or why not?

Standard 5: Sharing power. Goal 1: Strengthening the family's voice in shared decision-making. Goal 2: Building families' social and political connections.

Interview Question 20: What programs, practices, or services do you currently offer designed to strengthen the family's voice in shared decision-making?

Interview Question 21: What programs, practices, or services do you currently offer designed to build families' social and political connections?

Interview Question 22: Is there anything you have done differently to accommodate your students' Hispanic parents specifically when it comes to strengthening their family's voice in shared decision-making and build their families' social and political connections? If so, why? If not, why?

Interview Question 23: Now, what do you believe you would do differently, if anything, if your school were not predominantly Hispanic? Why or why not?

Interview Question 24: Okay, building on the response from the previous question, what do you believe you would do differently, if anything, if your school were not in the urban core, but rather located in an affluent section of the city? Why or why not?

Standard 6: Collaborating with community. Goal 1: Connecting the school with community resources.

Interview Question 25: What programs, practices, or services do you currently offer designed to connect the school with community resources?

Interview Question 26: Is there anything you have done differently to accommodate your students' Hispanic parents specifically when it comes to connecting the school with community resources If so, why? If not, why?

Interview Question 27: Now, what do you believe you would do differently, if anything, if your school were not predominantly Hispanic? Why or why not?

Interview Question 28: Okay, building on the response from the previous question, what do you believe you would do differently, if anything, if your school were not in the urban core, but rather located in an affluent section of the city? Why or why not?

Closing

Interview Question 29: On a more personal note, what was your experience with your parents' participation during your high school years?

Interview Question 30: Do you have any last general thoughts on Hispanic parent engagement in high school that were not covered in these questions?

References

Agronick, G., Clark, A., O'Donnell, L., & Stueve, A. (2009). *Parent involvement strategies in urban middle and high schools in the Northeast and Islands region* (REL 2009-No. 069). Washington, DC: Regional Educational Laboratory Northeast & Islands. Retrieved from http://ies.ed.gov/ncee/edlabs/regions /northeast/pdf/REL_2009069.pdf

Alston, J. (2004). The many faces of American schooling: Effective schools research and border-crossing in the 21st century. *American Secondary Education*, *32*(2), 79-93.

Altschul, I. (2011). Parental involvement and the academic achievement of Mexican American youths: What kinds of involvement in youths' education matter most? *Social Work Research, 35*, 159-170.

Auerbach, S. (2009). Walking the walk: Portraits in leadership for family engagement in urban schools. *The School Community Journal, 19*(1), 9-31.

Baker, A. J. L., & Soden, L. M. (2000). *The challenges of parent participation research* (ERIC/CUE Digest No. 134). New York, NY: ERIC Clearinghouse on Urban Education.

Barajas, H. L., & Ronnkvist, A. (2007). Racialized space: Framing Latino and Latina experience in public schools. *Teachers College Record, 109,* 1517-1538.

Barber, B. (1996). Parental psychological control: Revisiting a neglected construct. *Child Development*, *67*, 3296-3319.

Barrera, J. M. (2002). *An investigation into parent involvement strategies employed by principals in bilingual public schools*. Unpublished doctoral dissertation, San Houston State University, Huntsville, TX.

Berg, B. L. (2007). *Qualitative research methods for the social sciences*. Boston, MA: Pearson.

Bermudez, A. B., & Padron, Y. N. (1990). Improving language skills for Hispanic students through home–school partnership. *The Journal of Education Issues of Language Minority Students, 6,* 33-44.

Bird, K. (2006). How do you spell parental involvement? S-I-S. *T.H.E. Journal, 33*(7), 38-42.

Boethel, M. (2003). *Diversity: School, family and community connections. Annual synthesis 2003*. Austin, TX: Southwest Educational Development Laboratory. Retrieved from http://www.sedl.org/connections/resources/diversity-synthesis.pdf

Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research in education: An introduction to theory and methods* (4th ed.). Boston, MA: Allyn and Bacon.

Chavkin, N. F., & Williams, D. L., Jr. (1993). Enhancing parent involvement. *Education and Urban Society*, *19*, 164-184.

Chrispeels, J. H. (1991). District leadership in parent involvement: Policies and actions in San Diego. *Phi Delta Kappan*, *72*(5), 367-371.

Christie, K. (2005). Changing the nature of parent involvement. *Phi Delta Kappan, 86*(9), 645-646.

Coburn, C. E. (2001). Collective sensemaking about reading: Teachers mediate reading policy in their professional communities. *Educational Evaluation and Policy Analysis*, *23*(2), 145-170.

Coburn, C. E. (2005). Shaping teacher sensemaking: School leaders and the enactment of reading policy. *Educational Policy, 19*, 476-509.

Coleman, A. L., Starzynski, A. L., Winnick, S. Y., Palmer, S. R., & Furr, J. E. (2006). *It takes a parent: Transforming education in the wake of the No Child Left Behind Act*. New York, NY: Appleseed.

Cook, T. D., Herman, M. R., Phillips, M., & Settersten, R. A., Jr. (2002). Some ways in which neighborhoods, nuclear families, friendship groups, and schools jointly affect changes in early adolescent development. *Child Development*, *73*, 1283-1309.

Cooper, C., & Christie, C. A. (2005). Evaluating parent empowerment: A look at the potential of social justice evaluation in education. *Teachers College Record*, *107*, 2248-2274.

Crowson, R. (1993). Qualitative research methods in higher education. In C. Conrad, A. Neuman, J. D. Haworth, & P. Scott (Eds.), *Qualitative research in higher education: Experiencing alternative perspectives and approaches* (pp. 167-208). Needham Heights, MA: Ginn Press.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2000). *Handbook of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.

Desforges, C. (2003). *The impact of parental involvement, parental support and family education on pupil achievements and adjustment: A literature review* (Research Report No. 433). Nottingham, England: Queen's Printer. Retrieved from http://www.dcsf.gov.uk/research/data/upload.

Dessoff, A. (2009). Parental engagement pays off. *District Administration, 45*(5), 16-20.

Dryfoos, J. G. (2000). *Evaluations of community schools: findings to date.* Washington, DC: Coalition for Community Schools. Retrieved from ERIC database. (ED450204)

Elementary and Secondary Education Act of 1965, Pub. L. No. 89-10 (1965).

Englund, M. M., Luckner, A. E., Whaley, G. L., & Egeland, B. (2004). Children's achievement in early elementary school: Longitudinal effects of parental involvement, expectations, and quality of assistance. *Journal of Educational Psychology, 96,* 723-730. doi:10.1037/0022-0663.96.4.723

Esteban-Guitart, M., & Moll, L. C. (2014). Funds of identity: A new concept based on the funds of knowledge approach. Culture *and Psychology, 20*(1), 31-48.

Epstein, J. L. (1995). School, family, community partnerships: Caring for the children we share. *Phi Delta Kappan, 76,* 701-712.

Epstein, J. L. (2001a). Building bridges of home, school, and community: The importance of design. *Journal of Education for Students Placed At Risk, 6,* 161-168.

Epstein, J. L. (2001b). *School, family, and community partnerships: Preparing educators and improving schools* (2nd ed.). Boulder, CO: Westview.

Epstein, J. L., & Sanders, M. G. (2006). Prospects for change: Preparing educators for school, family, and community partnerships. *Peabody Journal of Education, 81*(2), 81-120.

Evans, A. E. (2007). School leaders and their sensemaking about race and demographic change. *Educational Administration Quarterly, 43*, 159-188.

Every Student Succeeds Act, Pub. L. No. 114-95 (2015). Retrieved from http://www.ed .gov/essa

Fan, X. (2001). Parental involvement and students' academic achievement: A growth modeling analysis. *Journal of Experimental Education, 70*(1), 27-53.

Gamoran, A. (1992). Social factors in education. In M. C. Alkin (Ed.), *Encyclopedia of educational research* (6th ed., pp. 1222-1229). New York, NY: Macmillan.

Gawlik, M. A. (2015). Shared sense-making: How charter school leaders ascribe meaning to accountability. *Journal of Educational Administration, 53*, 393-415. doi:10.1108/JEA-08-2013-0092

Gerena, L. (2011). Parental voice and involvement in cultural context: Understanding rationales, values, and motivational constructs in a dual immersion setting. *Urban Education, 46*, 342-370. doi:10.1177/0042085910377512

Goldberg, W. A., Strauss, R., & Gray, K. (1999, April). *School, home, and work: Links among contexts in the lives of parents' children*. Paper presented at the meeting of the Society for Research in Child Development, Albuquerque, NM.

González, N., Moll, L. C., & Amanti, K. (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms.* Mahwah, NJ: Erlbaum.

Gordon, M., & Seashore Louis, K. (2009). Linking parent and community involvement with student achievement: Comparing principal and teacher perceptions of stakeholder influence. *American Journal of Education, 116*(1), 1-31.

Goza, F., & Ryabov, I. (2009). Adolescents' educational outcomes: Racial and ethnic variations in peer network importance. *Journal of Youth and Adolescence, 38,* 1264-1279.

Guo, Y. (2006). "Why didn't they show up?" Rethinking ESL parent involvement in K-12 education. *TESL Canada Journal, 24*(1), 80-95.

Halsey, P. A. (2005). Parent involvement in junior high schools: A failure to communicate. *American Secondary Education*, *34*(1), 57-69.

Hargreaves, A. (2003). *Teaching in the knowledge society: Education in the age of insecurity.* New York, NY: Teachers College Press.

Harvard Family Research Project. (2001). *Parental involvement*. Boston, MA: Author.

Haycock, K. (2001). Closing the achievement gap. *Educational Leadership*, *58*(6), 6-11.

Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.

Herrold, K., O'Donnell, K., & Mulligan, G. (2008). *Parent and family involvement in education, 2006-07 school year, From the National Household Education Surveys Program of 2007* (NCES 2008-050). Retrieved from http://nces.ed.gov/pubs2008/2008050.pdf

Hill, N. E., & Taylor, L. C. (2004). Parent–school involvement and children's academic achievement: Pragmatics and issues. *Current Directions in Psychological Science, 13,* 161-164.

Hohlfeld, T., Ritzhaupt, A., & Barron, A. (2010). Connecting schools, community, and family with ICT: Four-year trends related to school level and SES of public schools in Florida. *Computers & Education*, *55*(1), 391-405.

Honig, M. I. (Ed.). (2006). *New directions in education policy implementation: Confronting complexity.* Albany: State University of New York Press.

Honig, M. I., Kahne, J., & McLaughlin, M. W. (2001). School–community connections: Strengthening opportunity to learn and opportunity to teach. In V. Richardson (Ed.), *Handbook of research on teaching* (4th ed., pp. 998-1028). Washington, DC: American Educational Research Association.

Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? *Review of Educational Research, 67,* 3-42.

Hughes, K. L., Bailey, T. R., & Mechur, M. J. (2001). *School-to-work: Making a difference in education. A research report to America.* New York, NY: Institute on Education and the Economy. Retrieved from ERIC database. (ED449364)

Ishimaru, A. (2013). From heroes to organizers: Principals and education organizing in urban school reform. *Educational Administration Quarterly, 49,* 3-51.

Ishimaru, A. (2014). Rewriting the rules of engagement: Elaborating a model of district–community collaboration. *Harvard Educational Review, 84*,188-216.

Jarrett, R. (2000). Neighborhood effects models: A view from the neighborhood. *Research in Community Sociology, 10,* 307-325.

Jeynes, W. H. (2003). A meta-analysis: The effects of parental involvement on minority children's academic achievement. *Education and Urban Society, 35*, 202-218.

Jeynes, W. H. (2007). The relationship between parental participation and urban secondary school student academic achievement: A meta-analysis. *Urban Education*, *42*, 82-110.

Jones, P. H. (2015). Sensemaking methodology: A liberation theory of communicative agency. Retrieved from https://www.epicpeople.org/sensemaking-methodology/

Jones, T. G., & Velez, W. (1997, March). *Effects of Latino parent participation on academic achievement.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Khalifa, M. (2012). A re-new-ed paradigm in successful urban school leadership principal as community leader. *Educational Administration Quarterly, 48,* 424-467.

Kohl, G. O., Lengua, L. J., & McMahon, R. J. (2002). Parent participation in school: Conceptualizing multiple dimensions and their relations with family and demographic risk factors. *Journal of School Psychology, 38,* 501-523.

Kvale, S. (1996). *Interview: An introduction to qualitative research interviewing.* Thousand Oaks, CA: Sage.

Lawson, M. A., & Alameda-Lawson, T. (2012). A case study of school-linked, collective parent engagement. *American Educational Research Journal*, *49*, 651-684. doi:10 .3102/0002831211427206

Lindsey, R. B., Nuri-Robins, K., & Terrel, R. (2003). *Cultural proficiency: A manual for school leaders.* Thousand Oaks, CA: Corwin Press.

Lopez, G. R., Scribner, J. D., & Mahitivanichcha, K. (2001). Redefining parental involvement: Lessons from high-performing migrant-impacted schools. *American Educational Research Journal*, *38*, 253-288.

Machado-Casas, M., Sanchez, P., & Ek, L. D. (2014). The digital literacy practices of Latina/o immigrant parents in an after-school technology partnership. *Multicultural Education, 21*(3/4), 28-33.

Mapp, K. L., Johnson, V. R., Strickland, C. S., & Meza, C. (2008). High school family centers: Transformative spaces linking schools and families in support of student learning. *Marriage & Family Review*, *43*, 338-368.

Marschall, M. (2006). Parent involvement and educational outcomes for Latino students. *Review of Policy Research*, *23*, 1053-1076.

Martinez-Cosio, M., & Iannacone, R. M. (2007). The tenuous role of institutional agents: Parent liaisons as cultural brokers. *Education and Urban Society, 39*, 349-369.

Mattingly, D. J., Prislin, R., McKenzie, T. L., Rodriguez, J. L., & Kayzar, B. (2002). Evaluating evaluations: The case of parent involvement programs. *Review of Educational Research, 72*, 549-576.

Moles, O. C. (1982). Synthesis of recent research on parent participation in children's education. *Educational Leadership, 40,* 44-47.

National Parent Teacher Association. (2005). *National standards for parent/family involvement programs*. Retrieved June 22, 2010, from http://www.pta.org /archive_article_details_1118251710359.html

National Parent Teacher Association. (2008a). *National standards for family–school partnerships.* Retrieved from http://www.pta.org/nationalstandards

National Parent Teacher Association. (2008b). *National standards for family–school partnerships assessment guide.* Retrieved from https://www.pta.org/docs/default-source/files/programs/national-standards-for-family-school-partnerships/national_standards_assessment_guide.pdf

National Parent Teacher Association. (2010). *PTA history: 2000–2009.* Retrieved June 23, 2010 from http://www.pta.org/about/content.cfm?ItemNumber=3463

Nelson-Barber, S. (1999). A better education for every child: The dilemma for teachers of culturally and linguistically diverse students. In N. Simms & A. Peralez (Eds.), *Including culturally and linguistically diverse students in standards-based reform: A report on McREL's Diversity Roundtable I* (pp. 3-22). Aurora, CO: Mid-continent Regional Educational Laboratory.

No Child Left Behind Act of 2001, Pub. L. No. 107-110, 115 Stat. 1425 (2002).

Nuñez, A., & Kim, D. (2012). Building a multicontextual model of Latino college enrollment: Student, school and state-level effects. *The Review of Higher Education, 35*, 237-262

Onwuegbuzie, A. J., & Daniel, L. G. (2003). Typology of analytical and interpretational errors in quantitative and qualitative educational research. *Current Issues in Education*, *6*(2), 1-32.

Onwuegbuzie, A. J., & Leech, N. L. (2007). A call for qualitative power analyses. *Quality & Quantity, 41*(1), 105-121.

Onwuegbuzie, A. J., & Leech, N. L. (2010). Generalization practices in qualitative research: A mixed methods case study. *Quality & Quantity, 44*, 881-892.

Perez Carreon, G., Drake, C., & Calabrese Barton, A. (2005). The importance of presence: Immigrant parents' school engagement experiences. *American Educational Research Association Journal, 42,* 465-498.

Pomerantz, E. M., Moorman, E. A., & Litwak, S. D. (2007). The how, whom, and why of parents' involvement in children's academic lives: More is not always better. *Review of Educational Research*, *77*, 373-410.

Posey-Maddox, L., & Haley-Lock, A. (2016). One size does not fit all: Understanding parent engagement in the contexts of work, family, and public schooling. *Urban Education*. doi:10.1177/0042085916660348

Ramirez, A. F. (2003). Dismay and disappointment: Parental involvement of Latino immigrant parents. *Urban Review, 35*(2), 93-110.

Ream, R. K., & Rumberger, R. W. (2008). Student engagement, peer social capital, and school dropout among Mexican American and non-Latino White students. *Sociology of Education, 81*, 109-139.

Richardson, V., & Fallona, C. (2001). Classroom management as method and manner. *Journal of Curriculum Studies*, *33*, 631-638.

Rigby, J. G. (2015). Principals' sensemaking and enactment of teacher evaluation. *Journal of Educational Administration, 53*, 374-392.

Rios-Aguilar, C., Kiyama, J. M., Gravitt, M., & Moll, L. C. (2011). Funds of knowledge for the poor and forms of capital for the Rich? A capital approach to examining funds of knowledge. *Theory and Research in Education, 9*(2), 163-184.

Rubin, H. J., & Rubin, I. S. (2005). *Qualitative interviewing: The art of hearing data*. Thousand Oaks, CA: Sage.

Sanders, M. G., & Epstein, J. L. (2000). Building school, family and community partnerships in secondary schools. In M. Sanders (Ed.), *Schooling students placed at risk: Research, policy, and practice in the education of poor and minority adolescents* (pp. 339-362). Mahwah, NJ: Erlbaum.

Sanders, M. G., & Simon, B. S. (2002). A comparison of program development at elementary, middle, and high schools in the National Network of Partnership Schools. *The School Community Journal*, *12*(1), 7-27.

Serrata, L. (2017). *Escaleras hacia el exito/Ladders to success: Understanding how Latino immigrant parents describe, access, and perceive their role regarding college readiness* (Doctoral dissertation). Retrieved from https://repositories .lib.utexas.edu/handle/2152/63359

Shaffer, D. (2009). *Social and personality development*. San Francisco, CA: Allyn Bacon.

Shah, P. (2009). Motivating participation: The symbolic effects of Latino representation on parent school involvement. *Social Science Quarterly*, *90*(1), 212-230.

Shin, H. J. (2004). Parental involvement and its influence on children's school performance: A comparative study between Asian (Chinese and Koreans) Americans and Mexican Americans (Doctoral dissertation). *Dissertation Abstracts International, 65*(2), 700A. (UMI No. 3120685)

Simon, B. S. (2004). High school outreach and family involvement. *Social Psychology of Education*, *7*, 185-209.

Simons-Morton, B. G., & Crump, A. D. (2003). Association of parental involvement and social competence with school adjustment and engagement among sixth graders. *Journal of School Health*, *73*, 121-126.

Slater, L. (2008). Pathways to building leadership capacity. *Educational Management Administration & Leadership, 36*(1), 55-69.

Smith, C. A. (2005). School factors that contribute to the underachievement of students of color and what culturally competent school leaders can do. *Educational Leadership and Administration, 77*(2), 21-32.

Sonnenschein, S., Stapleton, L. M., & Metzger, S. R. (2014). What parents know about how well their children are doing in school. *Journal of Educational Research*, *107*(2), 152-162. doi:10.1080/00220671.2013.788987

Spillane, J. (2004). Educational leadership. *Educational Evaluation and Policy Analysis, 26*, 169-172.

Spillane, J. P., Reiser, B. J., & Reimer, T. (2002). Policy implementation and cognition: Reframing and refocusing implementation research. *Review of Educational Research, 72*, 387-431.

Stephens, Y. (2010). *The impact of parental involvement on achievement at the third grade level* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses database. (AAT 3390689)

Subramaniam, L. (2011). *Barriers to and facilitators of Latino parent involvement: One Georgia district's perspective* (Doctoral dissertation). Available from http://digitalcommons.georgiasouthern.edu/etd/390/

Taylor, J. T., & Bogdan, R. C. (1998). *Introduction to qualitative research methods: A guidebook and resource* (3rd ed.). New York, NY: Wiley.

Tinkler, B. (2002). *A review of literature on Hispanic/Latino parent involvement in K–12 education*. Denver, CO: University of Denver. Available from ERIC database. (ED469134)

Trochim, W. M. (2006). *The research methods knowledge base* (2nd ed.). Retrieved from http://www.socialresearchmethods.net/kb/

Trope, Y. (1986). Identification and inferential processes in dispositional attribution. *Psychological Review, 93*, 308-330.

Trumbull, E., Rothstein-Fisch, C., Greenfield, P. M., & Quiroz, B. (2001). *Bridging cultures between home and school: A guide for teachers.* Mahwah, NJ: Erlbaum.

U.S. Census Bureau. (2016). *Facts for figures: Hispanic Heritage Month 2016* (Release No. CB16-FF.16). Retrieved from https://www.census.gov/newsroom/facts-for -features/2016/cb16-ff16.html

Vandergrift, J., & Greene, A. (1992). Rethinking parent involvement. *Educational Leadership, 50*, 57-59.

Walberg, H. (1984). Families as partners in educational productivity. *Phi Delta Kappan*, *65,* 397-400.

Walker, J. M. T., Hoover-Dempsey, K. V., Whetsel, D. R., & Green, C. L. (2004). *Parental involvement in homework: A review of current research and its implications for teachers, after school program staff, and parent leaders.* Cambridge, MA: Harvard Family Research Project.

Watson, T. N., & Bogotch, I. (2015). Reframing parent involvement: What should urban school leaders do differently? *Leadership and Policy in Schools, 14,* 257-278.

Weick, K. (1995). *Sensemaking in organizations.* Thousand Oaks, CA: Sage.

Wherry, J. H. (2005). Do you have a parent involvement disconnect? *Principal, 84*(4), 6.

Wilson-Cooper, C. (2009). Performing cultural work in demographically changing schools: Implications for expanding transformative leadership frameworks. *Educational Administration Quarterly, 45,* 694-724.

Wood, L., Shankland, L., Jordan, C., & Pollard, J. (2014, Summer). How districts can lay the groundwork for lasting family engagement. *SEDL Insights, 2*(2). Retrieved from http://www.sedl.org/insights/2-2/index.html

Wynn, J., Meyer, S., & Richards-Schuster, K. (2000). Furthering education: The relationship of schools and other organizations. In M. C. Wang & W. L. Boyd (Eds.), *Improving results for children and families: Linking collaborative services with school reform efforts* (pp. 53-90). Greenwich: CT: Information Age.

Xu, J. (2008). Models of secondary school students' interest in homework: A multilevel analysis. *American Educational Research Journal, 45*, 1180-1205.

Yosso, T., & Garcia, D. (2007). "This is no slum!": A critical race theory analysis of community cultural wealth in Culture Clash's "Chavez Ravine." *Aztlan: A Journal of Chicano Studies, 1*, 145-179.

Zimmerman-Orozco, S. (2011). A circle of caring. *Educational Leadership, 68*(8), 64-68.

Vita

Moisés Ortiz was born in San Antonio, Texas, to Jose and Guadalupe Ortiz. He completed high school at John Jay High School in San Antonio, TX. After high school, he enrolled at Trinity University and completed a bachelor's degree in education with field concentrations in history and Spanish and a minor in psychology. After working in the education sector for two years, Moisés discovered a strong passion for school leadership. He completed a master's degree in Educational Leadership and Supervision under the tutelage of Dr. Tom Sergiovanni at Trinity University. Upon completion of his master's degree, Moisés served as an assistant principal of two schools and has since been principal of two middle schools and two high schools and has served as senior director of special programs and executive director of advanced academics. He entered the doctoral program at the University of Texas at Austin where he enrolled in the Educational Leadership and Policy Program. Moisés is currently employed in the San Antonio Independent School District where he continues to live his passion as an urban core administrator.

Questions or comments can be directed to Moisés Ortiz at the following e-mail address: ausm03@yahoo.com

This manuscript was typed by Moisés Ortiz and edited by Jennifer Ellen Cook.