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LATINO PARENT INVOLVEMENT OF ELEMENTARY ENGLISH LANGUAGE LEARNERS: A CASE STUDY EXPLORING BARRIERS AND COPING STRATEGIES DURING THE COVID-19 PANDEMIC

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ABSTRACT

LATINO PARENT INVOLVEMENT OF ELEMENTARY ENGLISH LANGUAGE LEARNERS: A CASE STUDY EXPLORING BARRIERS AND COPING STRATEGIES DURING THE COVID-19 PANDEMIC

Emily D. Sanz

The purpose of this qualitative case study is to examine the involvement of Latino parents of elementary English language learner students with distance learning during the COVID-19 pandemic. This case study explored Latino parental involvement, in order to help further understand the inequities for Latinos with distance learning and examine how parents understand involvement in their children's education. This qualitative case study utilized sixteen semi-structured parent interviews, two teacher focus groups with a total of eight teachers, and one administrator interview, in order to determine the emerging themes and patterns. Teacher participants in this study possessed between six and fourteen years of teaching experience and are currently teaching classes in first grade and fourth grade. The administrator participant possessed 27 years of experience in education. This study was conducted based on the Critical Race Theory (CRT) and Latino Critical Theory (LatCrit) as conceptual frameworks that offer a way to analyze parental involvement and develop more culturally relevant practices using a social justice lens. Implications for social change include knowledge useful for administrators, teachers, parents, and other researchers who desire direction in improving Latino parental involvement and increasing student achievement.

DEDICATION

This dissertation is dedicated to the most important people in my life. Foremost, it is dedicated to my family. My husband, for your support and encouragement to keep going. To my children who spent many weekends and evenings knowing that mom was writing behind closed doors. Thank you for your patience, understanding, love, and support. Alex and Michael, you were my strength to keep going when I needed it the most. You both pushed me with every step of this journey. I hope that my efforts serve as an example to you of the importance of establishing goals and working relentlessly to achieve them. I love you both with all of my heart.

My dearest mother, my idol, my hero. You picked me up when I stumbled, shined the light for me when the path was dark, and helped me believe that I would someday arrive at my destination. You stayed with Alex and Michael many evenings while I went to evening class. You fed us every week and kept our lives and our home going as I buried myself deep in this work. Jesteś moją siłą i nigdy nie puszczę twojej ręki.

My sister, my confidant, my constant cheerleader. Thank you for always knowing the right words to keep me going. Now it 's your turn! Dive in and go for it. En las palabras de papi, somos mariposas. En las palabras de yia-yia, “Estas niñas no son estrellas, son estrelladas.” Podemos hacer todo, y hacer lo imposible, posible.

Dad, I know you were guiding me the entire time from above and never left my side throughout this all.

It has taken a lot of sleepless nights, and a great deal of sacrifice to obtain this personal goal. However, I definitely could not have done it alone and without the support, encouragement, and love of all these special people in my life.

ACKNOWLEDGMENTS

I am truly grateful to all of the parents, teachers and administrator who participated in this study. They openly shared their thoughts, ideas and experiences as they navigated through the COVID-19 pandemic.

To my mentor Dr. Seokhee Cho, I cannot thank you enough for all the support, encouragement, and guidance you have provided. Your passion for research was inspirational and provided me with a sense of confidence and purpose throughout my case study. I am grateful for my dissertation committee members. Dr. DiMartino, thank you for all the support, guidance, and encouragement you provided throughout this doctoral program. Dr. Kotok, thank you for your guidance, feedback and attention to detail. You have all provided the guidance to help me reach the light at the end of the tunnel.

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CHAPTER 1

Introduction

The COVID-19 pandemic raised awareness of the many inequities that have existed before this global health crisis. The digital divide is defined as lacking access to technology, while at least 15 percent of U.S. households lack high-speed internet at home and among low-income families with children in school, one in three lacks internet access (Anderson & Perrin, 2018). Students and their families that lack resources, need greater support to make technology access more equitable. Low-income families living in poverty face intractable barriers that make it challenging to engage in their children's education. School leaders have rapidly shifted to ensure that students are still receiving access to meals, devices, and in some cases, Wi-Fi, to engage in distance learning. With this shift to distance learning, it is evident that there are many challenges involved in equitably involving parents in their children's academic success.

The term Latino is used throughout this study as it refers to anyone born in or with ancestors from Latin America and living in the U.S., including Brazilians. The term Hispanic does not include people from Central America that speak solely indigenous languages. This study focuses on Latinos from Central America; specifically from Guatemala and El Salvador.

Latinos are the largest and fastest-growing ethnic minority group in the United States (Federal Interagency Forum on Child and Family Statistics, 2020). This rapid increase has led to Latino children and adolescents being the largest minority group enrolled in American schools (U.S. Census Bureau, 2020). Research shows that there is an academic gap between Latino students and students from other ethnic and racial

groups in the American school system (National Assessment for Academic Progress [NAEP], 2015; U.S. Census Bureau, 2009a). As a consequence, Latinos have the lowest level of educational attainment in high school of any ethnic group in the United States (Lee & Bowen, 2006; U.S. Census Bureau, 2012). Latino students are also significantly behind their White counterparts in dropout rates, literacy rates, and graduation rates. Hispanics still have the highest dropout rate but experienced the biggest decline in dropouts. (Executive summary-Latinos' school success, 2012; Rodriguez, 2008). Latino students face more educational obstacles due to high-stress levels caused by environmental factors such as low socioeconomic status, exposure to violence, unemployment, and discrimination (Constantine, Erikson, Banks, & Timberlake, 1998; Jackson, Potere, & Brobst, 2006; Kenny, Blustein, Chave, Grossman, & Gallagher, 2003; & Rodriguez & Conchas, 2009).

Due to the many environmental factors surrounding Latino students, this may contribute to poor academic achievement (Olayiwola, Oyenuga, Oyekunle, Olajide, & Agboluaje; 2011). Moreover, school engagement is more difficult due to work schedules, social discomfort, and educational attainment. Engagement and parental involvement may also be influenced by acculturation, which relates to Latino parents' familiarity with mainstream expectations of parental involvement in the United States. It is predicted that within the next twenty years, "the number of Latino children ages 5 to 13 will nearly double, and by 2030 Latino students will comprise one-fourth of the total K-12 school population" (NCES, p. 41, 2015). Schools struggle to adapt to the growing and rapidly changing demographics to close the achievement gap that exists for Latino students.

Many factors affect school performance, such as parental involvement. Education-based research and research in the psychology fields, reveal in findings the positive correlations between parental involvement and students' success outcomes (Guerra & Nelson, 2013; Hill & Tyson, 2009; Wilder, 2014; Vera et al., 2018). Research shows that parental involvement is linked to increased self-esteem in students, increased academic achievement, and improved parent-child relationships (Carranza, You, Chhuon, & Hudley, 2009). In addition, theories have been offered to explain parental involvement and the types of activities that parents engage in, that impact student achievement (Epstein, 1995, 2004; Hoover-Dempsey & Sandler, 1995). However, even with countless research indicating that parental involvement plays an integral part in fostering children's academic success, schools are still struggling with ways of increasing the amount of parental involvement with the Latino population (Zarate, 2007). In order to increase parental involvement with Latino Parents from Central America, the concept of educación in the Latino culture needs to be recognized by schools. This concept in Latino culture pertains to the thought that parental responsibility does not allow the parent to be an advocate for their child within the school community. Which is opposite in American culture and often necessary and valued. In Latino families, educación is different from education in that it encompasses social and ethical education, in addition to formal education (Reese, Balzano, Gallimore, & Goldenberg, 1995) Latino concept of educación holds parents responsible for moral education, while the school is responsible for academic education. In this view of education, if parents are meddling in the school environment it is seen as a form of disrespect. In American culture, school engagement consists of reinforcing education at home (helping with homework, providing

supplemental materials, reading to children,) as well as active school participation such as participating or attending school events, parent-teacher communication. The many obstacles that deter Latino parents from parental involvement must be identified by schools in order for school leaders to work on finding solutions to overcome them.

This case study examined the involvement of Latino parents of elementary English language learner students with distance learning during the COVID-19 pandemic and examined what factors contributed to the lack of parental involvement, including parent perceptions of involvement, teachers' perceptions, barriers to involvement, and how a lack of involvement may be a catalyst for policy change. The reality we now face is not whether schools should be doing more to support low-income Latino English as a New Language (ENL) families, but the fact is that the only way to prevent COVID-19 or any future pandemic and continued inequities in schools from deepening inequality for students, is to equip families with what they need in order to support learning at home.

Purpose of the Study

This qualitative case study explored the involvement of Latino parents of elementary English language learner students with distance learning during the COVID-19 pandemic. The purpose of this study was to a) investigate parental involvement from the perspective of Latino parents during the COVID-19 pandemic, b) further understand what factors prevent or promote parental involvement through distance learning, and c) investigate parental involvement from the teachers' perspective during the COVID-19 pandemic.

Although researchers have previously provided insight into parental involvement and the many challenges experienced by the parents of Latino ENL students, there is a

lack of research conducted on ENL Latino parents' perspectives and experiences with distance learning.

The researcher aimed to gain an understanding of factors that prevent or promote parental involvement in students' academic success with distance learning and the overall barriers for teachers, students, and parents with this new shift to distance learning during COVID-19 in their elementary school. An understanding of the influences that Latino parents have on their children's academic achievement through their own perceptions is essential because the role of parents in the education of their children has proven to make an impact on academic achievement. Yet another purpose was to analyze data from interviews with Latino parents in order to uncover possible trends that may inform future school policies and decisions. Qualitative research methods were used for data collection and analysis in order to bring a voice to parental involvement from the perspectives of Latino parents.

According to Epstein (1987, 1991), parental involvement focuses on how schools can assist families by helping them create home environments that will allow them to support children as students. This parental support includes classroom volunteer programs, workshops for parents on how to support their children, family reading nights, and school board councils. No Child Left Behind (NCLB) defines parental involvement as the regular participation of parents with meaningful communication involving student academic learning and assisting their child's learning; serving as partners in their child's education; included in school decision-making and on advisory committees to assist in the education of their child (No Child Left Behind, 2002, Section 1118). Parental engagement is different than parental involvement as it requires the school to develop a

relationship-building process focused on listening, welcoming, and shared decision making (Ferlazzo & Hammond, 2009).

Research shows that parents' self-perceptions of their academic competence affect their involvement in their child's education. ENL parents' confidence in their own academic abilities is the most salient predictor of their school involvement. As well as a parent's inability to speak or understand English, parents' lack of understanding of the U.S. school system, and feeling unwanted (Park & Holloway, 2018). Low-income Latino parents also have limited access to resources, including online connectivity and devices that limit their children from structured opportunities to learn at home.

There has never been a question about the importance of parental involvement in academic outcomes. Parental engagement with Latino parents of ENL students, should be a critical piece during and after COVID-19 (Seale, 2021).With this pandemic, it unveiled the many crucial equity disparities related to distance learning, as well as how and to what extent parents of all racial demographics and income levels are meaningfully included or excluded in school decision-making or how they are asked to support their children's academic success (Babinski, Amendum, Knotek, & Sanchez, 2020).

Theoretical and Conceptual Framework

This study was based on the Critical Race Theory (CRT) and Latino Critical Theory (LatCrit) as conceptual frameworks that offer a way to analyze parental involvement and develop more culturally relevant practices using a social justice lens. Critical Race Theory embraces a movement by scholars, situated in law schools, who challenge the ways in which race and racial power are represented and constructed in

American legal culture as well as American society as a whole (Crenshaw, Gotanda, Peller, & Thomas, 1995).

CRT uncovers the ongoing dynamics of racialized power, and how it is embedded in values and practices. The CRT movement began in the 1980's, given that Critical Legal scholars' inability to "come to terms with the particularity of race" (Crenshaw, Gotanda, Peller, & Thomas, 1995, p. xxvi), legal scholars began to develop common principles to better engage with the role of racism in structural oppression (Delgado & Stefancic, 2012; Yosso, Parker, Solórzano, & Lynn, 2004). CRT recognizes that the aim of affirmative action is, "to create enough exceptions to white privilege to make the mythology of equal opportunity seems at least plausible" (Crenshaw, Gotanda, Peller, & Thomas, 1995, p. xxix).

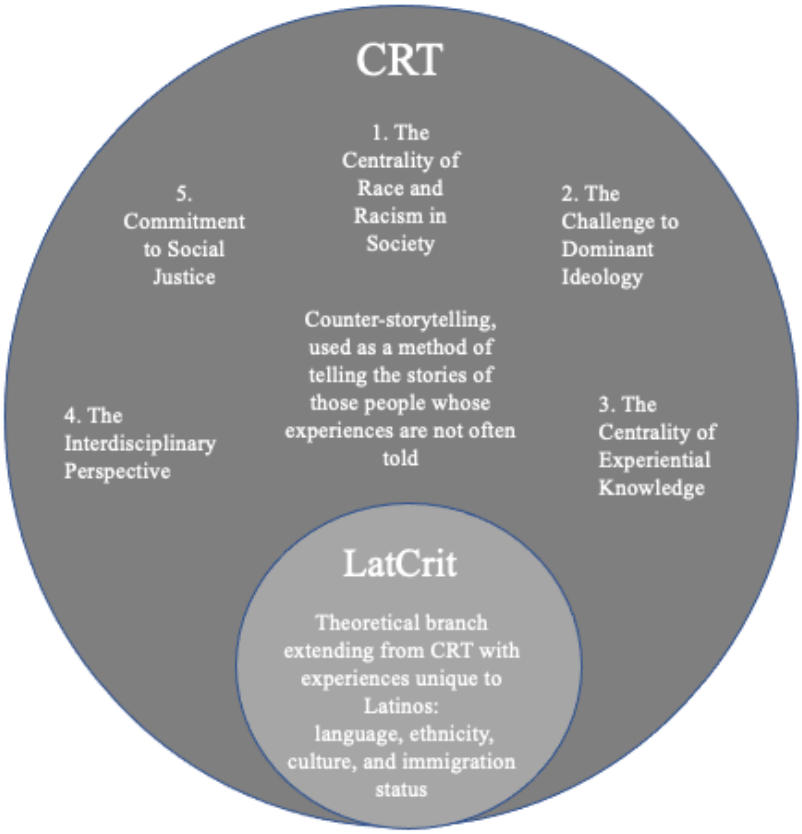
CRT has been employed by education scholars to understand the invisibility of racism in educational theory and practice. CRT challenges the traditional claims in the educational system that are made towards race neutrality, color-blindness, meritocracy, and equal opportunity. Critical race theorists argue that these claims camouflage the self-interests and power of dominant groups in American society (Solorzano, 1997). In order to understand, analyze, and teach about racial subordination, critical race educational studies draw explicitly on the Students of Color's lived experience by including, storytelling, narratives, family histories, biographies, and parables (Delgado, 1989). Critical race theorists argue that counter-storytelling, used as a method of telling the stories of those people whose experiences are not often told, may be useful to counter and change racial dominance (Solorzano & Yosso 2002). Based on the colorblind stance toward racial inequity, the exercise of power can be countered by counter stories. The

power of stories to foster meaning and being transferred across cultural boundaries opens up the possibility of providing insight for those in positions of privilege.

Latino Critical Theory (LatCrit) is a theoretical branch extending from CRT, which examines experiences unique to individuals in the Latino community, such as; language, ethnicity, culture, and immigration status (Valdes, 1997). LatCrit emphasizes the need to explore the perceptions and experiences of Latinos based on cultural and historical context (Valdes, 2015). Francisco Valdes (1996) stated, "Instead, LatCrit theory is supplementary, complementary, to critical race theory. LatCrit theory at its best should operate as a close cousin—related to critical race theory in real and lasting ways, but not necessarily living under the same roof" (pp. 26-27). CRT and LatCrit theorists acknowledge that educational processes, structures, and discourses all operate in ways that oppress and marginalize. Therefore, there is a definite need to investigate parental involvement perceptions of Latino parents during the COVID-19 pandemic to meet the needs of English-language learners and their families in order to provide access to the curriculum and keep lines of communication open.

Figure 1

CRT and LatCrit Theoretical Framework



Note: This figure demonstrates the Critical Race Theory (CRT) and Latino Critical Theory (LatCrit) theoretical framework.

Significance of the Study

Parental involvement and the possession of human and cultural capital resources are significant to successful student achievement. Building partnerships with parents is instrumental in student achievement. Teachers play an instrumental role as well as building partnerships with parents help them gain a better understanding of the students' culture, their academic abilities and their human capital capabilities. An important factor

between the correlation of parental involvement and student achievement is increasing the human, cultural and social capital which will better equip parents to assist their children in increasing their academic achievement. Furthermore, the federal government has mandated that schools receiving federal Title I funding have a written plan addressing parental involvement (United States Department of Education, 2004).

In March 2020, remote learning policies were enacted in response to school closures due to the COVID-19 pandemic. Millions of students in lower-socioeconomic households were excluded from opportunities to continue learning due to the lack of technology or Wi-Fi. "The massive scale of school closures has laid bare the uneven distribution of technology needed to facilitate digital and broadcast remote learning at home, as well as the lack of systems to support teachers and caregivers in the safe, effective and secure use of technology for learning" (UNICEF, 2020). Despite school districts efforts to provide technology and remote learning opportunities to all students, not all students have the resources at home or parental involvement necessary to continue their education.

While there is extensive research on the benefits of parental involvement as well as Latino parental involvement, there is currently no research examining parental involvement from the perspective of Latino parents of English as a New Language elementary students during the COVID-19 pandemic. By having a thorough understanding of the perceptions of Latino parents, instructional leaders and administrators will be provided with more resources to create a plan of implementation that will support ENL students and their families which may help to improve academic outcomes for Latino ENL students (Tviet, 2009). This study and related research will

benefit school administrators so that they can modernize the technological infrastructure and delivery methods used by education systems and produce accessible resources to students and their families based on curriculum. Additionally, this case study may also benefit administrators with providing professional development support and training for teachers and parents to effectively manage remote classrooms and teach parents how they can help children learn at home, provide blended learning opportunities, and address social and gender norms that prevent students from learning online (UNICEF, 2020).

Research Questions

The following research questions were used to guide the study:

RQ1: From the Latino parent's perspective, what do parents understand their role is in supporting their children in their education?

RQ2: What factors prevent or promote parental involvement in students' academic success through distance learning?

RQ3: What are teacher's perceptions of Latino parent involvement during the time of COVID?

A triangulation of data was collected by means of two focus groups with 8 teachers, 16 semi-structured interviews with parents, as well as an administrator interview. Using multiple sources of data collection with a case study helps the researcher explore real-life cases through in depth and detailed data (Creswell & Poth, 2018). Moreover, using multiple data sources would facilitate triangulation needed to ensure data validity for qualitative studies (Miles, Huberman & Saldaña, 2014). Questionnaires provided background information pertaining to the participants and their children. The semi-structured parent interview questions were worded in order to elicit participants'

perceptions regarding their parental involvement with their children's education. Interview observation notes were taken throughout the interview process as well as recording of interviews.

Design and Methods

For this study, the researcher chose a case study as the methodological approach. A case study research design was the appropriate design because it focused on in-depth exploration of the perceptions of participants. The researcher chose a case study for this qualitative study because as mentioned by the author Robert E. Stake, "One of the principal qualifications of qualitative researchers is experience" (p. 296). Also, a case study was the appropriate approach for this study, as its purpose and research questions were focused on studying perceptions, descriptions and interpretations of others. According to Stake (1995), varied sources of data are collected and analyzed to obtain multiple perspectives and points of view to obtain a holistic understanding of the phenomenon being researched. The use of multiple sources of data, rich in real-life situations, has been described as a distinguishing characteristic of case study methodology.

Perspectives from Latino parents of ENL students was explored through interviews. Seven first grade parents and nine fourth grade parents responded agreeing to participate in the study. An email was sent out to elementary school staff in grades 1 and 4. Also, classroom teachers, and an administrator were invited to participate in this study. Two teacher focus groups of 8 teachers, one administrator interview, and sixteen parent interviews were implemented to gather data for this study. Four teacher participants in first grade and four teacher participants in fourth grade volunteered to

participate in the case study. An email was sent out to two administrators. One administrator agreed to participate in this study and the other declined.

Definition of Terms

The following definitions are used throughout the study.

Achievement gap - Achievement gap refers to the difference between ethnicity and achievement in school measures, such as tests and national assessments. This refers to the academic performance difference, typically between Whites and minorities (Carpenter, Ramirez, & Severn, 2006).

English as a New Language Learner (ENL) - An English as a New Language Learner is a student from another national origin who has limited English proficiency. This term is often preferred to Limited English Proficient (LEP) (United States Department of Education – Office of Civil Rights, 2005). Any child who comes from a home where another language is spoken or a student's native language is not English and their home environment, which includes non-English language, impacts the child's ability to successfully succeed in an English-only classroom and impacts their English language proficiency.

Hispanic – Refers to people from Spanish-speaking countries, including Latin America. The term Hispanic does not include people from Central America that speak solely indigenous languages. Zimmerman (1994) defined Hispanic as "Hispanic is characterized as up to third generation immigrants from Spanish-speaking countries" (p.1985).

Latino – It refers to a person's origin and ancestry. A Latino/a or Hispanic person can be any race or color. Anyone born in or with ancestors from Latin America and living in the U.S., including Brazilians.

LEP – Abbreviation of limited English proficient. LEP refers to a student, or parent, whose level of English is not yet proficient. Proficiency is commonly measured using guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL).

No Child Left Behind of 2001 (NCLB) - A United States Act of Congress that is a reauthorization of the Elementary and Secondary Education Act, which included Title I, the government's flagship aid program for disadvantaged students.

Parental involvement – It refers to the overarching, general employment of any actions or words by parents, done in or outside of the traditional school site, which has an impact on students' academic, social, or behavioral perspectives, actions or learning outcomes.

CHAPTER 2

Introduction

This section presents the findings from the existing research literature. The research reviewed in this section comes from peer-reviewed journals, national reports, national and state educational policy, education theory, and websites. This chapter begins with discussion of the theoretical framework for this case study. The findings from the literature have been organized into the following seven themes: 1) Latino population growth in the United States; 2) academic achievement barriers for Latino English as a New Language Students; 3) parental involvement overview; 4) Latino parental involvement and perceptions; 5) Latino parent involvement barriers; 6) teacher preparation and training; and 7) technology and equity – the digital divide. Chapter 2 concludes with a discussion of the gaps in the existing research literature, which this study directly addresses.

Theoretical Framework

Critical Race Theory

The researcher used critical race theory (CRT) as a lens through which to view the issues found in the data generated from the research questions. Critical Race Theory (CRT), a theory created from protest, insists that scholars take into account how racism and race can be endemic to society (Delgado & Stefancic, 2012). CRT is based on the framework, that racism is normal, and it underlies how pervasive racism is throughout the fabric of the dominant culture in the United States (Delgado & Stefancic, 2001). Critical Race Theory in education is widely used by scholars to understand better inequities in education (Edgerton & Roberts, 2014; Howard & Navarro, 2016). Issues of inequality

and access have overwhelmed the educational experiences of Latina/o and African American students. Examining education outcomes and how they are measured, shows that Latino students do not perform as well as Whites (Chapa & Valencia, 1993; Garcia, 2001; Solorzano, 1994, 1995; Solorzano & Yosso, 2000; Valencia, 2002). CRT was introduced in education in 1995 by Gloria Ladson-Billings and William F. Tate IV. In education, it is best to look at the CRT framework through the lens of identifying racism and the racialized nature of different aspects of education. To better understand racism in education, scholars use the interdisciplinary perspective of CRT and conceptual tools such as racial microaggressions (Solórzano et al., 2000), and stereotype threat (Steele & Aronson, 1995). CRT in education consists of basic insights, methods, perspectives, and pedagogies that seek to identify and analyze structural and cultural aspects of education that maintain and subordinate dominant racial positions inside and outside of the classroom (Matsuda, Lawrence, Delgado, & Crenshaw, 1993). Critical race theory in education has at least five themes that form the basis of its research methods, pedagogy, and perspectives. The five themes of CRT: (1) the centrality of race and racism and the notion that racism is ordinary and not aberrational; (2) the challenge to dominant ideology; (3) the commitment to social construction of race; (4) the centrality of experiential knowledge and the idea of storytelling and counter-storytelling; and (5) the transdisciplinary perspective (Solorzano, 1997, 1998; Solorzano & Delgado Bernal, 2001, Solorzano & Yosso, 2000).

The first theme in the school setting is the examination of structures and practices that provide advantages to one racial group over another. Examples of these practices that may subordinate students of color include student tracking and holding lower

expectations for minority students. For over a century, tracking has been used in American public schools for nearly a century, and over time it has changed and developed. Tracking was created as a response to growing numbers of immigrant children entering the public school system, resulting in internal segregation within the American public school system. Another example is with which school-conceived parent involvement programs disregard Latino knowledge and cultural bases or ways in which Latino parents are "kept out" of schools by the insensitive bureaucratic requirements, or lack of communication. A second theme is the analysis of mirrored power struggles that we see in society are similar in education. A third theme is a focus on a commitment to social justice and the empowerment of minority groups through the elimination of racism and sexism. The fourth theme is valuing the existing knowledge base of minority students in order to use it as a foundational base to build on their academic knowledge. Lastly, the fifth theme is maintaining an interdisciplinary perspective to analyze race and racism when examining students' educational experiences (Solorzano & Yosso, 2001).

One of the most well-known discourses between CRT and Bourdieu is Yosso's (2005) "Whose culture has capital? A Critical Race Theory Discussion of Community Cultural Wealth," which is cited in over 1500 publications. Using the CRT framework, Yosso argues that cultural capital renders students of color as culture-poor, while white, middle and upper-class students are culturally rich. The dominant cultural capital that is displayed by white, middle and upper-class students are affirmed and celebrated in schools. In contrast, non-dominant cultural forms are not appreciated, recognized, and looked down upon. Yosso (2005) explains that the assumption in society, "follows that People of Color 'lack' the social and cultural capital required for social mobility" (p. 70).

Using the CRT lens, Yosso (2005) critiques the assumption that Students of Color come to the classroom with cultural deficiencies. Deficit thinking in schools is one of the most prevalent form of contemporary racism in the U.S. schools, where educators take the position that minority students and families are at fault for poor academic performance because their children enter schools with the normative cultural knowledge and skills; and that parents neither value nor support their child's education (Yosso, 2005). Looking through the CRT lens, Yosso (2005) defines culture with Students of Color, as symbolically represented through language and can encompass identities through race, ethnicity, immigration status, sexuality, gender, and phenotype.

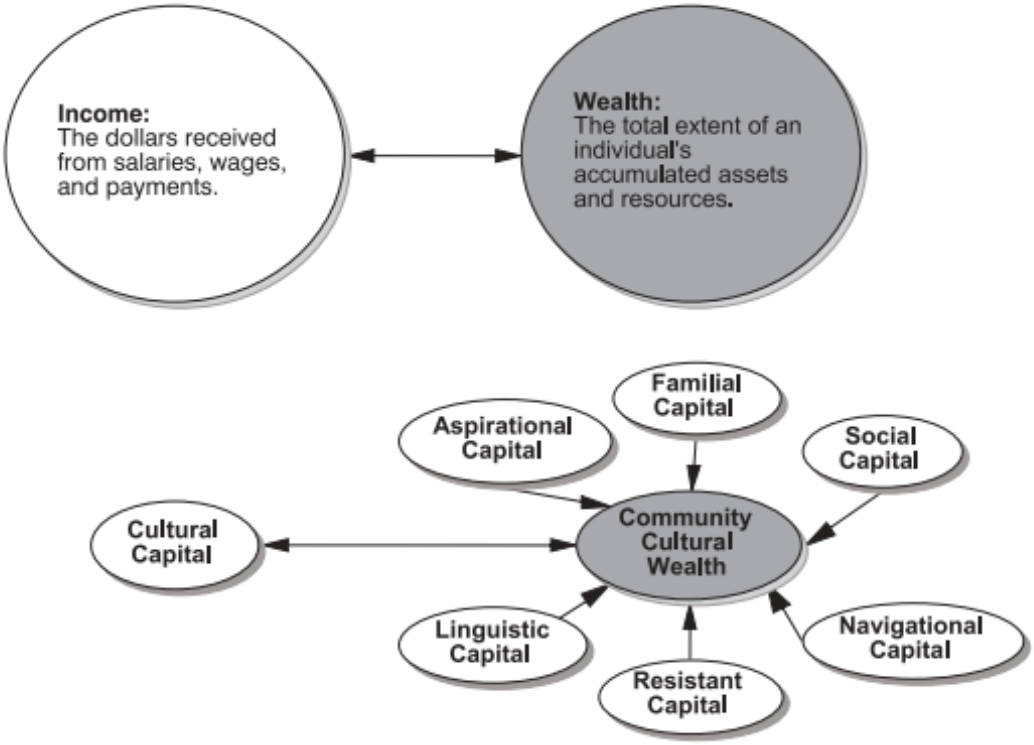
Traditional Bourdieuean cultural capital theory places value on assets and characteristics which is more narrowly defined by White, middle class values and limited to just wealth. CRT expands this view centering the lens on People of Color in critical context that reveals accumulated assets and resources in lives of Communities of Color. According to Yosso (2005), using the CRT lens, there are six types of capital that are nurtured by communities of color and collectively form cultural wealth that often is overlooked. In the face of barriers and fears, Yosso (2005) describes this aspirational capital as resiliency that develops. It is the ability to maintain hopes and dreams and the tireless commitment to pursue them. This nurtures a culture of possibility such as the first-generation student that not only intends to attend college, but to graduate and possibly obtain an advanced graduate degree. Yosso (2005) defines linguistic capital as, "the intellectual and social skills attained through communication experiences in more than one language and/or style" (2005, p. 78). Linguistic capital also includes communication across mediums, such as visual arts, performance arts, music and poetry.

Linguistic capital reflects the idea that ENL students arrive at school with multiple languages and skills, with the ability to engage others in storytelling tradition, listening and recounting oral histories as well as communicate via visual art, music or poetry. Familial capital reflects a commitment to community level and refers to those cultural knowledges nurtured among *familia* (kin) well-being. A connectedness between the family, extended family, and community model lessons of caring, coping and providing *educación*, which Latino families hold in high regard and is a form of morals, emotional support, educational and occupational consciousness. Social capital is engagement and membership in social networks within a community. Strategies used to navigate through institutions not created with Communities of Color in mind is called navigational capital. It is the ability of students to maintain their course of high achievement despite the ongoing presence of discrimination and hostility directed toward their minority status. Resistance capital uses cultural knowledge of the structures of racism in order to transform oppressive structures.

Figure 2 demonstrates how community cultural wealth builds on multiple factors from knowledge, abilities, skills, and contacts that are used by Communities of Color to thrive and resist macro and micro-forms of oppression.

Figure 2

A model of community cultural wealth



Note: A model of community cultural wealth. Adapted from Oliver, M. & Shapiro, T. (1995) *Black wealth/White wealth: a new perspective on racial inequality* (New York, Routledge).

Solórzano and Bernal (2001) offer the most thorough engagement of agency in CRT in education research. The authors argue that their resistance framework acknowledges human agency and can analyze how people negotiate and challenge oppressive structures. Scholars, practitioners, and policymakers alike will be more equipped to serve students by better understanding students' racial realities. The intersection of race, inequality, and education is complex and continually evolving.

Latino Critical Race Theory

Latino Critical Race Theory (LCRT) is used to examine the social capital that parents bring to their children's educational experiences. LatCrit Theory addresses the issues that plague Latino minority groups that have been disenfranchised in the United States. According to Valdes (1996), the LatCrit scholarly movement began at the Hispanic National Bar Association in 1995 in response to, "long historical presence and enduring invisibility of Latinas/os in the lands now known as the United States" (p. 148). There are five tenets that Solorzano (1997; 1998) identified that are central to LCRT and inform theory, research, curriculum, pedagogy, and policy: (1) the intercentricity of race and racism; (2) the challenge to dominant idealogy; (3) the commitment to social justice; (4) the centrality of experiential knowledge; and (5) the utilization of interdisciplinary approaches.

According to Solorzano (1997; 1998), intercentricity is a way that CRT in education centralizes racism and race while addressing the other forms of subordination based on class, gender, language, culture, immigrant status, accent, surname, etc. Intercentricity is a fundamental part of how the United States society functions, classifies and defines individuals. To understand Latino parents' behaviors that live in our society, it is essential to note that they may have experienced racism and subordination at one point. Understanding that parents may have had these experiences will allow us to analyze their responses and their perspective in the United States' macro environment. Regardless of race, minority, gender, or any other unequal experience in the academic setting, educational equity should exist for all students (Delgado Bernal 2002).

Critical Race Theory and Latino Critical Theory identifies with storytelling and gives individuals a voice as valid tools for research (Crenshaw, Gotanda, Peller, & Thomas, 1995; Delgado Bernal, 2002; Hernandez & Murakami, 2016). Yosso (2006), states that education often operates with the illusions that there is equity and that Latino's have equal opportunities to succeed as the majority of white students. LatCrit challenges the ideology that all people are treated equally by exposing the subtle racial discrimination created by institutions and their policies. Culture and race do not place students and their parents at their most significant disadvantage; their lack of understanding of the educational system in the United States and LatCrit emphasizes socially constructed categories and race as central to understanding (Solorzano, 2005). LCRT provides a way for researchers to acknowledge how their work offers social justice functions and information about parental support and engagement. Using this research will help school districts and administrators develop programs to create more opportunities for Latino parents to engage and support their children academically.

Literature Review on Related Studies

This chapter presents research on Latino English as a New Language student's and the perceptions and causes of their underachievement, the barriers that exist for Latino parents, research on Latino parental involvement and perceptions, Latino population growth in the United States, teacher preparation and training, and technology equity and the digital divide. This research was guided by the Critical Race Theory (CRT) and Latino Critical Theory (LCRT). Although there have been many studies focused on the effect of parental involvement on Latino English as a New Language student achievement and Latino parents' perceptions of involvement, there have not been

any studies examining Latino parental involvement of elementary ENL Students' during the COVID-19 pandemic. Hispanic or Latino origin can be viewed as the person's lineage, country of birth, nationality, heritage, or the person's parents or ancestors before their arrival in the United States. Individuals from various regions self-identify with the terms Latino or Hispanic using either classification; therefore, the terms Latino and Hispanic are used throughout this chapter interchangeably (Chapa & Valencia, 1993; Humes, Jones, & Ramirez, 2011). The review of literature spanned an extensive search using different databases: ScienceDirect, EBSCOHost, and ProQuest. The terms used for the search to develop this review of related literature included parental involvement, Hispanic and/or Latino parents, the academic success of ENL students, Hispanic and/or Latino parental involvement, technology equity, digital literacy divide, parental involvement in minority groups, and Hispanic parents' perceptions.

Latino Population Growth in the United States

According to the data from the 2020 U.S. Census Bureau (2020), between 2010 and 2020, the U.S. population increased by 18.9 million, and Hispanics accounted for more than half (52%) of this growth. In 2020, the number of Hispanics reached a record 60.6 million, making up 18% of the U.S. population. This is up from when Hispanics were 16% of the population or 50.7 million in 2010. In 2020, according to the 2020 U.S. Census Bureau (2020), the largest minority populations were in 21 states where Hispanics accounted for more than 50% of statewide population increases from 2010 to 2020. Latino population growth exceeded that of the overall population during this time in six of these states – New York, New Jersey, Pennsylvania, New Mexico, Rhode Island and Mississippi.

Latino students are the largest ethnic group (U.S. Census Bureau, 2012), with nearly 18% of Latino 18 to 24-year-olds in the United States that are high school dropouts, which is far more than the percentage of black and white students (Aud & Haines, 2012). Latino education attainment is increasing, but still lower compared to non-Latinos (Chapa & Valencia, 1993). According to information obtained from the U.S. Census Bureau (2019), in 2019 there was 40.1% of non-Hispanic whites age 25 and older had a bachelor's degree or higher, up from 33.2% in 2010. During this same time period, the percentage of blacks age 25 and older with a bachelor's degree or higher rose from 19.8% to 26.1%; Asians from 52.4% to 58.1%; and Hispanics from 13.9% to 18.8% (Bureau, 2020).

Academic Achievement Barriers for Latino English as a New Language Students

This section will explore the academic achievement of Latino ENLs in the United States. According to Niehaus and Adelson (2014), the diverse group of ENLs is often affected by barriers, and other factors that prevent higher academic achievement than their peers from another socioeconomic status' do not encounter. For Latino students in the United States, the educational experience is one of the accumulated disadvantages. The initial disadvantages for Latino students often stem from immigrant parents that lack the knowledge of the U.S. education system, being formalized into school without the same resources and socioeconomic advantage that many other students receive, inadequate school resources to fit the cultural and language needs, and their weak relationship with teachers. All of these factors result in Latinos having the lowest rates of high school and college degree attainment.

In a qualitative study grounded in critical inquiry and cultural-ecological theory by Good et al (2010), researchers explored the barriers that impede the academic achievement for Latino English language learners by conducting focus groups. Researchers of this study contended that Latino parents focus more on traditional cultural values and have a belief system that is primarily relationship-centered versus academic achievement. The main focus is on morals, values, positive behavior, and family relationships. This focus is in contrast to the mainstream U.S. educational system, which focuses on individualism, self-reliance, and academic achievement that is held in high regard. This study was conducted in the Rocky Mountains region in a school district with a population of approximately 2,500 students. Sample participants of about 6-8 participants in each of two focus groups included teachers and parents of Latino ENL students who had attended school in the district for at least one year. Parent participants for the focus groups were selected from a district-sponsored adult English (ENL) class. Eight participants were all Spanish speaking mothers from ages 28-43 years old. The main data was transcripts from the focus group interviews. Researchers found in this study that there were communication gaps between both parents and teachers as the major barrier that impeded student achievement due to culture clashes, lack of district ENL plan, ENL instructional strategies, language acquisition, and lack of support systems for families transitioning to a new environment and new culture (Good et al., 2010).

Different researchers identified various causes of low academic performance of Latino students (Dixon et al., 2012; Good et al., 2010; Villapando, 2004). Existing research shows that variables such as curriculum, best practices, professional development, funding and class size, pedagogical approaches of teachers, teacher

perceptions, teacher expectations, cultural and linguistic differences are all connected to the academic success of Latino ENL students (Good et al., 2010). Additionally, research shows that ELL students typically take from 3 to 7 years to obtain oral English language proficiency, with some students that continue to experience difficulties with academic vocabulary and fluency for longer periods (Dixon et al., 2012).

In a quantitative study conducted by Han (2011), the researcher focused on Latino and Asian students, and the possible connection between bilingualism and academic trajectories in the elementary school years. The study viewed school characteristics and whether it was inviting for families as well as language background on children's academic achievement. Data was collected using teacher and administrator surveys as well as students' reading and mathematics achievement scores, and a three-level growth curve modeling was used to estimate the correlation between language status and student's academic trajectories. According to Han (2011), the lack of fluency in English is one of the major reasons that ENL students, particularly Latin American lower level academic performance compared to their non-Hispanic or White peers. The researcher explains that since all academic achievement exams are in English, there is a trend to push ENL students to become English proficient faster (Han, 2011) This study conducted by Han (2011), emphasizes that increased student achievement outcomes derive from a positive learning environment, that includes, active engagements with students and parents, adequate teacher materials, funding, high quality of academic instruction, high expectations for students and their parents, ENL-specific resources, bilingual programs, and the schools support for students to maintain their native language and ethnic identity which has been linked to academic success. The findings of this study showed that

compared to white children, Latino students tended to be the least advantaged, and Asian children tended to be in the middle according to sociodemographic variables and parental involvement. Findings of this study also showed that students of various languages that attend schools that offer ENL families services such as translators, home visits, and an on-site bilingual information center, were significantly associated with increased rates in math and reading scores compared to white monolingual children. This finding is valuable in context with No Child Left Behind (NCLB) showing that when students and their families receive enough adequate support, resources, and services, they can perform or even surpass their mainstream peers. The limitation of this study was that data did not specify the quality of ENL instruction in order to evaluate its effects on ENL students. The study was also limited, with not including detailed information on students' cultural backgrounds in order to analyze what cultural strengths and challenges were important to ENL children's academic achievement.

Furthermore, social factors account for the academic performance of Latino ENL students as well as unequal treatment. Parents feel they do not trust school or feel welcomed and feel discriminated against based on stereotypes (Good et al., 2010). Thus, this issue permeates the influence of the academic success of Latino ENL students. Parents expressed that their children experienced a loss of cultural identity, cultural deprivation, and foundation that created a disconnect to the United States, school, and community. Feelings of experiencing cultural conflict as their children trade one culture for another (Good et al., 2010). Latino ENL students also face a well-recorded reading and mathematical achievement gap with proficiency scores that fall below other groups of students (Good et al., 2010).

Researchers have connected a number of variables to the low achievement of Hispanic students, such as some Hispanic parents having limited education and learning experience, causing difficulties (Olivos et al., 2011). Parents with limited education are less able to provide support that ENL students need in order to create studying habits (Tovar, 2015). The researcher further contends that high poverty levels among Latino family members limit studying resources due to educational institutions in poor communities that are more likely to have fewer resources, funding, and significantly less-quality training (Tovar, 2015). In a qualitative and quantitative study by Der-Karabetian, the researcher examined middle school children's perceptions of family process factors, including parental attitudes about mathematics, and their relationship to mathematics performance. The findings of this study show that mathematics success may have different predictors for different demographic groups and that one size does not fit all in developing parental involvement programs (Der-Karabetian, 2004).

Parental Involvement Overview

Parents' involvement in children's education has long been believed to promote a range of academic outcomes, including higher achievement, greater engagement in schoolwork, and lower dropout rates (Fan & Chen, 2001; Hill & Tyson, 2009; Lee & Bowen, 2006). Parental involvement includes the participation of parents within school, their presence in students' academic pursuits outside of school, and communication and engagement with school staff members. Ethnic differences in academic performance have generated much political debate as well as created scholarly research. Evidenced in research, the general differences in intergroup suggest that Latino American and African American students tend to score lower than Asian Americans and European Americans

(Mathews et al., 1984; Peng, Wright & Hill, 1995). It has been established that ethnicity interacts with other factors that affect students' academic performance, such as their socioeconomic status, gender, environmental factors, and family involvement (Keith et al., 1993). The achievement gap between Latino students and their more affluent peers continues to produce inequalities in the educational life course outcomes throughout the United States. Closing the achievement gap in education is a topic that has been discussed over the last decade. The achievement gap is the inequality in student academic achievement between certain demographics of students, such as the performance gap of students between Latino, African American students compared to their white and Asian peers. There is a need for effective English as a New Language (ENL) program in today's education system with the increasing population of English Language Learners. Schools need to meet the language and cultural needs of students and their families, or it would result in a decrease in parental involvement affecting student's academic success. Equally as important is creating parental inclusion programs and parental academic support to increase parental involvement. There is a lack of educational workshops and training for ENL parents on how to better prepare them to assist their children with the school's curriculum and daily homework. Research shows that parents' self-perceptions of their academic competence affect their involvement in their child's education. ENL parents' confidence in their own academic abilities is the most salient predictor of their school involvement. As well as parent's inability to speak or understand English, parents' lack of understanding of the U.S. school system, and feeling unwanted (Park & Holloway, 2018).

A comparative case study by Schiffman and Dunn (2013) was conducted to explore relationships between adult education and parent involvement in the education of school-age children. The sample used for this study was four program leaders within two adult education programs, one nonprofit coordinating program, and four instructors. The instruments used for this study was through observations, semi-structured interviews with instructors and program leaders, and program and school district documents. The researcher selected adult education programs that focused on fostering parent involvement in education for school-age children. The researcher conducted semi-structured interviews that examined course goals, instructional approaches, interactions between the student and instructor, perceptions of parent involvement in their children's education, and relationships between adult education classes and parent involvement practices. Observations were made between interactions among students, instructors, and staff as well as monitoring what materials were presented. The researcher reviewed documents such as program reports, field notes, statements about policies, and other program materials that were provided. The findings of this study were that there were linkages between adult educator practices and the parent involvement needs of adult students with school-age children were evident. The social capital among learners within adult education programs was found to be an important source of support and information for parenting (Shiffman & Dunn, 2013). This research study provides information on social capital and the importance of social networks for Latino parents of ENL students, as well as the transfer of learning self-efficacy to parent involvement.

Pomerantz et al (2007) note that the manner with which parents participate are influential to their child's academic performance. Home-based involvement represents

parents' practices related to school that take place outside of school and can involve practices such as," assisting children with homework (e.g., creating a quiet place for children to study, helping children in completing homework), responding to children's academic endeavors (e.g., choices about the topic of a school project, performance on a test), and talking with children about academic issues (e.g., what happened in school, the value of doing well in school)" (Pomerantz et al., 2007, p. 375).

In an oft-cited framework, Epstein (2001) outlines six distinct forms of parent involvement, summarized in Table 1. Epstein offers six types of examples that offer programmatic implementation of different elements and results. Epstein suggests that schools need to choose particular types of involvement that best meets the needs of parents and students in order to foster parental involvement. Creating school and family partnerships is critical in helping students succeed, "The way schools care about children is reflected in the way schools care about the children's families. If educators view children simply as students, they are likely to see the family as separate from the school." (Epstein, 2019, p.7) Viewing families and the community as partners with the school will help promote children's education and development.

Table 1

Parental Involvement Behaviors (Epstein, 2001)

Type	Description
Parenting	Child-rearing skills and establishing home conditions that support children as students
Communicating	Bidirectional communication between schools and families regarding school programs and students' progress
Volunteering	Parents serve as volunteers, audiences, or assistants in schools or other locations in support of students and school programs
Learning at home	Homework and other learning activities in the home linked to formal school curriculum
Decision making	Parents participate as advocates or in school governance and decision-making through formal channels such as school councils or parent organizations
Collaborating with the community	School provides services to the community and coordinates resources and services for families, students, and schools themselves with community organizations and businesses.

Note: Adapted from Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview.

In Holloway and Park's (2018) quantitative research, the goal and purpose were to explore the determinants of parental involvement during the high school years. The focus was on two factors; parental perception of a welcoming school climate and the ability of the school to provide clear and inviting communication. Parents of high school students were selected, who were being educated in private (11%) or public schools (89%). Families from the three largest groups: White (71%), Black (12%), and Latino (17%) were used as samples. The instruments used for this study were surveys and interviews. Data from the Parent and Family Involvement in Education Survey (PFI) was used. PFI interviews were conducted with parents or guardians of random samples of 10,681 children that attended kindergarten through twelfth grade. The study investigated a hypothesized model in which positive associations between school factors and levels of parental involvement in children's education are mediated by the parents' role. In this study, they found that parents became involved in their child's education in response to when the school was inclusive and also to compensate for perceived deficits in student experiences at school.

Latino Parental Involvement and Perceptions

Research allows us to explore the types of social capital Latino parents provide to their children. Parental social capital encompasses any experiences or behaviors from Latino parents that impact their children's academic achievement; as well as the cultural influence that parents provide to their children, and the obstacles they encounter when navigating the U.S. education system.

In a review of literature, Ferguson (2008) reviewed 31 studies that provided insight into the how and why of programs adopting contextually driven approaches rather

than limiting efforts as well as for their sound methodology, consideration of diverse communities, and theoretical grounding. The researcher divided the research into six principal themes. The first set of studies analyzed the importance of creating a welcoming environment that fosters school-family relationships. Studies noted that parent characteristics that facilitate or present barriers to interaction are parents' education levels, education experiences, beliefs about their child's knowledge and ability, and the school's invitations and differences in language. The second category of parent involvement research explores resources and where they are allocated in schools as well as family organizations. Resources that are typically allocated toward school outreach, professional development of teachers, workshops for stakeholders in order to foster a school-family partnership. Reviews of study explore school policies, patterns of resources that encourage parental involvement and procedures (Ferguson, 2008).

The remaining three categories of Ferguson's (2008) review, notes present studies with common misconceptions and deficit thinking with regard to Latino families. In the review of studies, Ferguson (2008), explains that "Whether it is racial bias, lack of staff preparation to address misconceptions, or other factors, this single issue continues to play a significant role in the effectiveness of family involvement efforts because of misconception links to mistrust" (Ferguson, 2008, p. 11). In these studies, researchers review factors such as stereotypes of Latino parents, misconceptions, racial bias, lack of staff training, and erroneous beliefs that schools and parents have about each other's practices and motives for their actions. Finally, the review of the three categories captures a bigger picture of how schools need to bridge a better understanding of immigrant Latino families cultural practices, experiences, education, parenting styles as well as

developing processes to support families as they prepare their children to transition to an academic environment (Ferguson, 2008).

Poza, Brooks, and Valdés (2014) explain that while there are similarities across families in how they conceptualize their roles vis-à-vis schools and their children, there are also vast differences and notable influences of other contextual factors, suggesting that what educators sometimes label a "cultural" style is a negation of parents' resourcefulness and dedication to education. Similarly, Valdés (1996), through ethnographic research, found that Latino families rely on "collective wisdom," consisting of knowledge obtained through relatives, and others in their social network used to navigate challenges of new experiences and contexts. This shared knowledge not only helps families navigate day-to-day living but also gives Latino families a resource to strive to obtain information about schooling and education. A common lament from teachers and administrators in schools is the lack of Latino parental involvement citing cultural differences and divergences between their own parenting or schooling experiences. This propagates the belief that Latino parents are not involved or indifferent when it comes to their children's education and academic success.

In a qualitative analysis study conducted by Poza, Brooks, and Valdés (2014), the researcher's purpose was to explore recent Latino immigrant parents' strategies for involvement in children's schooling. Through 24 semi-structured interviews, the researchers found a great deal of parent participation in parents' own form of involvement. Latino parents repeatedly mentioned unconventional ways of involvement, that they valued and thought indispensable to children's moral upbringing as well as indirect academic support by creating a resistance to negative peer influence so that

children can focus on classroom learning. Latino parents thought of schooling as only a small fraction of morals, skills, values, and traits that children needed to become contributors to society. Parents in this study mentioned attending adult evening classes to learn English, which they believed would help provide better support for their children as well as exemplify the importance of education. Some parents in this study enrolled their children in after-school programs and summer programs with the hopes that it would extend the learning day and provide English language instruction. Latino immigrant families in the study consulted with various sources such as church members, non-profit organizations, relatives, friends, and neighbors who had more experience in the U.S. school system. Often, these alternative information sources provided essential support to parents, but also perpetuated misinformation. This study revealed the many ways Latino parents participate and have an active parent involvement role in their children's education and display great interest and agency in their child's academic success. Generalizations about the abilities, participation, values, and involvement of Latino parents should be abandoned, and educators should recognize the resourcefulness of parents as well as understanding their cultural values (Poza, Brooks, & Valdés, 2014)

Latino Parent Involvement Barriers

Vera and Israel (2012) examined the relationships among barriers of parent involvement and a variety of types of school involvement within a diverse group of immigrant parents of ENL students in four elementary school districts. Samples for this study were 239 parents of ENL children representing four elementary school districts located in a large Midwestern metropolitan area. The Family Involvement Questionnaire survey was used as an instrument in this study. A 5-point Likert scale was used in which

parents indicated their level of agreement with the 31 items. The most highly reported barriers to parental involvement were language barriers, lack of knowledge about the U.S. educational system, parents not wanting to interject on how teachers do their jobs, and other outside stress factors. The most common types of parental involvement found in the survey were monitoring children's homework activities and parents talking with children about their experiences at school. Results indicated that perceptions of school climate were more inviting towards parental involvement and it was significantly related if community resources were provided ($p < .05$), communication with teachers ($p < .01$), communicating with their children about school ($p < .01$), and negative experiences with the school ($p < .05$) (Vera, & Isreal, 2012).

In Poza, Brooks, and Valdés (2014) study, Latino immigrant parents experienced challenges with language barriers, time constraints, transportation, and lack of financial resources. Other obstacles that parents mentioned were the need to have their children translate at parent-teacher conferences when schools did not provide a translator. Information gaps or unfamiliarity with the U.S. schools make it difficult for Latino parents to navigate school systems or even ask questions that they feel might be perceived as confrontational to school staff (Poza, Brooks, & Valdés, 2014)

Teacher Preparation and Training

Ladson-Billings (2006) notes that when examining student achievement patterns, there is an overreliance on culture as an explanatory factor for parental involvement. In order to address this, Ladson-Billings proposes teachers partake in ethnographic participation in the communities in which student teachers work in as well as international student teaching, to provide experiences that would help reinforce

understandings of culture as dynamic and contextual. Teachers should also participate in in-home visits, interviews with students and parents, attend community events, investigations of community histories, and current conditions, as well as school, provided training in concepts of culturally relevant pedagogy (Ladson-Billings, 2006)

The major challenge during COVID-19 faced by teachers of all ages is the lack of teacher training in technology, student learning platforms, and how to integrate technology to help students learn well and become actively involved in the learning and teaching process. According to a study conducted by Kidd and Keengwe (2010), in order to have a greater impact in the public educational system, "teachers and students alike must not only have access to technology, but also have access to technology in a contextual matter that is culturally relevant, responsive, and meaningful to their educational practices" (p. 51). In addition to the challenges teachers face in low-SES schools, even if they have confidence in the software and hardware that they are using, they face challenges with a larger number of ENL and at-risk students with limited computer experience, and more pressure for teachers to increase tests scores to adhere to state policy mandates (Warschauer & Matuchniak, 2010).

The purpose of the quantitative study conducted by Kidd and Keengwe (2010), using longitudinal National Center for Educational Statistics surveys of 2002-2006 (NCES:02) administered by National Center for Educational Statistics, was to examine the technology practices on how teachers utilize technology to support quality instruction in both lower and higher SES schools. The survey measured internet and technology use in instructions, how much training teachers receive in technology use, and how often teachers use technology to communicate with parents and students (Kidd & Keengwe,

2010). Results from this study revealed the differences between high SES and low SES schools relating to technology, professional development, communication, and integration ability (Kidd & Keengwe, 2010). According to Warschauer and Matuchniak (2010), teachers in higher SES schools tended to invest in more professional development and hire full-time technical support staff to help develop training and lines of communication for teachers, staff, and administrators. Data from the study also revealed that teachers from lower-SES schools used technology for presentations only and for drill practices, while teachers from higher-SES schools used technology with simulations and opportunities for students to use critical thinking skills (Kidd & Keengwe, 2010). Warschauer and Matuchniak (2010) contend that students from lower-SES are more likely to use remedial computer-based drills and practice in math that are categorized as lower-order skills versus higher-order computer skills used for applying concepts and developing simulations.

In a quantitative case study employing the connected learning framework, Schmier (2014), observed three students in a digital media studies class highlighting their experiences connecting their out of school literacy practices with school-based texts. The study focuses on how to bring popular culture into the English classroom instruction and enhance 21st-century computer literacy skills. The instrumentation used for this study was interviews, observations, focus groups and text collection. The researcher describes an ENL student from Nigeria that is failing her English class but finds creative ways in her digital media studies class to leverage her facility with poetic language online as well as using imagery, visual arrangements, music, animation, and written language to tell her story by including current events and her Nigerian culture. Researcher Schmier (2014),

explained that students were able to design multimodal texts in their digital media studies class that allowed them to address topics that were meaningful in their life. Furthermore, Schmier (2014) addresses the process in which students practiced receiving feedback from their peers as well as content knowledge, "makes viable an inequity in her school community, exemplifies the type of collaboration and increased political agency that connected learning intends" (p. 43). Although the limitation to this study was a small sample size of students, the findings highlight ways in which students were able to think and write critically using digital literacy tools to incorporate some of their own cultures and to bring popular culture into the classroom. Taken as a whole, these studies confirm the importance of teacher training, professional development needed in order to address the discrepancies and academic achievement gap.

In the qualitative study by Smith (2006), the researcher examined parental involvement in a low-income school where a new school was replacing the outdated structure. The purpose of this study was to research parental involvement in a low-income school that was implementing new programs to help support and engage families in their children's education. Ten teachers and four administrators were interviewed. Snowball sampling was used for parent participants. With the intention of investigating the impact of efforts undertaken to involve parents at the new school, interviews, observations, and document reviews were conducted. "Semi-structured, open-ended interviews were conducted with educators, family workers, and parents" (Smith, 2006, p. 43). The findings of this study were that educators working in a low-income school need to create a willingness to learn about their student population, find ways of learning their culture and embedding it into lessons, and a commitment to involving students'

families. Several themes emerged from the findings of this study, such as partnership, strategies, benefits, and sense of community. This study found that the development and implementation of intentional parental involvement strategies positively influenced the level of parental involvement (Smith, 2006).

Technology and Equity – The Digital Divide

Parents, policymakers, educators are all focused on ensuring student academic success. With technologies expanding use, and the role that it is evolving in education, the importance of technology affects students' lives inside and outside of the classroom. According to the National Center for Education Statistics [NCES], (2018), it states that even though some students may have access to technology, it doesn't always guarantee successful outcomes. Recent legislation acknowledges the importance of technology use and the growing need and role that it plays in education and student's lives. The Every Student Succeeds Act (ESSA,) provides state governments guidance on how to receive supplemental funding for public education. The Institute of Education Sciences (I.E.S.) is required to provide reports on the educational impact of access to digital learning resources (D.L.R.) outside of the students' classrooms. Every Student Succeeds Act of 2015 [ESSA] requests the following criteria to be reported:

> Every Student Succeeds Act of 2015 [ESSA], 20 U.S.C. §6301 et seq. (2015)
>
> 1. An analysis of student habits related to DLR outside of the classroom, including the location and types of devices and technologies that students use for educational purposes;
>
> 2. An identification of the barriers students face in accessing DLR outside of the classroom;

3. A description of the challenges that students who lack home internet access face, including challenges related to student participation and engagement in the classroom and homework completion;

4. An analysis of how the barriers and challenges such students face impact the instructional practices of educators; and

5. A description of the ways in which state education agencies, local education agencies, schools, and other entities, including partnerships of such entities, have developed effective means to address the barriers and challenges students face in accessing DLR outside of the classroom.

ESSA (2015), defines the term "digital learning" as "any instructional practice that effectively uses technology to strengthen a student's learning experience and encompasses a wide spectrum of tools and practices" (p. 1969).

Every Student Succeeds Act of 2015 [ESSA], 20 U.S.C. §6301 et seq. (2015)

This includes: (a) interactive learning resources, digital learning content (which may include openly licensed content), software, or simulations, that engage students in academic content; (b) access to online databases and other primary source documents; (c) the use of data and information to personalize learning and provide targeted supplementary instruction; (d) online and computer-based assessments; (e) learning environments that allow for rich collaboration and communication, which may include student collaboration with content experts and peers; (f) hybrid or blended learning, which occurs under direct instructor supervision at a school or other location away from home and, at least in part, through online delivery of instruction with some element of student control over

time, place, path, or pace; and (g) access to online course opportunities for students in rural or remote areas (p. 1969).

Several technological tools can fall under the category of "digital learning resources," such as computers (i.e., laptops, desktops, Chrome notebooks, mobile devices, (i.e., smartphones, tablets) and broadband internet.

Per the report, produced by the I.E.S.' National Center for Education Statistics (NCES), which performed an analysis on the educational impact of access to Digital Learning Resources it presents nine indicators using data from the most recent available analyses of nationally and internationally representative survey data that provide an overview of students' use of D.L.R. outside of the classroom. The data revealed that 94 percent of children ages 3 to 18 had a computer at home, and 61 percent of children ages 3 to 18 had internet access at home in 2015 (Indicators 1 and 2). In 2015, percentages of children with computers and internet access at home were higher for children who were older, those whose parents had higher levels of educational attainment, and those whose families had higher incomes. Children who were White (66 percent), Asian (63 percent), and of two or more races (64 percent) had higher percentages of internet access at home in 2015 than did Black (53 percent), Hispanic (52 percent), and American Indian/Alaska Native children (49 percent). Schools serving predominantly low S.E.S. students possess less instructional technology (National Center for Education Statistics, 2010).

In the United States, policy makers often claim that technology-mediated instruction is important in all locales across the nation and emphasize the special role that technology can play in addressing the needs of suburban and rural students (Larson & Murray, 2008; Mitra, Dangwal, & Thadani, 2008). Other research evidence shows that

distance education works to improve educational equity for impoverished students and their families (McQuaide, 2009). The degree of home access by demographic groups has been documented through seven reports over the past fifteen years by the National Telecommunications and Information Administration (NTIA) (1995, 1998, 1999, 2000, 2002, 2004, 2008a). Reports were based on the Current Population Surveys (C.P.S.) of nearly 50,000 U.S. households that were conducted by the U.S. Bureau of Labor Statistics and the U.S. Census Bureau. NTIA reports provide the basis of an analysis of the overall digital divide in the United States as well as evolution.

Concerns for educational equity in the United States increased as educational inequities continue to grow, especially for Latino students who are the fastest-growing ethnic group (Rincon & Lane, 2017). The National Academy of Sciences (2011), reports that with the changing demographics, innovation demand, human capital development, and concerns for national security, the U.S. labor market is projected to grow faster in science and engineering than in any other sector in the coming years. As the emphasis for students to major in science, technology, engineering, and mathematics increases, minority participation in STEM education at all levels should be a national priority. In a quantitative study conducted by Rincon & Lane (2017), the researchers conducted a study using Crenshaw's (1991) intersectional lens that included race, gender, and S.E.S., to explore how Latinos enter and move across STEM majors. Students that went through intense math and science courses from K-12 tend to enroll in STEM as college freshmen. However, minority students, especially Latinos, are less likely to have access to rigorous K-12 curriculums that are associated with STEM pathways (Rincon & Lane, 2017) The result of this study found that Black and Latino students enter STEM at lower rates than

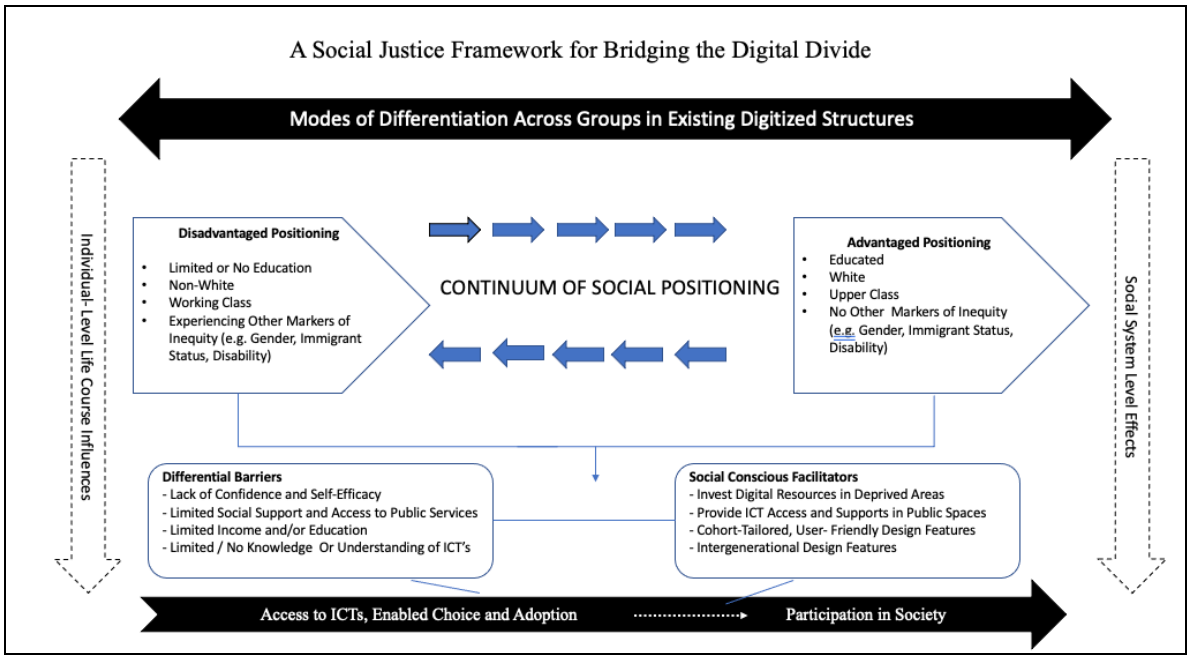
white or Asian peers, and the difference in major choice can be attributed to racial inequalities in pre-college preparation. Results also show gender differences and that males across all ethnicities have a higher rate of declaring STEM as a major (Rincon & Lane, 2017). C.P.S. data from 2003 showed that boys with computers at home, who were White and from high-SES families, came from well-educated parents, and speak English, are more likely to use computers for gaming purposes than girls, Black, and Hispanic, children from low-SES families or children from parents that did not graduate high school or non-English speaking families, resulting in access to frequent computer time and increase in digital literacy skills (Neauman & Celano, 2006).

The qualitative study by Dinc (2019), was a study conducted using preservice teachers' perspectives about technology integration and their collected ideas about technology integration barriers in education. A total of 76 preservice teachers took part in this study and all participated in taking a course "Integrating Technology in Education" during their Elementary Teacher Education program. Descriptive analysis method was used to analyze the qualitative data. The results of the study showed that preservice teachers had critical perceptions related to technology integration, such as inclusion of technology in the course curriculum, effective use of technology, working with administrators to integrate technology into the curriculum, increasing student engagement, and being able to teach with technology that cannot be taught beforehand (Dinc, 2019). Teachers explained that there were external and internal barriers such as the lack of school district funding, lack of technology equipment, and time was noted as major barriers to technology integration in education.

In an attempt to understand the social and structural inequities of the digital divide, a quantitative study was conducted by Fang, Canham, Battersby, Sixsmith, Wada, & Sixsmith (2019), with a realist synthesis conducted, "to inform theoretical understandings of information and communication technologies (I.C.T.s); understand inequities and access to technology; uncover practices that facilitate digital literacy and participation, and recommend policies to mitigate the digital divide" (p. 1) A realist synthesis, appropriation theory, social justice framework and intersectionality was used (Figure 3). A sample of 35 (middle-aged 45-64) adult community stakeholders was observed and interviewed. The researcher used audio recordings and observations that were transcribed and coded to inform data analysis. The findings of this study show that age is not the sole determinant of a digital divide, that other factors contribute to digital inequity such as education, gender, income, generational status, and immigration status. The findings demonstrated the important factors that interact to shape I.C.T. access, "factors lead to distinct positionalities of privilege and disadvantage that influence I.C.T. access and use via differential barriers and facilitators experienced by different social groups" (Fang et al., 2019, p. 18). According to Graham (2010,) the digital divide in the United States and the attitude towards I.C.T. stems from education; the higher the education level, the greater likelihood of access to use I.C.T.s through the use of computers or internet. Subsequently, the findings of this study provided a more nuanced comprehension of age that appears it is not causally linked to I.C.T. access and use, rather the chronological age which captures the familiarity with new technologies rolled out at a rapid pace that prevents familiarity (Fang et al., 2019).

Figure 3

A social justice framework for mitigating ICT access and use challenges in a digital world. ICT = information and communication technology.



Conclusion

Conclusively, most of the peer-reviewed literature mentioned, focused on the influence of parental involvement on the academic performances of ENL students or Latino students. There is no current existing research specifically exploring the perspective of Latino parents of ENL students during COVID-19. Conducting research on this topic is even more critical at this time, during a global pandemic (e.g. COVID-19), educational change with a sudden shift to distance learning, and the persistent achievement disparities across income levels and between white students and Latino ENL students.

CHAPTER 3

Introduction

The purpose of this qualitative case study was to explore the involvement of Latino parents of elementary English language learner students with distance learning during the COVID-19 pandemic. The purpose of this study was to a) explore possible obstacles to Latino parental involvement, b) further understand the inequities for Latinos with distance learning, and c) make suggestions on how these obstacles might be eliminated to increase future involvement between Latino parents and schools. Another purpose of this qualitative study was to examine how parents understand involvement in their children's education.

Methods and Procedure

Research Questions

The following research questions were used to guide the study:

RQ1: From the Latino parent's perspective, what do parents understand their role is in supporting their children in their education?

RQ2: What factors prevent or promote parental involvement in students' academic success through distance learning?

RQ3: What are teacher's perceptions of Latino parent involvement during the time of COVID?

Addressing these questions supported the stated purpose of the study of exploring parental involvement from the perspective of Latino parents from Central America. Using a critical race theory lens by considering the examination of culture, society, law, power

and the intersection of race, this study has extended the knowledge in the field of parental involvement. Data was collected by means of focus groups with teachers, semi-structured interviews with parents, as well as an administrator interview. Questionnaires provided background information pertaining to the participants. The semi-structured parent interview questions were worded in order to elicit participants' perceptions regarding their parental involvement with their children's homework. Interview observation notes were taken throughout the interview process as well as audio-recording of interviews.

Research Design

For this study, the researcher chose a case study as the methodological approach. A case study research design was the appropriate design because it focused on in-depth exploration of the perceptions of participants. Also, a case study was the appropriate approach for this study, as its purpose and research question were focused on studying perceptions, descriptions and interpretations of others. Case study designs are best suited for researching specific groups of populations that are experiencing a phenomenon (Stake, 1995).

Latino parents from Central America, with children identified as ENL students was the group explored. The qualitative data was collected through two teacher-participant focus groups, sixteen individual parent participant interviews, and an individual administrator participant interview.

The Sample and Population

The research target population and sample were drawn from an elementary school located in a suburban town in Long Island. The school services grades Pre-Kindergarten to grade 4. There are about 536 students that attend the school. The population of the

school consists of 73.1% Hispanic students, 12.3 African American students, 10.6% White students, .4% Asian students, 3.2% of two or more races, and .4% American Indian. Minority enrollment is 90% of the student body (majority Hispanic), which is higher than the New York state average of 56%. The school has 69% of its enrolled students coming from low-income families. About 68% of the students are English as a New Language Learners (ENLs). The percentage of students overall achieving proficiency is 11% (which is lower than the New York state average of 50%) for the 2016-17 school year.

Table 2

Demographic information for student population

School Demographics	Percentage of students
Hispanic	73.10%
African American	12.30%
White	10.60%
Asian	0.40%
Two or more races	3.20%
American Indian	0.40%

Participants

The parent participants for this study were Latino parents from Central America, whose students participated in an ENL program in school. Recruitment for the participants of this study was completed through purposive sampling. Participants who

are selected purposively are often more willing to participate and in turn contribute to the richness of the data (Hyett, Kenny, & Dickson-Swift, 2014). The procedures for study sample recruitment included accessing demographic data for the school, which entailed a specific search to identify current students classified as ENL. The participants for this study also included eight elementary teachers and one administrator from a suburban elementary school. All participants were licensed elementary school teachers who had between 6 and 14 years of teaching experience. This study was conducted using two focus groups of eight teachers. One focus group represented four classroom teachers that teach in the first grade. The second focus group represented four classroom teachers that teach in the fourth grade. All references to parents, administrator and teachers will be with the prescribed name codes as seen in table 2 and 3.

Table 3

Description of Parent Participants

First Grade Parents

Participant	Gender	Cultural Ethnic Identity	Nationality	Years in U.S.	Can speak English	Language spoken at home	Number of Children	Married
Parent 1	Female	Latina	Guatemala	10	No	Spanish	3	Yes
Parent 2	Female	Latina	Guatemala	12	No	Spanish	3	Yes
Parent 3	Female	Latina	Guatemala	15	Yes	Spanish	3	Yes
Parent 4	Male	Latino	El Salvador	10	Yes	Spanish	1	No
Parent 5	Female	Latina	El Salvador	4	No	Spanish	3	Yes
Parent 6	Female	Latina	Guatemala	5	No	Spanish	3	No
Parent 7	Female	Latina	El Salvador	6	No	Spanish	3	Yes

Fourth Grade Parents

Participant	Gender	Cultural Ethnic Identity	Country	Years in U.S.	Can speak English	Language spoken at home	Number of Children	Married
Parent 8	Female	Latina	El Salvador	2	no	Spanish	2	No
Parent 9	Female	Latina	Guatemala	2	no	Spanish	3	No
Parent 10	Female	Latina	Guatemala	10	no	Spanish	3	Yes
Parent 11	Male	Latino	Guatemala	2	no	Spanish	1	No
Parent 12	Female	Latina	Guatemala	1	no	Spanish	2	No
Parent 13	Female	Latina	Guatemala	4	no	Spanish	4	Yes
Parent 14	Female	Latina	Guatemala	1.5	no	Spanish	2	Yes
Parent 15	Female	Latina	Guatemala	2	no	Spanish	2	No
Parent 16	Female	Latina	Guatemala	2	no	Spanish	3	Yes

Table 4

Description of Teacher Participants

Participant	Years of Experience	Tenure Status
Focus Group 1		
1st Grade Teacher 1	8 Years	Tenured
1st Grade Teacher 2	9 Years	Tenured
1st Grade Teacher 3	10 Years	Tenured
1st Grade Teacher 4	6 Years	Tenured
Focus Group 2		
4th Grade Teacher 1	14 Years	Tenured
4th Grade Teacher 2	12 Years	Tenured
4th Grade Teacher 3	6 Years	Tenured
4th Grade Teacher 4	8 Years	Tenured
Administrator	27 Years	Tenured

Data Collection Procedures

The researcher used three sources of data for this study. This included two teacher focus groups with eight teachers, interviews with sixteen parents, and an interview with one administrator. Using multiple sources of data collection with a case study helps the researcher explore real-life cases through in depth and detailed data (Creswell & Poth, 2018). Moreover, using multiple data sources would facilitate triangulation needed to ensure data validity for qualitative studies (Miles, Huberman & Saldaña, 2014).

Focus Group

The researcher used two focus groups with teachers as a way of collecting data conveniently from several people simultaneously (Berg & Lune, 2009, p. 164). A focus group protocol was designed (see appendices,) that was structured with open-ended questions that asked teachers to convey their experiences and perceptions about the school districts distance learning experiences and their perceptions of parental involvement during COVID-19. Fourth grade teachers participated in the first focus group and four fourth grade teachers participated in the second focus group. As per Berg and Lune (2009), focus groups should not be more than seven participants in order to effectively elicit responses and give everyone an opportunity to speak. Also, keeping a focus group size down to less than seven participants prevents one or two participants monopolizing the conversation. Both focus groups were conducted in-person in a conference room setting. Prior to conducting the focus group, teachers received participant consent forms (see appendices,) and the form was reviewed with participants in order to ensure their privacy and address any additional concerns that they might have had. Focus group sessions with teacher participants were audio-recorded. Teachers completed the consent form that confirmed their identities would remain confidential and gave permission to audio-record. Choosing to conduct focus groups provided a means for collecting qualitative data in settings where a one-shot collection is necessary (Berg & Lune, 2009).

Semi-Structured Interviews

Semi-structured interviews were conducted with sixteen Latino parents of ENL students that were from Central America. All interviews ranged from 25-45 minutes.

Parent interviews were conducted over the phone due to the limitations of meeting in person during the COVID-19 pandemic. Research questions that were used for the interviews were open-ended and allowed ample space between each question. Purposeful sampling was used when choosing parents to interview. As stated by Creswell and Poth (2018) it's best to choose interviewees that can best answer open-ended questions and focus on the purpose of the study (Creswell & Poth, 2018). The decision to conduct the interviews over the phone gave parents the opportunity to participate as complete restrictions of quarantine were not lifted. Parents received participation consent forms prior to conducting the interviews. Parents were given an opportunity to review the purpose of the study as well as the right to withdraw from the study if needed. Since the parent interviews were semi-structured, the interviewer had the flexibility to add questions, especially for follow-up and clarification purposes. Additionally, one administrator semi-structured interview was conducted via Zoom that was 40 minutes. The administrator was given an opportunity to review the purpose of the study as well as the right to withdraw from the study if needed. Parent and administrator interviews were audio-recorded.

As a trilingual researcher, methodological issues regarding cross-language barrier were mitigated in this study. The researcher is a native speaker of Spanish and was able to facilitate the parent interviews in Spanish, monitor the transcripts for inaccuracies with content, dialect, and language and read the transcripts in Spanish. According to Squires (2009), qualitative research that is culturally and linguistically based, often encounters methodological challenges due to researchers commonly using translators and

interpreters to bridge language barriers between themselves and their participants. Therefore, my role as a bilingual researcher helped to reduce translational difficulties.

Trustworthiness

Qualitative research relies on the analysis of verbal data and the emergence of themes that can be used to answer specific questions. The purpose of analyzing the data was to determine the involvement of Latino parents of elementary English language learner students and their perceptions of parental involvement with distance learning during the COVID-19 pandemic.

The researcher assessed the findings using the following recommendations by Miles et al. (2014): Triangulation of data was used in order to support a finding that at least three independent measures were used to enhance the trustworthiness of the case study's analysis (Miles et al, 2014). For this study, the researcher triangulated data by using parent interviews, teacher focus groups and an administrator interview. Miles et al. (2014) states, "We may get corroboration from three different sources, which enhances the trustworthiness of our analysis" (p. 299). The teacher focus groups provided a different perspective on the challenges that they face with the distance learning classroom settings and their perspectives on parental involvement during COVID-19. The parent interviews provided a perspective from Latino parents of ENL students that face several different barriers with trying to understand the distance online learning, finding time to assist their children with classwork during the day, language barriers, and accessibility barriers such as Wi-Fi and technological resources. The administrator interview gave the researcher insight into the challenges the administrator faced with communication from the state, CDC, communicating to staff and parents, and contingency budget issues

during the pandemic. As Golafshani (2003) states, "Engaging multiple methods, such as, observation, interviews and recordings will lead to more valid, reliable and diverse construction of realities" (p. 604). Triangulation helped complement the different sources of information collected and offered different insights that added to this case study that wasn't previously considered.

In order to confirm that information that was provided from the focus groups with teachers was accurate, the researcher provided transcribed notes to the teachers to review. Parent interviews and administrator interviews were transcribed and provided with transcribed notes to review. This process created not only an opportunity to confirm accuracy, but it also created an opportunity for a shared reflection and follow up questions for clarity on some comments that were made. Miles et al. (2014) state, "Data feedback is an occasion to learn more about the case, not only about the feedback" (p. 310).

Ethics

After receiving approval from the University's Institutional Review Board (IRB), the researcher sent letters of consent along with a copy of the research proposal to the superintendent of the school. Once consent was received from the superintendent, the researcher reached out to teachers in first and fourth grades. Letters of consent were distributed to teacher-participants that were willing to participate in the case study. Two administrators were asked to participate in the study. One administrator accepted and the other declined. Parent participants were provided with consent forms in Spanish and in English. Throughout the study, the researcher obtained written consent from every teacher, administrator and parent participants involved in the study. Confidentiality was

protected by omitting the participants names or any other identifiable information. Participants were given the time to review consent forms and to ask any questions about participation. From the beginning of initial contact, the researcher disclosed the purpose of the study and indicated that participation in the study was voluntary (Creswell & Poth, 2018, p. 56). Participants were offered the choice of what time best fit their schedules to minimize any issues. They were also assured that they could withdraw from the study at any time. The anonymity of participants was ensured by omitting any personal identifying information (Miles et al., 2014).

The interview and focus group results were reviewed with participants in order to ensure the results effectively conveyed participants' perceptions and experiences. Parent interviews were transcribed and translated from Spanish to English by the researcher and kept secure in a locked office at the researcher's site. All participants in this study signed a confidentiality agreement to protect the information shared by participants.

Data Analysis

The purpose of analyzing the data was used to determine the perceptions of involvement of Latino parents of elementary English language learner students with distance learning during the COVID-19 pandemic. During this study, focus groups, parent interviews and teacher focus groups were conducted. All interviews and focus group information was stored on a password-protected device and was transcribed and translated from Spanish to English by the researcher. Once the interviews and focus groups were completed, the audio-recordings were de-identified using a code for each participant. Parent interviews were translated by the researcher from Spanish to English. The researcher is a native Spanish speaker and was able to do translations using NVivo

transcription software. Audio recordings were transcribed and then saved securely to a digital file in an encrypted password protected external terabyte. After transcription was completed, the researcher conducted the first cycle of coding. First cycle coding methods are codes initially assigned to the data chunks. “Codes are assigned to data chunks to detect reoccurring patterns" (Miles, Huberman & Saldaña, 2014, p. 73). Coding is central to qualitative research and helps explain the data collected from focus groups, interviews, observations and documents (Creswell & Poth, 2018, p. 190). Value codes were assigned to summarize data in codes that categorizes participants values, attitudes or experiences. “Values coding is appropriate for studies that explore cultural values, identity, intrapersonal and interpersonal participant experiences and actions in case studies, appreciative inquiry, oral history, and critical ethnography” (Miles, Huberman & Saldaña, 2014, p. 75). NVivo coding was used for this qualitative case study. Saldana (2016) depicted NVivo coding as “one that prioritizes and honors the participant’s voice (p. 295). NVivo helps to organize data and is a platform for coding that allows the researcher to examine focus groups and interview responses and identify common themes. Anchor codes were assigned to the three research questions. Interview questions were then aligned to the research questions. The focus group, parent interview, and administrator data was uploaded to NVivo 12. Compartments were made for each of the responses of each participant. Compartments are called “cases,” in NVivo. While coding, the researcher started the tactic of clustering and applied groupings to participants, acts and events. “Clustering is a tactic that can be applied at many levels to qualitative data: at the level of events or acts, of individual participants, of processes, of settings/locales, of sites or cases as wholes, of times periods, and so on” (Miles, Huberman & Saldaña,

2014, p. 279). NVivo thematic analysis was then performed using the frequency of words used and the participants' responses. A review and analysis of the data determined which word patterns were most common. Using NVivo, the researcher applied more focused coding and selected excerpts from the interviews and focus groups that tied directly to narratives of the parents that were interviewed and teachers that were in the focus groups. The researcher then used the NVivo software to further analyze excerpts, looking for common themes across the parent interviews, administrator interview and teacher focus groups. Counting was used to help identify how many times a code appeared within the data collection. Counting helps identify themes or patterns by isolating how many times something happens consistently (Miles et al, 2014, p 282). Organization of data was then accomplished by re-reading the parent, administrator interviews, and focus group transcripts numerous times and creating notes to clarify hierarchical organization.

Role of the Researcher

For the past four years the researcher has worked as an English as a New Language teacher in a school that services grades pre-Kindergarten to fourth grade. There are about 536 students that attend the school. The school has 69% of its enrolled students coming from low-income families. About 68% of the students are English as a New Language learners (ENL). Communication with parents at home poses a problem in that there is a considerable language barrier with Latino families. The researcher's experiences with communicating with ENL parents doesn't seem to be a problem since the researcher speaks Spanish fluently and can communicate with them well. Parental involvement in the elementary school; such as open-house events and other extracurricular activities in the evenings, have yielded low attendance rates with ENL parents. With parent telephone

conferences; the student information system sometimes provides incorrect phone numbers for families and parents of students.

The researcher identifies as an external-insider. According to Banks (1998), “The external-insider was socialized within another culture and acquires its beliefs, values, behaviors, attitudes, and knowledge (Banks, 1998, p. 8). Even though the researcher grew up in a Latino household, the researcher's culture is very different from the ENL students' culture and their unique experiences. The researcher comes from a Latino, middle-class and educated background. However, both of the researchers' parents were immigrants, who did share the same experiences and struggles as some ENL students’ families. There are many disconnects that parents face when communicating with teachers, administrators, or factors that prevent or promote parental involvement. Communication disconnects involve both culture, language and the extent to which parents are provided with instructional support to assist their children. The researcher declared personal biases and was aware of them and implemented safeguards to assure their limitation. The researcher analyzed the data with a clear and unbiased mind and re-evaluated the responses from participants to ensure that pre-existing assumptions did not influence the data collected (Creswell, 2013).

CHAPTER 4

Introduction

The purpose of this qualitative case study was to explore the involvement of Latino parents of elementary English as a New Language Learner (ENL) students with distance learning during the COVID-19 pandemic. Three sources of data that were used in this case study: two teacher focus groups with a total of eight teachers, one administrator interview and 16 semi-structured parent interviews for triangulation purposes. Data analysis was conducted using NVivo 12 qualitative data analysis software to explore emerging themes regarding participant's descriptions of Latino parental involvement during the COVID-19 pandemic (Sutton & Austin, 2015). This chapter provides analysis of the collected data according to themes that emerged within the context of each research question.

There were four overarching themes that emerged from the analysis of the collected data from the study. The first theme was parents perceptions of parental involvement. The second overarching theme was the importance of communication. Within the second theme, four sub-themes emerged that included language and technology barriers, district communication, teacher communication with parents, input and communication with district/school decision-making. The third theme that emerged was unequal access to technology and training. Within the third theme, two sub-themes emerged that included technology access and parent training and benefits and challenges to distance learning. The fourth theme that emerged was teacher's perceptions on Latino parental involvement focused in equity and deficits. There was one sub-theme that

emerged which was educational inequities. This chapter concludes with a summary of the findings.

Findings

Table 5

Overarching Themes and Sub-themes

Overarching Theme	Sub-Theme 1	Sub-Theme 2	Sub-Theme 3	Sub-Theme 4
Parents Perceptions of Parental Involvement				
Importance of Communication	Language and Technology Barriers	District Communication	Teacher Communication with Parents	Input and Communication with District/School Decision-Making
Unequal Access to Technology and Training	Technology Access and Parent Training	Benefits and Challenges to Distance Learning		
Teachers Perceptions on Latino Parental Involvement Focused on Equity and Deficits	Educational Inequities			

At the time of this case study, the participants resided or worked in a rural town with a population of approximately 33,539. The researcher selected participants through student records identifying qualifying Latino ENL students. Letters of inquiry asking parents if they would like to participate in this study were sent in mid-October 2020.

Research Question 1. From the Latino parent's perspective, what do parents understand their role is in supporting their children in their education?

Research question 1 was addressed through the use of semi-structured interviews with 16 Latino parents who have children that are identified as English as a New Language learner (ENL). The use of these semi-structured questions provided participants with the opportunity to answer the questions without any qualifiers, which allowed themes to emerge organically. The following theme emerged and is addressed in research question 1: Parents Perceptions of Parental Involvement.

Theme 1: Parents Perceptions of Parental Involvement

When asked the question, "What do parents value the most when raising their child?" The majority of parent participants explained that they value the most that their children are raised with morals and values. It has been documented in other research that Parents believe that monitoring their children's lives and providing moral guidance results in good classroom behavior, and ultimately leads to greater academic learning. Parents 2, 3, 5, 7 in Group 1 and Parents 8, 9, and 14 in Group 2 expressed their involvement and responsibility as a parent at home is to raise their children to stray away from negative peer influences in the school or community. Parents engaging in this strategy describe that by having their children participate in church and religious activities is a means to protect children from such influences. More importantly, it is to help their children focus towards their education and maintain a religion-based morality. One such parent, Participant 2 (Group 1) expressed this is in her statement answering what she values the most in raising her child:

> In the middle of this pandemic we have to have faith. That is what is keeping our family going. This is what we value the most when raising our children at home

> is to have educación. We raise our children to have strong morals and values and attend church services weekly. We pray together as a family that all this will end soon. We must have faith and we cannot lose faith. And my children, therefore, need that encouragement that all this is going to happen for a reason.

Participant 11 (Group 2) stated what they value the most and connected it with what the responsibility of the parent is in their child's education:

> Well, the responsibility of parents is that we have to create our children in the eyes of God and that they continue to live a life with morals and values. In the matter of teachers, I hope that they continue teaching our children how to read and write. That is important to me. Also, the most important thing is that my children learn to speak in English so that they can work in the future and can fend for themselves.

All parent participants expressed what they value the most in their children's education is that they are learning English. Participant 6 (Group 1) expressed how they would like for their child to be bilingual and explained the reasons they value this the most.

> What do I value the most? I value the most that my son is learning Spanish and English at the same time. I want my children to be bilingual so that they can communicate with me in Spanish and for them to be able to get a good job because they speak English. The most I value in education is that they can speak English.

Participant 9 (Group 2) provided similar comments on what they value the most. "Also, to teach my son English so that he can get a job when he finishes school and so that he can defend himself in all matters of work. "

The majority of parent participants affirmatively responded when asked if they were involved in their children's education. When asked to give examples of their involvement, Parent participants 4, 5 (Group 1) and Participant 12 (Group 2) explained that they make sure their children eat well, that their children attend school, and that they complete their homework. Participants 5, 7 (Group 1) and Participants 9, 13, 15 (Group

2) explained that their involvement includes reminding their children to behave at school. Parent participants explained how they do not feel they have any right to complain to the school about materials not being translated or how a teacher is providing work to their child. All parent participants were very thankful and appreciated everything that the teachers and school were providing for their children. The majority were reluctant to say anything negative and immediately would state that they do not get involved in matters of the professionals. Parent 2 (Group 1) explains, "Because parents are not teachers and educational professionals."

Parent 15 (Group 2) also spoke about how parents should not complain and how they have respect for the school and teacher:

> And well, as parents we won't complain because we respect the teacher and how she gives the method of homework. We are going to do the homework if it is the only method that can be done right now on the computer and that is how it is being carried out and well, it's fine, we respect the teacher and the school. We hope that soon everything returns to normal. We understand that this is part of what is happening, that it is not our school's fault, that everything is worldwide, right?

All parent participants explained that they value that their children are raised with morals and values. Parent participants felt that they did not have the right to question or complain about the way lessons were delivered and they all felt. In general, participants explained that they were involved in their children's education and tried to help their children with homework and distance learning.

Research Question 2. What factors prevent or promote parental involvement through distance learning?

Participants and teachers were asked questions about their views, and experiences with parental involvement through distance learning. All respondents identified language barriers and working during the day or at night, as barriers in their ability to fulfill

parental involvement roles. Findings revealed the following themes. Theme 2: Importance of Communication. The first sub-theme that emerged was language and technology barriers. The second sub-theme that emerged was technology equity and training. The second sub-theme that emerged was district communication. The third sub-theme that emerged was teacher communication with parents. The fourth sub-theme that emerged was input and communication with district/school decision-making.

Theme 2: Importance of Communication

The theme importance of communication emerged from the data analysis collected from teacher focus groups, parent interviews and administrator interviews. All participants explained how communication was extremely important throughout the school district but at times difficult to provide continually to family members who speak a language other than English. Some teachers in both focus groups acknowledged that one of the barriers of parental involvement was caused as a result of communication between the school, administration and Latino parents. Some teachers noted that due to COVID limitations, face-to-face communication, parent relationship building, and campus problem-solving was replaced with technology (e.g., voicemail, apps, and social media). The first sub-theme to emerge was language and technology barriers. The second sub-theme was district communication. The third sub-theme was teacher communication with parents. The fourth sub-theme was input and communication with district/school decision-making. Together, these four sub-themes encompass teachers', parents and administrators' perceptions towards communication.

Language and Technology Barriers

The first sub-theme to emerge was language and technology barriers for parent participants. All parent participants reported the barrier of not knowing the English language and struggling to help their children with homework.

Parent 15 (Group 2) explains how she has to work twice as hard as a parent not knowing English and viewing instructional videos provided by the teacher:

> I believe that parents already work twice as hard now with distance learning. Posting a video isn't the same. The child isn't going to say, "Ah, now I understood after watching it." The parents first have to see the video. Since we don't understand English, we have to see the video three, four, five, six times, until one can understand so that we can help the child understand the lesson. Even when the videos are in Spanish it is a very different way of learning than in my country. Math is very different. And things are more complicated here.

Parent 12 (Group 2) shared the same thoughts that being involved with her child's learning is more difficult now due to the pandemic and the challenges with distance learning:

> Trying to help our children is not easy because since everything is done in English it takes us longer to translate. We are trying to do the best that we can considering the circumstances (distance learning during a pandemic).

Parent 2 (Group 1) discussed her frustrations as well and explains the barriers of not knowing English as well as the difficulties of learning new technology:

> It's a great thing to be able to help our children. And watch them grow. But it is not easy, because parents are not teachers and educational professionals. It's very difficult to manage to help them with their homework, help them at the same time while not knowing English, and learn technology.

Parent 4 (Group 2) Discusses similar experiences with language barriers, not knowing how to use the technology, as well as limited time as a working-single father:

> Well, there are a lot of barriers that you see with doing homework with the Seesaw application. Well, personally I am going to tell you that, as you know, that everything does take much more time and is more difficult. The truth? Yes, it is

> not easy. Not like when they first had all the time at school. Things are different. Yes, on the other hand, now everything is in English. And what I am going to tell you, is that it's more difficult for me because I am someone that does not know English. I am also by myself as a single father and I work all day. So, I could help my son very little. He knows that I can't help. But no, I can't give him much more help than he needs because I haven't been able to learn the English language anymore.

The interviewer asked teachers and parents what were some of the communication challenges for parents between the district, school and teachers. First Grade Teacher 4 (Focus Group 1) explained that prior to students returning in September, parents were given the option for their children to attend full remote in a distance learning classroom, or return to school two days out of the week in a hybrid model and three days full remote. Latino parents that had ENL students in bilingual classrooms explained that they were not informed that if they decided to switch their children to full remote learning, that their children would not be placed in a bilingual classroom or guaranteed a Spanish speaking teacher. Latino parents assumed that since their children were already placed in bilingual classrooms, that they would continue in the bilingual program if they decided to have their children in the full remote model. First Grade teacher 4 (Focus group 1) explained how parents and teachers did not receive clarification on who would be teaching the virtual classrooms and if a bilingual virtual teacher would be hired or selected to teach bilingual classroom students:

First Grade teacher 4 (Focus group 1)

> The families were misled. Well, teachers were also misled. Because we were told....we were actually not told anything! We were just told that they could sign up for either a virtual option or an in-school option, so the gross assumption was that they would still be provided with the education they were receiving, you know, to the best of the district's ability. And the district did not hire any bilingual teachers or full virtual ENL teachers and did not explain to the families that they would not be receiving any sort of ENL support or bilingual education. Not only that, many of the teachers that are teaching virtually are not translating their

> activities. And so, they're .....you know, so the parents were not able to do some of the work with their child or help them. They ended up being almost forced to send their children to school when they're still not comfortable sending their children to school, even though it was their right to keep them in the virtual program.

First Grade Teacher 1 (Focus Group 1) echoed the feelings:

> Bilingual supports? None! And that's the thing. That's another issue that really bothered me. Parents weren't aware that if they opted for full remote versus hybrid, their child would be pulled from a bilingual classroom and put into a regular classroom with possibly an English-speaking teacher.

Parent 7 (Group 1) recalled when making the decision to send her first grade child, and her other two elementary school children to full remote model, she was told that the district would accommodate her children that were in the bilingual program since kindergarten. She explains the language barrier with the current virtual teacher and how at times she needs to ask her eleven-year-old son to help communicate with the teacher:

> They just told me when I called after a month to explain that my children are struggling with their teachers because they don't speak Spanish and my children weren't placed in a bilingual classroom…..they said they could only give us teachers that spoke in English. They said if you have any questions or anything to call the office and they will be able to help me. They were very nice about it and I know they are doing what they can under the circumstances. They say just call us at the school and we are here to help you. But you know sometimes one wants to talk with the teacher. You want to speak with the teacher and ask them how your child is doing in class. ….Well, all the time it is difficult for me to talk a lot with the teacher because she only speaks in English. So, she can't get a translator to speak with me.

The parent continues to explain that communication with the virtual classroom teacher is difficult because finding a translator is not always feasible, and basic questions about how to do an activity becomes a difficult process. Parent 7 explains, "So, the way we communicate with the teacher is that I send her messages in Spanish. She translates my messages to English. Then she sends me messages in English and I have to translate it in Spanish. Sometimes it comes out different and it is difficult to understand." The

parent continues explaining that it would be easier to have a conversation over the phone if they spoke the same language. Parents that had students in bilingual classrooms before, expressed how it was easier to communicate. Parent 7 (Group 1) explains, "The bilingual teachers that my children had, of course, they talked in Spanish so there was never that barrier. I always asked them questions and I told them my concerns and everything. Yes, of course, that is a barrier." The parent adds that she often needs to ask her older son to help his younger brothers with homework or any technology issues.

Parent 7 (Group 1) continues:

> Right now, I rely on my oldest son to help his younger brothers and help his brother in first grade. When we have a hard time and can't figure it out, I tell the teacher that when she has time to call me and my eleven-year-old son speaks with her in English. When I want to talk to her because I have questions and my oldest son is not available, the teacher looks for a person who can speak Spanish and translates and calls me. But it's a hard time just to have a conversation with her, of course.

Parents experienced difficulties with helping their children with the Seesaw and Google classroom platforms when work was not translated in Spanish. The language barrier and difficulties communicating with teachers who did not speak Spanish created a barrier for parents trying to assist their children with distance learning.

District Communication

The second sub-theme to emerge from data collection from parent participants, and teacher participants was how the district relayed information. Most participants saw a disconnect with how communication was relayed throughout the district. First Grade Teacher 1 (Focus group 1) discussed how the communication throughout the district needs to improve. The elementary building where she works has come a long way when trying to communicate with Latino parents. First Grade teacher 1 (Focus Group 1)

explains “And let's be clear, too, like when you mention the district, I feel this building alone has done so much and has come a long way when it comes to trying to keep that communication going with Latino parents.” The teacher explained that throughout the district there is still much work to be done and how teachers still have a lack of understanding of the barriers Latino ENLs students face as well as the limitations and barriers Latino parents face becoming involved.

First Grade Teacher 1 (Focus Group 1) noted:

> But as a district in whole? Like…we’re failing. Because not every teacher has this mindset, other teachers are just like, oh, whatever, like there's no understanding of the needs of these ENL students, or they think their parents don’t want to be involved and so they make no attempt to make a connection with them. Or certain teachers can't relate to some of the experiences that these students, these ENL students are going through. So, as a district, we are tremendously failing these students.

Teachers in both focus groups discussed the confusion for some Latino parents when they receive a robocall from the district to check the website for information pertaining to new COVID cases or new updates or procedures. Robo calls are pre-recorded messages from the district to deliver messages to staff members and parents. Messages are also translated to recipients in other languages. Latino parents have explained that even though they receive these messages in Spanish, they do not understand what is meant by, “Check the website for important information.” Parents explained they do not know how to navigate the website and some parents explained their own limitations with reading and writing in their home language. Pre-recorded messages do not explain what the information is about and just inform parents and staff members to refer to the website. Parents noted that if they are able to access the website they are unable to read it in English or do not know how to change the language option on the

website. Fourth Grade Parent 9 (Group 2) explains, “I don't know any English. When I check the school district website it is all in English.”

First Grade Teacher 1 (Focus Group 1) expressed their frustration with the communication barrier:

> Also, another thing that really bothers me is whenever a message is sent out to the teachers and the community, it was like "check the website for an important message." Mind you, we know that half of our parents are not internet savvy. They don't know how to navigate the website. They can't even go into the right links and get the information that they're being told to them via telephone calls to get important information.

First Grade Teacher 4 (Focus Group 1) expanded on the issue of parents not having access to a tablet or WiFi and how information gets passed to Latino parents from other community members or word of mouth which often causes misinformation:

> Parents don’t have WiFi, a tablet, and maybe they have a smartphone but they don’t know how to get to the website or switch the language option to Spanish. They don't know how to navigate the website. So, a lot of the information the district is trying to give to the community doesn’t get relayed to them. Half of the community doesn't even get the message. They get messages word of mouth and some of it is misinformation. If a parent found out information, they would inform their circle and that’s how they get information from one another. But the district needs to inform their parents with details, in both languages, so that they are aware of what's going on. I have parents panicking when they get those messages calling me and asking me what was said? When does my child go to school? Why is the school closed again? What days is my child supposed to go to school again? Some of their questions I can't answer.

Fourth Grade Teacher 3 (Group 2) concurred that often parents aren’t receiving important information from the robocalls because they haven’t updated their phone number with the district, or their phone is out of service. Fourth Grade Teacher 4 stated “Well, I don't think many parents get that message to begin with because they don't have calls set up on their phone or their phone is out of service. …. they don't have data to check the website or they get to the website and they don't know how to read. So, there's all these different obstacles.” Fourth Grade Teacher 2 adds to the discussion and states, “

Or the robocall says, ‘check the website in English. ‘And what does that even mean to them? They don't know?'' Teachers in focus group 2 discussed how these robocalls send a string of events with parents in panic communicating to the classroom teachers late at night via text or phone call, asking them to explain what is happening. Fourth Grade Teacher 3 explains, “And sometimes we get calls after those robocalls being like, ‘What's happening? Can you please explain what's happening?”

Fourth Grade Teacher 4 (Focus Group 2) explains how this barrier created miscommunication on the first day of school with the new hybrid schedule:

> It even happened on the first day of school. I had like 10 or 11 parents that had no idea that it was the first day of school. They didn't know what cohort their child was in and they didn't know it was the first day of school. They didn't know what they needed to bring, they didn't know their bus information.

Parent 9 (Group 2) shared their perspective on when they receive the robocall:

> Yes, when the district calls come, they say, “to check the website.” But it's a pity that I can't. I don’t know how. Communication is difficult and I don't understand them. Well, when I don't understand, I send a message to the teachers and ask for a favor. And they send me a little message explaining what is happening.

Parent 8 (Group 2) also explained similar experiences and some of the limitations with not being able to read messages and relying on teachers’ voice messages on WhatsApp:

> Yes, I receive all the messages from the district in Spanish. The messages are all translated for me. Well, when they say we have to look at the district website, in that matter I do not know how to and I do not understand how to do it. Only my child can open it. I ask the teacher and call her what is the message of the district and what is happening because I have trouble. Whenever I have to call the teacher I send her a voice message on WhatsApp. She tells me what I have to do or if there is new information that is on the website. She leaves me voice messages too because at times I struggle with reading.

Parent 5 (Group 1) explained a positive experience and how the communication between her and the district went well and how she receives information about COVID-19 case's as well as food distribution. Participant 5 confirmed that they receive messages from the school district, "If I get the message from the school to check the website that there are new cases of COVID, I know how to check the website of the district."

Another communication issue that teacher participants discussed was that they did not receive any clear guidance from the district on how to handle attendance with the hybrid model. Teachers were unsure of the guidelines on when they should mark students absent. Fourth Grade Teacher 1 stated, "Yeah, I don't even know if we've gotten clear guidance because I haven't marked anybody absent, because I don't really know what I'm supposed to do or who I'm supposed to be marking absent." The teacher explained that she creates assignments for the entire week and the expectation is to have all of the assignments completed by the end of the week. Fourth Grade Teacher 2 agreed that clear guidelines were not given and added, "It would be nice to have like maybe a rubric or something that just an overall thing that you can follow their participation for the week, whether it's completed five out of ten assignments, something visual." The teachers explained that a Google Meets schedule was set up daily for classroom teachers for 30 minutes, but there was an issue with teacher coverage every day, so Google Meets was only implemented on Wednesday's when the elementary schools had a full remote day for students. Fourth Grade Teacher 2 explains, "We set up our first Google meets for tomorrow and half of the kids saw the message today. So that means the other half are probably not going to show up tomorrow." First Grade Teacher (Focus Group 1) discussed how teachers were receiving mixed information initially from the district on

how to handle attendance. They were first instructed to just reach out to families to see if the family was safe and if they had food. Weeks later the directive from the district changed and building administrators were told to direct staff to document when students were not submitting completed work and to call parents to remind them their child needed to submit work via Seesaw or Google classroom because it counted as their attendance. First Grade Teacher 3 (Focus Group 1) explains:

> And I feel like the message that was being communicated to us was a little blurred. And also, because on one hand, we're being told, just make sure that you're reaching out. Make sure the family is safe. Make sure the family has food. These are the most basic needs. Let's meet them. And then, on the other hand, we're being told they're not doing their work, document when and how many times they aren't doing it. Why they're not doing their work, reach out to them again when we knew why they weren't doing their work. So, it was tough because, you know, from a teacher's point of view, from our standpoint, we want to make sure the kids are trying to get online and we're staying up late at night and trying to help them access all this material. And it was frustrating for us, but frustrating for parents also because of the kind of mixed messages that I think we were giving them throughout.

Teacher participants and parent participants identified the district's method of communicating important information by using a robocall message directing parents to check the website for important information, created numerous barriers for parents that did not have the technology experience or literacy skills to obtain the information given. Teachers also wanted more guidance from the district on hybrid and distance learning attendance issues.

Teacher Communication with Parents

The third sub-theme to emerge from the data that was collected was the multiple forms of communication that teachers relied on to communicate with parents during the pandemic. All teachers explained how difficult it was at times to stay in contact with parents, or often had parents with phone numbers that were out of service. Some parents

had cellular data limitations that did not allow them to download certain communication applications, some parents had one cellular phone in the family, and others had literacy limitations with reading texts. The interviewer asked, "How did teachers and the school communicate with parents during distance learning and what strength's or challenges did you see using that form of communication?" All teacher participants explained the various forms of applications they used to stay in contact with parents and some of the strengths and challenges they experienced. Teacher participants 2, 3 and 4 in Focus Group 1 explained how they rely on the application called Remind, which has the capability of translating messages to parents in any language. First grade Teacher 1 (Focus Group 1) found that she needed to switch from using Class Dojo to WhatsApp when parents explained to her that communication application were using up their cellular data. Teacher 1 stated, "I used WhatsApp because a lot of parents weren't able to download Remind and it used up their data. WhatsApp was my main source. Prior to school closing I was using Class Dojo and most of my parents were connected." The teacher explained how using Class Dojo with some parents was easier in the beginning of the pandemic because she was able to send parents links to Seesaw to introduce them to the platform and show them how-to videos of how to navigate the platform. The teacher continued explaining the difficulties personally using WhatsApp with some parents, "The majority of the time I was using WhatsApp, but using my personal cell phone number was difficult when parents used to call me during dinner or even at 11PM." First Grade Teacher 2 (Group 1) added to the discussion explaining the difficulties reaching some parents because the majority of them are transient and move often and don't always update their information with the district. First Grade Teacher 2 explained, "We are using

certain apps like WhatsApp, Remind app, and now Seesaw, to be able to contact families through these things so that we don't have to use our personal devices from home if possible. But I have yet to meet a teacher who doesn't use their personal device to contact parents. And that means parents are calling us at any time." First Grade Teacher 3 stressed, "Many times they are calling past 10 o'clock at night."

First Grade Teacher 2 (Focus Group 1) continued in the discussion explaining how boundaries were sometimes blurred and how answering the phone during their own personal family time happened often:

> Yes, and honestly, it's like because it is a pandemic, it's like, okay, finally I reached out to this family. Yes, I will answer the phone at 10 o'clock at night. And even though I am with my family right now, you know, that's where the boundaries always get a little blurred and it seems like we are working morning through night. But we knew if this was the only way we could reach families and how important that was for us because we might not hear from this parent again that we have been trying to contact for weeks.

First Grade Teacher 3 (Focus Group 1) explained the limitations with using the application Remind:

> I was using Remind and I found it was extremely limiting, because there's a limit of the amount of how many words you can place on Remind and there's a limit of how much data you can use to communicate. I needed to send families videos of step-by-step instructions explaining how to access anything that we were asking them to access as far as technology goes, and even just something that was really important, like the updates on where food locations were going to be set up to come and pick up food. It was just a crazy amount of information every day. You can't put it all on Remind. So now I am using WhatsApp and yes, that's using my personal cell phone information with this app.

Teachers in Focus Group 2 explained the reasons they use WhatsApp because the majority of their Latino parents are unable to read text messages so they leave the parents voice messages instead. Fourth Grade Teacher 4 states, "And the parents that we have that can't read or write, those text messages are useless, which a lot of our parents fall

into that category so we can leave a voicemail on WhatsApp and all they have to do is just listen to it and respond. So, it really.....it closes that communication gap." Fourth Grade Teacher 3 elaborated on how Remind isn't always accessible to the Latino families because of the way that it's set up. Fourth Grade Teacher 4 explains, "They have to use messaging and data and they don't always have that, but they always have WhatsApp. So we would send text messages to these parents via Remind, we get nothing back. When we used WhatsApp it's an immediate response back." Teachers explained that Latino parents prefer using What's App because it is an easy way for them to stay connected with their families in their home country and how it isn't an extra cost for them.

Input and Communication with District/School Decision-Making

The fourth sub-theme of input and communication with district/school decision-making emerged from parent interviews, administrator interviews, and teacher focus groups. Participants from across groups were asked about input into the district/school decision making process. Parents were asked, "Does the school ask you for your opinion or input on decisions they make?" The consensus amongst the Latino parent participants interviewed was that they were never asked for their opinion on re-entry decisions or any decisions that needed to be made in the school. Parent 9 (Group 2) recalls, "The school does not ask me for my opinion or comments. Never. I also don't think that I have the right to get involved or give my opinion on such matters when it comes to education. They are the professionals and I am just the parent."

Parent 4 (Group 1) explains that he is receiving limited information from the school on how his child is doing and explains, "The school district never asks me for my

opinion on decisions and does not ask me what I need more help with. I did not hear that kind of communication with the teachers or the school." In the administrator interview the following question was asked, "What part did parents have in the re-entry decisions? Teachers? Students?" The administrator participant responded that parents and staff were sent a survey, as well as committee task force members which had students included.

The administrator participant recalls that surveys were sent and multiple opportunities for staff members, and parents to get involved and provide their input:

> We surveyed the parents, we surveyed the staff, and then we had committees. There were parents and students on each of the committees and there were staff on each of the committees. Parents were invited to watch. We had Q&A's for them like our webinars. And, so, they were able to log in to Zoom and watch and then ask questions and our meetings were all virtual. We created a mechanism where they could ask questions through a Google form. So, the earlier board meetings in the summer where there'd be like thirty-five questions that we'd be reading and answering. So, you know, people definitely shared their opinions via a survey, via email, via phone call.

First Grade Teachers in Focus Group 1 discussed that they would like to see the district ask classroom teachers for their advice or input more often. Especially teachers that work with a high population of ENL students. Teachers expressed that they felt decisions on curriculum or any other initiatives are made without consulting teachers. In response to the interviewer asking teachers, "What school policies or changes in your school would you recommend to avoid further inequities for Latino ENL Parental involvement?" First Grade Teacher 2 (Focus Group 1) responded:

> I would recommend that the district talk with bilingual and ENL staff. Consult with them. They are the experts on what these students need. They are the experts that you hired for your district. Consult with them, say, "Hey, will this initiative work with this population?" Or hire professionals whose job it is to identify these inequities when we know that more than half of this building are ENL students. A large percentage, almost 30 percent of this district are ENL students. Out of 6000 students, that's a lot of people! 75% of our students in this building are Latino

> students. We have way too many students for them to choose policies that equitably affect our ENL students.

First Grade Teachers in Focus Group 1 explained that they know what Latino parents are going through because they are in constant contact with them. Teacher 2, "Because we're in constant contact with these parents. We know the things they are going through." The teacher continued and asked, "Where is the district's resource hub with translators? Where can parents call? Why don't we have that set up?" Teacher 1 explained that Spanish speaking parents did not have access to translated reopening plans during the summer. Teacher 1, "All the phone calls that were made from the district; they were all in good English. There was nobody there translating what was being said; paperwork that was sent out was all in English." Teacher 2 went on to point out, "The district's reopening plan was all in English for weeks before they finally translated it in Spanish weeks later. "Teacher participants explained that Latino parents did not have access to information that English-speaking parents had over the summer. Teachers explain that if parents were provided with translated information, the format with which this information would be communicated would be important since many parents were unable to access the school district website and many of them did not have an email address. First Grade Teacher 1 (Group 1) expressed that they communicated with the superintendent asking why information was not translated in Spanish, "I even sent out an email to our superintendent asking why isn't this reopening plan in Spanish? I was told that it was in the works and that they really wanted to get the plans out there as quickly as possible, but by Monday it will be in Spanish. Why can't it be out at the same time?" Teacher 3 explained that they contacted the superintendent with the same question and points out, "So, you can see the teachers are the ones that are advocating for the students constantly. It is constantly us. It

is constantly the teachers and there are constantly administrators that are not listening to us or not asking us for our input."

One of the biggest obstacles that administrators were dealing with over the summer and throughout the school year, was the lack of communication they received from New York State and the lack of guidance from Centers for Disease Control and Prevention (CDC). The administrator participant explained that district office administrators were provided a framework for school reopening plans by the State Department of Education on July 13, 2020. School districts had to submit their district-specific reopening plans based on the template between July 17 and July 31, 2020. The interviewer asked the administrator participant, "How streamlined and comprehensive was the information or directives that you received from New York State and CDC?" The administrator explained that the information that was provided was not very clear, and the district was under a difficult timeline to submit their reentry plans:

> Initially in the summer? Not very. Not very. Again, until you live it, you don't understand it. You can't comprehend it. So, I think that we needed to…you know, I kept using the phrase to everyone, "rip the Band-Aid off." And this…this is so timely, this interview, because we're going to the full in-person instruction model starting this Monday. It's like Groundhog Day from the summer again. So, you know, back in the summer, as I would say, "Just rip the Band-Aid off and report to work." And it's not perfect, but we've been working towards this. We need to give it a try and we'll tweak it. And I think after the first two days when we had Thursday and Friday before Labor Day, everyone was pleasantly surprised. They said, "Oh, it's not that bad." So, you know, we still had to tweak things, but people were from a mindset of productive changes as opposed to still being so upset. People were scared. It was scary of the unknown. And there's nothing you could do to fix that until the unknown becomes the known.

The interviewer asked the administrator if the directives from the state and CDC improved months into the school year. The administrator explained that there are still directives that weren't clear and explained how the district was told they were a yellow

zone in November, and the district moved swiftly to test 20% of staff and students in order for the district to remain open. The community and staff were able to conduct testing within the two-week time frame. Once completed the communication from the State governor ceased for a month with providing districts with information on how to proceed. The focus switched from positive COVID cases to hospitalization rates and communication about micro clusters halted. The administrator participant explains:

> Well, when it comes to the micro cluster and who's testing, it's terrible. It's not clear. You know, you just wait to be told specifically what you need to do. The vaccination seems to be clear. And the information I got today, they're starting with phase 1A. So there's a certain group of employees, mental health professionals and nurses that can get vaccinated. So, I got steps. And I've been communicating with those members of our workforce. They've been communicating with me. So that was today. What we do know is that the governor wants to keep us open no matter what. So, you know, we just keep moving ahead thinking how can we improve our instruction constantly and stay open no matter what the circumstances.

The administrator participant felt there were numerous obstacles and lack of information from the state and CDC which created a delay in communication to the staff, community and parents. Teacher participants wanted more effective communication from the district as well as more input in the school decision making process. Parent participants expressed that they were not included in any school decisions or re-entry plans.

Theme 3: Unequal Access to Technology and Training

A third theme that emerged during the analysis of collected data was unequal access to technology and training. Teacher participants, administrator and parent participants explained how they have been suddenly thrust into distance learning amidst the global pandemic. Teacher participants shared the impact of unequal access to technology and the need for greater support for families and teacher technology training.

One sub-theme that emerged was technology access and parent training. The second sub-theme that emerged was benefits and challenges to distance learning.

Technology Access and Parent Training

The first sub-theme to emerge from participant data collection was technology access and parent training. All parent participants and teacher participants discussed the issues of not having access to training, technology and internet connection. Parents expressed their overwhelming frustration with not knowing how to help their children due to their limited exposure to technology as well as limitations to WiFi. Teachers also voiced their frustrations with the district's limited training provided to parents. Teachers were available throughout the day and during the evenings making themselves available to parents that needed help with distance learning.

First Grade teacher 2 (Group 1) discusses the issues of access and inequities that overwhelms Latino parents with their new reality of distance learning and trying to navigate technology that they don't have experience with or proper training. The teacher also expresses the frustration and challenges as a teacher trying to support families that do not have technological experience.

First Grade Teacher 2 (Group 1)

> Since we are talking about the inequities here, you're right, a lot of our students and their families just don't have experience with technology because they don't have technology as a normal part of their life. The way someone who's growing up in, let's say, a middle class, or upper-class child. My daughter, who is four years old, already knows technology and she has experience with it. So, if she were to be at school and move to an online platform, it would be easier to manage and to start that, whereas our students, because they are living in or near poverty, don't have the exposure to being online or on a device. So, imagine trying to support families to do these things that are completely new to them all from a distance and not being in front of them.

Some parents expressed how they feel more pressure is put on them right now with trying to help their children with homework, navigate the different applications such as Seesaw and Google classroom and learn new technology that they never used before. Parent 1 (Group 1) explained how all three of her children aren't using the same application to complete homework.

Parent 1 (Group 1) Stated:

> All the applications are very different so it is difficult for me to help them. It is very different. One son is using Google Classroom and the other is on Seesaw. Then there are moments that this is very hard for me because I do not know how to handle this all or how to help them.

Parent 3 (Group 1) explained that she reaches out to the classroom teacher repeatedly for help. The classroom teacher messages her back or they speak over the phone to help her navigate the Seesaw application or clarify what needs to be done for homework.

Parent 3 (Group 1) Explains the need to seek the help of her oldest son.

Parent 7 (Group 1) stated:

> Of course, then if I have any questions or something, I will send messages to the teacher so that she can explain it better. Also, my oldest son who is eleven years old has to help me and his younger brothers with the applications and computer. It is just very difficult for me to understand how to do this all but he helps his brothers.

Parent 5 (Group1) explained a similar experience with having to ask her older daughter to help her youngest siblings with their homework. Additionally, in order to attend one of the districts Zoom training workshops that was provided in English, on how to create a Parent Portal account in order to view report cards, Parent 5 (Group 1) asked her oldest daughter to be with her so that she could help her. Her daughter speaks minimal English, but the mother thought she would be able to understand more English

than her. “I asked my daughter to be available to help me on the district's Zoom video call because she might understand more than me.”

When the interviewer asked parents how could the school and district better support Latino parents, Parent 10 (Group 2) suggested:

> The district should provide parents with classes in English and classes to teach us how to use the computer so that we can help our children with their homework. Coincidentally, they told me about a report card where it says that they will have a day to help parents to set up a Parent Portal. But the problem is the classes will be all in English and I don’t know how to use the website. So, I'm going to try to enter there to try to do the best that I can and just follow along. Whatever help the district gives us is helpful no matter what.

Parent 14 (Group 2) also made suggestions for the school and district to provide parent classes and training:

> I get much support from the teacher who speaks Spanish. And when my son cannot do his homework on Seesaw or if I can’t help him I write her [teacher] a message on Class Dojo and ask her. She writes back to me at night and explains it. Sometimes she will call me back at night and help us. She helps me a lot but I don’t want to bother her. You know when you do not speak English it is very hard but even when we have the work in Spanish it is hard to help him with it. The school should give parents training on how to use these devices and classes in English so that we can help our children with their homework.

Parent 13 (Group 2) similarly suggested that the school and district should provide evening classes in English as well as technology training. The participant explained:

> I would like to help my son with his homework but it’s very hard for me. Maybe if they gave us some lessons on how to use the applications too. I really never used a computer before so this is all very new to me. But little by little we will get through this.

Parent 16 (Group 2) explained the difficulty she had in the beginning of the year with her child not having any form of technology. She explained, “Well, in the beginning my son did not have a computer for almost three months. There were problems in the beginning, but thank God everything worked out. We are moving on. It would be great if

the district could provide parents like me with classes on how to use the computer so that I can help my son better." She continues to explain the difficulties of being a single mother and how it is harder during the pandemic because the focus is to work, pay rent and provide food. The parent explains, "Right now to be honest I am not able to help my son too much because I am more worried how I will pay the rent and buy food."

During the teacher focus groups, the interviewer asked teachers what type of classes or workshops did the district provide parents. Fourth Grade Teacher 1 (Focus Group 2) answered, "I don't know of any." Fourth Grade Teacher 2 (Focus Group 2) discussed upcoming ENL Family Night videos that would be available to parents but they would need to know how to access the website and know how to access Zoom.

Fourth Grade Teacher 2 (Focus Group 2) stated:

> I know that there's some coming up on ENL family night. I know that they put them out after much discussion and begging to put some of the videos in different languages on the website, like, that's really the only thing I know of that they did for the parents. Just video tutorials like the Google classroom tutorials, and they put it up on the website.

Fourth Grade Teacher 4 (Focus Group 2) added to the discussion that the training that was provided to parents was given by the teachers in the beginning of the pandemic and the beginning of the school year. The teacher explains, "Yeah, we are on the WhatsApp with the parents and videoing everything for them step-by-step instructions and teaching them how to access applications and do everything.

Fourth Grade Teacher 3 (Focus Group 2) confirms what her colleague stated:

> Right. Constantly. Take a screenshot, send it to parents. Then tell them what to do with it and send another screenshot and send it to parents again. Then Facetime with parents constantly until they felt somewhat comfortable. This was on-going.

Participants identified the lack of parent workshops and limited technology experience as a barrier that prevented them from helping their children with distance learning. Not having the technology needed to participate in distance learning in the beginning of the school year also limited access for students.

Benefits and Challenges to Distance Learning

The second sub-theme to emerge is the benefits and challenges to distance learning. Both teacher focus groups expressed the barriers that Latino parents faced with helping their children with homework as well as the limitations students faced trying to navigate distance learning alone. Fourth Grade Teacher 2 (Focus Group 2) explained how parents are working in the evenings and don't arrive at home until late. Teacher 2 stated, "The students are trying to do the work, but there's nobody there to be like, hey, it's ten o'clock it's time for your Google Meet… don't forget. They don't have those people there to be like, yeah, your education comes first, like you have to do this." Teacher 2 explained how without parental involvement students aren't doing work or showing up to their Google Meets with teachers. Without parental supervision, students are not turning in their work or they have other obligations at home like watching their younger siblings during the day while parents are working. Teacher 2 explained, "I feel like a broken record because I leave the same voice note like every other day, reminding parents not to forget, just because the kids aren't physically in school it doesn't mean it's a free day." Fourth Grade Teacher 4 (Focus Group 2,) also noted that when parents are home they have trouble checking their child's homework or they arrive at 11:00PM and they expressed concerns at how late it is in the evening to check a student's work. The teacher stated, "She said that she doesn't get home until 11 o'clock at night and at 11 o'clock at

night, she goes over his work to make sure it's ok before he hands it in. But at that time, like, you know, it's so late for her son to be up." Similarly, First Grade Teacher 4 (Focus Group 1) noted, "Some families were coming home at like eight, nine, 10 o'clock at night and trying to do homework with a six-year-old. And that's not an appropriate time for a child to be up and trying to actually do academic work, either."

Fourth Grade Teacher 1 (Focus Group 2) explains how some parents rely on the babysitter to ensure their children are doing their homework:

> And a few of my parents that I've contacted have said, "Oh, the babysitter's working with them and I asked the babysitter, did he do his work today? And the babysitter told me, yes." And I'm like thinking, well, that's horrible, because they're probably paying this person and the person is not helping the child with homework like the parent thinks they are. The student isn't doing any work at all while under the babysitter's care.

Similarly, Fourth Grade Teacher 2 (Focus Group 2) described how they wish parents were able to be more involved with their children's work and they know how difficult it is for students through distance learning given the circumstances:

> Because some of them work two or three jobs, and they're single parents. And I don't know what the answer is other than I wish things were easier for them [students] or I wish that there was a way that they had the school support since they can't physically be here because the parents, not all of them, can't be there either for them. So, the kids are really responsible for their own learning and they're on their own. And that's a lot to take on right now during a pandemic and on top of whatever other responsibilities they have at home.

When asked, "What are some of the concerns that Latino parents of ENL students expressed about their understanding of their child's homework or navigating the distance learning platforms?" Teachers in both focus groups explained that even though parents are supportive in their children's education, they are limited with how they can help their children with homework. Parents have expressed how they are not literate in their home

language or how they had limited schooling, which makes it very difficult to assist their children with homework.

Fourth Grade Teacher 3 (Focus Group 2) explains the difficulties parents have with assisting their children:

> I think a lot of parents...umm...let us know that they are not literate and therefore they cannot help or they just know how to read at the kindergarten level so they don't understand how to help and they feel very lost. Things like basic math, they're unable to do or help with. And so, they let us know and they are very apologetic, which they don't have to apologize for just for the fact that they're not able to help and they don't understand the work and they're not home.

First Grade Teacher (Focus Group 1) also noted how difficult it is for parents that have low-literacy skills in their home language and the difficulty learning our curriculum to assist their children:

> And then, you know, we get into all kinds of things, like literacy rates or literacy levels of our own families that we were working with. Some of the parents have left school when they were in second or third grade in their home countries. And so their literacy skills are very low and they're trying to help their children with systems that they're not familiar with from where their home countries were as far as how they learned the language, so they're trying to use our curriculum to guide their own child and, you know, they're just struggling to find the time to even do that.

Fourth Grade Teacher 1 (Focus Group 2) explained that some students take advantage of the fact that their parents do not speak English or that they don't know how to navigate the applications used by the school so they take the word of their children that assignments were submitted. It was noted that students turning in blank assignments has been problematic and continuous throughout the pandemic. Fourth Grade Teacher 1 explains, "A lot of my parents are telling me that he told me, that, you know, that he completed this assignment already. I did check and it said he turned it in." The participant later continued the discussion stating, "So, I feel like sometimes the students are even taking a little bit of an advantage, like, oh, look, I turned it in even though it's

blank. But then the mom says, ‘I saw it said turned in.’ And I said, "Yes, well, sometimes, you know, you could turn in a blank document. It has to be filled in."

Other challenges that first grade teachers in Focus Group 1 discussed was the limited exposure first graders had with technology when they were in school. Students did not have access to tablets every day at school and had limited time in the computer lab.

First Grade Teacher 1 (Focus Group 1) stated the difficulty of learning through a video lesson created by a teacher since students had limited exposure to technology. The teacher explains:

> And the most technology that our students are exposed to would be the smartphones with the most experience is to play games on smartphones. It's not really the same thing as getting a youtube lesson or getting a delivery of a lesson in how-to steps and following on and submitting activities and submitting work. They weren't used to that.

First grade Teacher 4 (Focus Group 1), expands on the discussion and explains the limitations to what the students learn in the computer lab. Students visit the computer lab once a week and have less than 35 minutes to practice using the computer. The extent of what they learn is using programs that are already installed or using Raz Kids.

First Grade Teacher 3 (Focus Group 1) explains:

> Well, they know, we have a computer lab, so they were exposed to a keyboard and a mouse with limited exposure because that would have been once a week and that would be if the schedule allowed for them to go into the computer lab. And we did have iPads that we were given as a class set in previous years, although last year there were limited iPads available also. So, students that had to do distance learning didn't have nearly as much iPad exposure and had a lot of trouble just even navigating an iPad because it's not technology that they're exposed to on a daily basis in their home or at school.

One first grade classroom teacher felt that their students had more practice with iPads and felt that students in the class were somewhat prepared for distance learning when the pandemic first began in March 2020, because iPads were used constantly with center related lessons every day. The teacher noted that students had to share one iPad per table.

First Grade Teacher 4 (Focus Group 1) explained:

> I had a little different experience in my class, I feel, because I integrated the iPads during Center Time, during reading, like I said they had a little bit more exposure. We all had to share among the entire first grade the iPads so that was difficult at times. So you were lucky enough to have five iPads in the classroom during our Reading Center Time. Although, not all the students were being exposed to the technology and did not have 1 to 1 devices.

First Grade Teacher 4 explains in the groups discussion the compatibility of older iPads with applications. The teacher states:

> And the issue with going back to the question about technology issues, when students are logging on some of the iPads are old and not compatible with some of the programs we were using. Like iReady, is a math curriculum program that we are using, so some of the devices were not compatible with that. So students were not able to access that program and do math lessons from home. So we had to come up with different lessons to supplement the work they weren't able to access on iReady. It was time consuming.

First grade teacher 2 (Focus Group 1) explains how when students used the application called Nearpod for a lesson, if they had any issues with the iPad, the teacher was able to troubleshoot it in person. Whereas, if students had any technology issues while distance learning, they weren't able to address it right away with the teacher and they weren't able to complete their work. Not having parents that were able to help them troubleshoot these issues created several barriers for students. First grade Teacher 2 (Focus Group 1) stated, "And even more so, like it was all guided instruction, so like here we use NearPod, that's all guided instruction. But what we're asking students to do during

remote learning is to guide your own learning online. So, yeah, They're essentially flying solo. There isn't any guided instruction."

Fourth grade teachers in Focus Group 2 also explained the lack of technology exposure students had prior to the pandemic. Teachers explained that technology wasn't interwoven with the curriculum and utilized enough due to limitations with resources. Students were never able to have one-to-one devices in the building and often had to share iPads if they were even available. Fourth Grade Teacher 2 (Focus Group 2) further explains, "There was just a huge learning gap between what the kids were used to doing in person, and then we all of a sudden pulled that rug out from under them and expected them to do something that was 10 levels higher than what they'd been exposed to already in school." Teachers agreed that students were not prepared for virtual learning and teachers really weren't able to use tablets with them to teach lessons. Teachers explained students were very limited with typing as well and how that is missing from the curriculum in the computer lab.

Fourth Grade Teacher 3 (Group 2) echoed that students did not have enough exposure to technology which made their distance learning very challenging:

> The fact that none of our students have used Google classroom or Seesaw before. Just students understanding what a username and password were and then writing that down somewhere that they could then access it again was a challenge in itself.

Fourth grade teachers in Focus Group 2 explained that some children did not have access to Wi-Fi and how the district was able to get a donation for free Mi-Fi units for students. Mi-fi units are a wireless router that acts as a mobile Wi-Fi hotspot and it also gives users the possibility of connecting several devices to a wireless router. Mi-Fi units

were connected to each tablet or Chromebooks. Teachers expressed how this was a benefit and really helped students have access and parents didn't have to worry about how they were going to receive internet access.

Fourth Grade Teacher 4 (Group 2) explained:

> Any of the kids that didn't have the Wi-Fi, they were able to get it really fast. Our IT department gave me one of those Mi-Fi's quickly and students were able to get connected quickly.

Fourth Grade Teacher 3 (Group 2) expressed a different experience with Mi-Fi distribution:

> No, not for me. I have three students so far that Mi-Fi hasn't worked and I set it up, but something's wrong with the Smart spot. So, the parent called that it wasn't working. So, you'd run into this thing. I have students that still haven't gotten online because they've had to get three new hotspot devices, two new Chrome books and it's still not working.

Teachers discussed that students that were new to the district starting in the fall, were put last on the device distribution list and were still waiting for chrome books or tablets in mid-November of 2020.

Fourth Grade Teacher 3 (Focus Group 1) explains that students are still waiting for devices:

> Yes, we still have many students without devices. They were not here last year. So they never got one last year and now we're coming up on November and they still don't have a device. At this point I know third and fourth graders are supposed to have Chrome books and all the other students are supposed to have iPads, but at this point, I don't care what kind of device they get, as long as it's something that they can log on and do their work with. They are missing out.

Parent 6 (Group 1) explains how she has three children and how her family was only given one device for three children. The parent also explains the benefit of having technology at home and how her children are gaining technology skills they never had before:

> At first we only received one computer. I have three children so they all had to share that one computer. So it was very difficult for them to get their work done the first three months of school because they all shared one computer. That was a big problem in the house. Thank God we got through that moment because it was very difficult for my children. But I thank the school for giving them one computer. At least they had that to do their work. So they already started to get a lot of practice and knowledge from using the computer. It is amazing to watch how quick they are learning. With more practice they are getting used to it more.

When the interviewer asked parents if there was anything positive that they experienced with distance learning, the majority of parents responded that the technology that their children received helped them gain new skills that they never had before.

Parent 2 (Group 1) explains the advantage of having distance learning right now is keeping her children safe at home. She explains:

> All of my children are home right now because I do not want to risk sending them back to school for two days out of the week. It is still very dangerous. So the biggest positive of distance learning right now is that my sons are safe at home with me and can still continue learning during this situation. But it is definitely not the same thing as going to school. I struggle with keeping them safe at home and if I made the right decision.

Parent 13 (Group 4) explained the benefits of having to help her child with distance learning and a sense of equity in the aspect that all children are all struggling with distance learning during the pandemic and not just her child:

> Well, now I am forced to speak and read in English. But in a positive way this is good because it is forcing me to learn and it is about time that I move forward. So, right now we are waiting, having patience, because it is not easy, because sometimes one does not give up waiting. I'm also forced to learn how to use the computer and help my children with the computer. What keeps me staying positive is that all children are going through this now together and my children aren't the only ones having difficulty learning online. So, it's good for us to learn that no child is the only one.

The administrator participant explains the technology distribution challenges with returning to school and implementing the full remote and hybrid model:

> In the summer when we were planning, but we still really didn't know what we were planning for. ….You know, we were told to plan for a full return hybrid and full remote, knowing that, well, we gave away all of the devices that we had in the spring and that probably wasn't enough. And we were hearing from families who had their own devices that we wanted a device too because there were families that were upset that some families would get free devices because they needed them. And it was the whole, "Why can't I have one, too?" mentality. So those were the biggest challenges of the summer, was just planning for something that was so nebulous that you didn't know what it was going to look like.

The administrator participant continues to explain how difficult device distribution was in the beginning of the school year and how the district was on a contingency budget limiting any further technology purchases. With a donation from a local non-profit organization the district was able to purchase remaining chrome book and tablet devices for students. The administrator explains, "We were grateful for the donation for additional chrome books. They donated almost a million dollars-worth of devices and associated software licenses. So that helped us meet the needs of the students. Now we have plenty of computers." The administrator participant also continued to explain staffing issues during the hybrid and full remote models. The district had limited funding due to the contingency budget and also experienced a shortage of substitute teachers.

The administrator explains challenges of finding substitute teachers to cover during the hybrid model schedule:

> We have a sub shortage because some of the subs are retired people. They're older. They don't…. they're afraid to come here because they don't want to catch Covid. Some subs are shared amongst many, many districts and everybody needs them, so they just don't exist. When we offered the virtual option, we needed to shuffle our own staff and condense classes, move kids around, move teachers around and maximize our workforce so that we were able to provide virtual classes to students within contractual limits. And now we have very lengthy wait lists of families that still want their kids on full virtual. But we just ….we just don't have the budget capacity to hire teachers. We hired retired teachers. Any

> time you hire a full time teacher, technically they're supposed to be probationary according to the teacher's contract. And then there's the financial constraints.

Staffing issues were challenging when teachers had to quarantine. This created extra expenses for the school district that was already on a contingency budget. The administrator participant explained:

> We had a budget that didn't grow from one year to the next year. We had to purchase these barriers to bring them back full time. You know, there are other districts that are now talking about purchasing barriers for secondary. So, who knows if that will happen here, too. But it was incredibly challenging. It's still challenging with employees whose children have to quarantine and they need to stay home with their kids, who they're going to have to watch their kid in quarantine. So, you know, if they take a sick day, we're still paying them. We're hoping to get somebody to cover their class. So, coverage at the high school is astronomical. We well over spent the budget in coverages because teachers are absent and, you know, kids see 7 teachers a day. And, you know, were asking teachers to sub because there's no more subs...and it's not in their contract. But they get paid.

The administrator concludes that although there were challenges with distance learning and hybrid learning, there were also positive takeaways. Students were able to gain 1-to-1 devices that was an impossible task prior to the pandemic. Students are also gaining technical skills that they had limited exposure to before. The administrator also explains the training teachers received:

> I think the positives were with the Professional Development and the training for teachers, that they learned the increased use of technology as an instructional tool. That's something that's going to benefit us beyond this pandemic time. And hopefully, I know morale is not great right now, but hopefully when this is all passed us and we look back on it, the morale, everyone will come together because they'll see that we got to the finish line together. It wasn't easy but we did it. And I think hopefully everyone will appreciate each other. That, you know, this is a team effort to get to that finish line.

The district's contingency budget and limited resources created challenges in equitably distributing technology to families. With a donation from a non-profit organization the district was able to obtain one-to-one devices for students. Parent

participants and teacher participants explained the many barriers that they faced with distance learning. However, the administrator and parent participants have seen positive outcomes. Parent participants have seen their children gain new technology skills and parents have also gained access and technology experience.

Research Question 3. What are teacher's perceptions of Latino parent involvement and the obstacles that they face?

Research question 1 was addressed through data collected from two teacher focus groups in first and fourth grade. Semi-structured interview questions were designed to elicit beliefs and teacher perspectives about Latino parental involvement. Teachers were asked to describe the inequities that they see that Latino ENL parents were faced with during distance learning. Teachers were also asked what their perceptions were of how Latino parents of ENL students understood their involvement should be during distance learning. The following theme emerged and is addressed in research question 3. Theme 4: teachers' perceptions on Latino parent involvement focused on equity and deficits. One sub-theme emerged from the data collected during the teacher participant interviews. The sub-theme is educational inequities.

Theme 4: Teachers Perceptions on Latino Parent Involvement Focused on Equity and Deficits

Teacher participants were forthcoming with their perceptions of Latino parental involvement and the obstacles that parents face. The theme that emerged from the data results of this research question was, educational inequities. The following vignettes explicate teachers' perceptions.

Educational Inequities

Some teachers elaborated on their perceptions of Latino parental involvement and continued to point out the inequities with some teachers assigning an excessive amount of assignments on Seesaw or Google classroom platforms, whereas, other classroom teachers assigned minimal work. In addition to these classroom teacher assignments, special area teachers and ENL teachers also assigned homework to students leaving parents distressed and feeling overwhelmed with trying to keep up with their children's homework. First Grade Teacher 3 (Focus Group 1) explained the overwhelming feeling parents experienced with the distance learning assignments and with not knowing the expectations:

> First Grade Teacher 3 (Group 1)
>
> Now that you're bringing this up and talking about inequities. We weren't given strict guidelines as to what we were supposed to be posting for the students and families. So, you had some teachers who were posting a certain amount of work, keep in mind that we had families who at that time were also working and were not at home during the shutdown. And then you had other teachers who were posting a mountain of work and you had families reacting in a way that was really distressing for them because they were not able to keep up with the amount of work. They thought that it was a mandatory thing; that it was obligatory, that they had to do at all. And so, there was a lot of inequity as far as, you know, which parents were home and could help with their children, which parents weren't.

First Grade Teacher 4 (Focus Group 1) explained the feedback that was received from parents, explaining that assignments were not translated in Spanish. Parents had a difficult time helping their first grade children with homework that was in English. Teacher 4 (Group 1) discussed other limitations that were mentioned were parents reading and writing levels as well as parents returning home late from work.

> First Grade Teacher 4 (Focus Group 1)

> A lot of these families were not home. They are the workers that keep everything rolling and functioning. So, yes, they are calling us at night because they have to work a full day while their kids are at home in the middle of a health pandemic, that's hitting the entire world. And so that was crazy because as all teachers tend to do this, we wear many hats, and with this we become mental health experts. We become social workers.

First Grade Teacher 3 (Focus Group 1) explained that some parents complained that teachers provided work only in English, so parents were unable to help their children. They were relying on their first grade children to translate the material if they could. Teacher 3 explained, "So, then you're relying on a first[t] grade student to be able to translate material, you know, five or six year old's can't do that. That's not fair to them. It's not an accurate translation most of the time." The teacher continued to explain that parents genuinely wanted to help their children but it was challenging for them when materials were not translated for them.

First Grade Teacher 1 (Focus Group 1) adds to the conversation that parents are also limited with the hours that they work as well as not being able to read or write in their own native language:

> But just because of their own limitations, be it you know, that they had to work too many hours and they weren't home or they don't read and write so well in their own native language and they don't feel comfortable helping their child. They just simply weren't able to do some of the activities. And so…while we did try to plan some activities as a grade-level, I was having to modify and differentiate like crazy, not just for the students, but thinking about the parents being able to realistically help their child. A five or six-year-old child still needs guidance with their work, and it's very rare that you will find a child who would be able to do work without guidance and help.

When asked the question, "Why do teachers think Latino parents are hesitant to speak up, or advocate for their child?" Teachers discussed the intimidation that Latino families feel and the way the community and society as a whole views Latino's who only

speak Spanish. First grade teacher 2 (Focus Group 1), explained the double standard in society where the majority is monolingual and they view Latino's who are monolingual in a negative way. First grade teacher 1 (Focus Group 1) explains how Latino parents are intimidated to participate or get involved due to the feeling that the community and district caters to English speaking families. When families feel they are welcomed and supported in their home language they feel less intimidated.

First Grade Teacher 2 (Focus Group 1) explains that Latino parents also believe they do not have a right to get involved in their child's education or advocate for them in certain ways since this is the job of professionals in education. The teacher explains:

> I think it's a mix of things, I think in part it is cultural that Latino parents from Central America normally don't believe they have a right to get involved. I think in part it is also our society that we're currently in right now and the way Latino people and immigrants are viewed. There is this weird, you know, nationalism thing about monolingualism, which I personally don't understand, but that is part of our nation's identity in a way. It's always, "English only!" If you know English, you can succeed in life and that's what our Latino parents believe too. But I think the research is pretty clear that shows bilingualism and multilingualism is actually a more globally competent skill. But this society, this community, doesn't view it that way.

First Grade Teacher 4 (Focus Group 1) added to the discussion that they believed Latino parents are intimidated to get involved or participate because of the language barrier. The teacher explains, "This district is catering more to our English-speaking families. They're not catering to the majority of the Latino community. It's just a small amount, small portion of Latino families that understand English and that can move forward." Teacher 4 discussed how the district doesn't really cater to Spanish speaking families and that Latino parents are unable to access surveys, the school district website and even emails to provide feedback or give their opinion on any school district

decisions. Teacher 4 expressed their frustration stating, “So, when Latino parents, see that (exclusion) they're going to feel intimidated. And personally, I came from a family where my mother did not speak English and I can relate because I see it in the parents of the students that I serve.” The teacher explained that parents feel more welcomed when they walk into the school and they hear that someone speaks Spanish and they can relate to them. The teacher adds, “That’s when they feel comfortable enough that they can actually speak up and advocate for their child.”

First Grade Teacher 2 (Focus Group 1) explains the intimidation that some Latino parents experience and that they feel they won’t be heard by the district:

> Latino parents don't feel like they're strong enough to advocate for their children or that their voice is going to be heard and recognized in this district. When we hear the rhetoric coming out of the Board of Education, when we hear the rhetoric coming out of the community. Latino parents don't generally speak up.

Teachers in both focus groups emphasized the poverty that is throughout the district. Teachers explained that students from lower socio-economic status homes start off with a disadvantage. First Grade Teacher 2 (Focus Group 1) explains, “We're dealing with families who have just recently immigrated to the country. They're still trying to acculturate here. There's a huge language barrier in their communities, trying to find jobs, stay connected with schools, et cetera.” First grade teachers expressed that they didn't feel the district had placed any initiatives to target those needs.

First Grade Teacher 2 (Focus Group 1) continues explaining the barriers that the Latino families in the district face:

> Those (homelessness, poverty, immigration, language barrier, unemployment) are significant barriers to academic growth. Huge. But what are we doing? Latino families are those who are living in low-SES. We have huge numbers of homelessness. The startling statistics, and the list just goes on and on with huge issues that are just not being dealt with and sadly have all centered around the

> Latino community. And from what I understand, the statistics that I read from the state website, this building, has the largest number of ENL students, somewhere like 80 or 90 percent of them are low-SES. So that means almost all the Latino families in this building are dealing with poverty. That has huge life-long detrimental effects on the student.

Fourth Grade Teacher 3 (Focus Group 2) discussed the inequities of Latino families further when dealing with temporary housing situations. The teacher explains that the majority of the Latino families in the school district rent out rooms from week to week for an entire family. Often, families are forced to move frequently. The teacher explains:

> And another thing is, so many of these parents move so frequently. I mean, I think over half of our ENL students in this building moved over the summer, and they didn't know that they had to go to the district office to change the information. So, they don't have a bus, so they had to get dropped off because they don't have a car. Or they're taking a taxi. There's also the landlord or person renting rooms in the house or apartment that won't give them a signed letter that they live there ... but they have to get it notarized because they don't have a bill yet in their name. And it's like to even get these students even registered or to get a change of address is a major task. It's not an easy process for somebody in their position.

Fourth Grade Teacher 2 (Focus Group 2) explains how the barriers of Latino parents not being able to provide notarized signed letters from landlords when they have a change of address creates obstacles for students to attend school. Teacher 2 explains, "It's November now, basically, and we still have two students that don't have a bus because of these obstacles. Because they don't have a bill in their name, even though that's where they're living." The teacher explains that if the parents don't have the means to pay for a taxi to send their child to school, and they can't provide the district with notarized letters to confirm their new address then students are unable to attend school even for two days out of the week during the hybrid schedule. Fourth grade teachers discuss how this only widens the achievement gap for these students.

Fourth Grade Teacher 4 agreed that students are missing weeks of school as a result of them having to move so frequently:

> We already deal with El's that are a year or more behind grade level. That's the norm here. In other grade levels it's 2 years or more. Imagine now. I can only speculate that the gap is going to be even worse, whenever we finally recover from this pandemic. It's so scary, because there's just nothing out there to support these families the way they need it. We were in a deficit before. And now this is just going to compound the issues.

First Grade Teacher 2 (Focus Group 1) adds to the discussion how COVID-19 virus is affecting minorities of the community because they are the essential workers:

> When statistically, the COVID-19 virus that we're currently living with is affecting minorities of the community, the Latino community to be specific, and the African-American community, because disproportionately they are the essential workers that are outside and in the forefront.

Teacher participants explained the many disadvantages that Latino parents and their families face living in a low-SES community as well as experiencing language barriers. Teachers' perceptions were that parents were hesitant to advocate for their children due to how society views them as a whole.

Conclusion

In summary, the data indicates that Latino parents' perception of involvement is based on their own cultural values and limitations with the language barrier and the lack of time influenced their involvement with their children's academic needs. Latino parents indicated that they would like to be more involved, especially during a pandemic where they were thrust into a role that they were not prepared for and their children needed assistance. The majority of parents indicated that they never had previous experiences with technology before and found it to be very challenging to assist their children during distance learning. Participants reported the challenges that they had encountered during

their involvement with their children's education included the difficulty of understanding new technology that they had limited experience with, assignments that were in English only and not translated, the language barrier, the difficulty and complexity of assignments, and not having the time available to assist their children while they were working. The majority of parents requested that the district provide classes in English for parents, as well as workshops on how to use technology. Parents were eager to learn and explained how they would appreciate it if the district created opportunities for them to learn in order to help their children. Parent participants did explain throughout their interviews how grateful they were for everything the district, school, and teachers did for their children. Parents always ended the interview by thanking the school for what they have provided for their children.

The data compiled from teacher participants indicate that teachers acknowledge the barriers that Latino parents face and the teachers were very involved with communicating with parents. Further findings indicated Latino parents experienced difficulties communicating in English with the teachers and school staff. The ENL parents preferred to communicate using bilingual materials and struggled when materials and homework were not translated in order for them to assist their children. The analysis of the data found that changes to distance learning and hybrid models resulted in fundamental shifts within the elementary school building that increased the frustration levels of teachers. Teachers perceived that the lack of technology training, resources, and guidance resulted in a number of negative consequences that impacted communication with Latino parents. The most frustrating aspect for teachers and the administrator was the lack of communication from New York State and CDC. This lack of communication

was perceived by teachers as a loss of valuable time to create a distance learning instructional plan and effectively communicate it to parents in all languages. Many teachers also perceived a minimization of effectively teaching content through distance learning due to a lack of available resources and general lack of technology experience and training.

The administrator was empathetic to the challenges that teachers were facing throughout distance learning and balancing the instructional expectations set forth by the district. Both the teachers and the administrator emphasized the importance of teacher morale, collaboration and support during this difficult time.

Additionally, parental involvement was limited due to time, language barriers, and inexperience with technology. All case study participants stressed the need for increased and clear communication which could eliminate confusion and barriers for administrators, teachers, and parents. Chapter 5

includes interpretation and implications of these results.

CHAPTER 5

Introduction

This case study explored the parental involvement perceptions of Latino parents from Central America whose children are in the ENL program in a suburban elementary school in Long Island, during distance learning. This study also examined the perceptions of elementary first grade and fourth grade classroom teachers' perceptions towards Latino parental involvement during the COVID-19 pandemic. This study addressed three research questions. The first question inquired from the Latino parent's perspective, what do parents understand their role is in supporting their children in their education. The second research question investigated factors that prevent or promote parental involvement in students' academic success through distance learning? The third research question examined teacher's perceptions of Latino parent involvement during the time of COVID-19?

The data compiled and analyzed in this study consisted of Latino parent interviews, two focus groups, and a one-on-one administrator interview. As shown in Chapter 4, the result yielded rich perspectives from Latino parents regarding their parental involvement roles during distance learning as well as the barriers parents described, such as language, technology and work hours. Results from the teacher focus groups yielded teachers perceptions of Latino parent involvement. Analysis of the data across the groups interviewed also revealed findings of factors that prevented and promoted parental involvement during the time of COVID-19. Additionally, a breakdown in communication between parents, teachers, administrators, New York State and CDC caused numerous barriers of miscommunication throughout the school. Teachers stepped

up with increasing their communication with parents past school hours as well as collaborating with their colleagues for planning, training and support. The findings in this study were that parents and teachers perceived the involvement of Latino parents to have been very limited due to the lack of technology experience, lack of training, communication barriers, and limited time available due to their work schedules. Additional barriers for parents were their lack of knowledge of the U.S. education system, their own self-efficacy for helping their child succeed in school and their limited education or literacy abilities in their home language. School system barriers that were evident in this study was the expectation for Latino parents' of ENL students to assimilate to the English language with various forms of communication, and the lack of parent workshops and training. Parents relied on certain coping strategies in order to help their children with distance learning during COVID-19. Some strategies were contacting bilingual teachers for help with daily communication, relying on their oldest children to help with technology or translate for them, also seeking pathways of assistance outside of the school—through community organizations, social networks, or religious organizations. This chapter will discuss the major findings from the data that was analyzed to address each of the three research questions as well as connect the findings to the existing literature, that was reviewed in chapter two.

Implications of Findings

Research Question 1. From the Latino parent's perspective, what do parents understand their role is in supporting their children in their education?

The first research question in this study investigated the overall perceptions that

Latino parents have towards parental involvement in supporting their children in education with distance learning. The analysis of the data found that all participants involved in the study believed that they were involved in their children's education with distance learning during the pandemic. The vast majority of participants indicated their involvement in their children's education despite the numerous parental involvement barriers they faced during COVID-19. The parent participants in this study experienced the same disadvantages as mentioned in previous studies where the initial disadvantages for Latino students often stem from immigrant parents that lack the knowledge of the U.S. education system, being formalized into school without the same resources and socioeconomic advantage similar to their peers, and inadequate school resources that fit their language needs (Good et al. 2010). They also understood the importance of parental involvement during distance learning. The study indicated evidence for the conclusion that language barriers, lack of technology experience, and limited communication were the primary difficulties that prevented parental involvement. ENL students are often affected by barriers, and other factors that prevent higher academic achievement than their peers from another socioeconomic status do not encounter (Niehaus & Adelson, 2014). All parent participants reported the difficulties they experienced in helping their children with their English language homework, as well as helping their children with technology and the Google classroom and Seesaw platforms. Several parents reported their inability to help their children with homework due to their limited experience with technology. Parents also reported their struggle with their own work schedules and helping their children during the day or very late at night.

Another result of the data collected was that all parent participants reported their limited education or literacy abilities in their own home language and doubted their abilities to fully help their children with homework. As mentioned in chapter 2, research shows that ENL parents' confidence in their own academic abilities is a predictor of their involvement in their children's education. Also, parents' inability to speak English, and parents' lack of understanding of the U.S. school system (Park & Holloway, 2018). The results of the data collected fits well with the triangulation model of parental involvement development by Epstein (1995), which centered on the interaction between family, school, and the community. The finding of this study indicates that Latino parents' perception was that they needed to be involved with their children's education as much as possible even if their capabilities were limited. This finding was particularly important due to perceptions by previous researchers that Latino's were uninvolved in their children's education or uninterested (Zhang et al., 2011). The results of this study indicated parent perspectives that emphasized a culture of Latino's from Central America that value education and have a high respect for educators.

Research Question 2. What factors prevent or promote parental involvement in students' academic success through distance learning?

The second research question in this study investigated the overall factors that prevent or promote parental involvement in students' academic success during distance learning. The findings in the study using data compiled from Latino parents, classroom teachers and administrator show a prominent method of exclusion that was revealed through the use of English language coupled with a lack of Spanish language use. There appeared to be an

expectation for Latino parents of ENL students to assimilate to the English language with various forms of communication. The data compiled revealed the expectation was made apparent to Latino parents and classroom teachers by not providing translated materials via distance learning platforms, district-wide communication with non-translated reopening plan materials and daily/weekly COVID-19 updates via robocalls. This is reflective of the hierarchical demographics whereby resources or knowledge that are beneficial for families and students (e.g.,
information provided by district-wide robocalls, access to district website, technology access) can be gained if parents assimilate to the dominant culture (i.e., English language).

Classroom teachers that participated in the two focus groups showed a stance of advocating for Latino parents and being their voice. Teachers expressed their frustrations with the communication that was provided by the district to Latino parents and staff. Given the extent the role of language and communication played in distance learning, teachers seemed to take on an additional role of assisting parents during school hours and after work hours. Teachers took a stance of advocating for Latino parents by providing them with translated materials when possible, providing parents with how-to-videos in order to understand homework or information on how to access technology, even providing their personal cell phone numbers for parents to communicate with teachers at any time of the day disrupting their own personal time with their families. Latino parents seemed to take on a mindset of cultural humility whereas they demonstrated a willingness to get involved in their child's education and learn new technology; they also recognized their own limitations and they were open to new information and advice. "Cultural

humility requires an active and disciplined effort to open ourselves to the experiences and wisdom of others in an attempt to transcend our own culture" (Duntley-Matos, 2014, p. 456). In accordance with Duntley-Matos's (2014) definition of cultural humility, Latino parents demonstrated that they were humble and flexible, as well as bold enough to look at themselves critically and desire to learn more. Additionally, classroom teachers demonstrated cultural humility as well by aspiring to develop partnerships with Latino parents and their families by advocating for them (Tervalon & Murray-Garcia, 1998). According to Tervalon and Murray-Garcia (1998) cultural humility is larger than our individual selves - we must advocate for it systemically.

Teachers' and administrator perceptions aligned regarding the obstacles to obtaining information from New York State and the lack of guidance from CDC. Information was not streamlined or communicated effectively resulting in the school district having limited time to prepare, release information and communicate to staff and the community effectively. Teachers across both groups and the administrator believed that the lack of information and resources made available by New York State in addition to not releasing information timely regarding school district guidance and reopening guidelines during COVID-19 made it extremely difficult to plan and implement any new guidelines as well as teach effectively through distance learning. Many of the teachers discussed how difficult it was to plan and implement curriculum via distance learning without a rubric or expectations.

The analysis of data collected was the lack of technology, equity and training. Data obtained from the perceptions of Latino parents revealed that prior to COVID-19, technology access in school was minimal, which reflects national trends. Research shows

that schools serving predominantly low SES students possess less instructional technology (National Center for Education Statistics, 2010). Latino parent participants had limited experience and knowledge related to technology and struggled providing parental support to their children with distance learning. Additionally, the lack of technology resources and distribution disrupted access to ENL students education. Data compiled from teachers and parents showed that the student's limited digital access and skills appeared to mirror some teachers' need for ongoing digital literacy training during the COVID-19 pandemic. Thus, limited school technology access, limited parent technology training, and technology professional development for teachers relates to social justice (Warschauer & Ware, 2008). A systemic inequality is directly related to the opportunity gap connected to SES (Gorski, 2013). Furthermore, limited access to Spanish language materials using technology is a social injustice because ENL students could not build on their learning without language scaffolding. Data provided by teachers showed that virtual ENL teachers were not hired to provide services to Latino ENL students when parents opted to stay within the remote learning model.

Research Question 3. What are teacher's perceptions of Latino parent involvement during the time of COVID?

Every teacher participant's perspective across both focus groups found that the most visible obstacles that immigrant Latino parents encounter in their efforts to provide the parental support needed were time constraints, language barriers, a lack of technology experience, and a lack of resources. Data compiled and analyzed from teacher participants found teachers perceptions were that Latino parents were overwhelmed with the lack of technological experience they had. Additionally, teachers' perceptions were

the limitations parents had with their own literacy skills in their home language when helping their children with distance learning. Parents were also limited with the amount of help they could provide when work was only provided in English.

Teachers perceived Latino parents hesitant to advocate for their children due to the unwelcoming environment established by the community and society. Teachers explained their perceptions of the double standard in society where the majority of the community is monolingual and how they view Latinos who are monolingual in a negative way. Additionally, teachers believed that Latino parents do not believe it is their role to advocate for their children and that academic education is left up to the professionals. Furthermore, exclusion and social factors account for the academic performance of Latino ENL students as well as unequal treatment when Latino parents feel they do not feel welcomed and feel discriminated against based on stereotypes (Good et al., 2010).

Latino families that are living in low-SES start off with a disadvantage. During COVID-19 many families faced the challenges of trying to maintain their jobs or find new ones. During the school year Latino families relocated within the district and had difficulties providing the necessary proof of address change to the district in order to have their children receive transportation. This often created a barrier for many families and students who struggled providing the necessary documentation and could not provide their own transportation to school. Teachers expressed the need for the district to address the inequalities for Latino parents as well as the need to provide the necessary, parent workshops, technological training, translation and information hub for Latino parents who struggle to receive communication from the district.

Relationship to Prior Research

Utilizing Yosso (2005) framework for LatCrit allowed the researcher to place validation on Latino parents' cultural strengths of what they valued the most in their children's education as well as their resilience to change caused by the COVID-19 pandemic. Additionally, using the CRT and LatCrit lens in analysis broadens the voices and counter narrative to the traditional lens of analysis (e.g., Delgado-Bernal, 2001; Howard & Navarro, 2016; Solorzano et al., 2001; & Yosso, 2005). In this study, the data compiled revealed the overall inequities that Latino families from Central America faced with their involvement in their children's education during the COVID-19 pandemic. As stated in Chapter 2, the Critical Race Theory in education is widely used by researchers in order to better understand inequities in education (Edgerton & Roberts, 2014; Howard & Navarro, 2016). In this study, Latino parents faced issues with technology access, resources, and language barriers. This supports one of the themes in CRT where structures and practices that provide advantages to one racial group over another. Evidenced in this study was the assumption that Latin parents had access to technology or the knowledge of navigating the school districts website to obtain information that was provided district-wide to other families. This is related to Yosso's (2006) statement that education often operates with the illusions that there is equity and that Latinos have equal access to resources or the same opportunities to information in order to succeed that the majority of white students have. The subtle racial discrimination that is created by institutions and school district policies is challenged by LatCrit. Which is related to this study with the school district's policy of requiring a notarized letter from landlords to confirm a change of address. This policy created a barrier for Latino parents as they had

resistance from landlords to provide such a letter, resulting in their children not being provided with bus transportation to school.

The findings of this study show that Latino parents place moral values, also referred to as *educacion*, as highly important in their children's education. Latino parents' perspectives on the importance of educación or life education in combination with formal education is equated with involvement in their lives. The perspective of Latino parents is providing their children with educación at home and that their formal schooling is complemented with what is taught at home (Zarate, 2007, p. 9). This finding is related to the qualitative study by Good et al. (2010), where researchers found that Latino parents focus more on traditional cultural values that are relationship-centered versus academic achievement. Latino parents value morals, values, family relationships and their children's positive behavior in school. This study also relates to the qualitative analysis study conducted by Poza, Brooks, & Valdés (2014) where Latino parents participated and had an active parent involvement role in their children's education, and displayed great interest in their child's academic success.

In the study by Han (2011) the study found that when students and their families received adequate support, resources, and services, they performed and often surpassed their mainstream peers. The study emphasized that increased student achievement outcomes derive from positive active engagements with students and parents, adequate teacher materials, funding, high quality of academic instruction, ENL-specific resources, bilingual programs, and the schools support for students to maintain their native language and ethnic identity. This was not a factor that was always true for parents in this study. Parents often did not receive adequate resources, translated materials, as well as the

barrier the school district faced with a contingency budget that limited the amount of resources available to families. Even with the challenges the schools district and families faced, there were various factors that did attribute to successful parental involvement and student success; such as the technology donation from a non-profit organization and Mi-Fi donation. Additionally, the help of classroom teachers was one of the external attributions that parents made when discussing the influence of the teacher on the students' achievement during distance learning.

Olivos et al. (2011) connected a number of variables to the low achievement of students, such as some Latino parents having limited education, causing difficulties for parents to provide support. The current study also showed that Latino parents were limited with education and literacy skills. Another connection to the findings of this study is similar to Tovar (2005) contending that high poverty levels among Latino family members limit studying resources due to educational institutions in poor communities that are more likely to have fewer resources, funding, and less training. This current study showed in the data compiled limited technology training, workshops for parents, and limited resources for Latino parents.

In this current study Latino parents found that it was important for them to be involved and participate in practices such as creating a space for their children to complete their homework as well as helping their children understand and complete their work. This is related to the study conducted by Pomerantz et al. (2007) where it is noted the manner with which parents participate are influential to their child's academic performance. This study emphasized the importance of parents' practices that involve assisting children with homework (e.g., creating a quiet place for children to study,

helping children in completing homework), responding to children's academic endeavors and talking with children about academic issues.

Teachers in this current study expressed the need for more parental support, technological training and resources. Similar to a study conducted by Fergusons (2008) that captures a bigger picture of how school districts need to gain a better understanding of immigrant Latino families cultural practices, education, values and belief systems, as well as developing processes and resources to support families better. Additionally, this study reflected many challenges teachers and parents faced during COVID-19 with the lack of teacher preparedness and training in technology, lack of student exposure to technology, and lack of technological resources. This study was similar to the findings of the study conducted by Kidd and Keengwe (2010), which found that teachers and students need to have access to technology in a contextual matter that is culturally relevant, responsive, and meaningful to their educational practices. In addition, this study was also similar to the study by Warschauer and Matuchniak 2010, which found that teachers that taught in low-SES faced challenges with a larger number of English language learners and at-risk students with limited computer experience. Teachers in this study perceived the technological limitations of students and parents as a barrier to their academic success.

Limitations of the Study

In this case study, the methodological limitation was sample size. The researcher extended invitations to Latino parents, and due to the limitations with COVID-19, and parents' time constraints, the researcher had a difficult time gathering additional participants. The sample size for this study was sufficient for the researcher to make

conclusions about the selected population, however, the small sample size of parent participants did not make the study generalizable. Thus, results of the study could not be generalized given the small size of the sample.

Another limitation of this case study was that the researcher was employed as a teacher in the school of focus for this study. This could present a bias regarding familiarity with the people and the school related to it, including parents. In order to address this limitation, the researcher presented the purpose of the study to all participants in this study to communicate that no specified outcomes were expected before data collection, and that a thorough analysis of data would occur. While gathering data and performing data analysis, the researcher remained aware of any potential bias to avoid arriving at invalidated conclusions.

The delimitations of this research study should also be mentioned. Data for this case study was gathered through semi-structured interviews and were specifically administered to Latino parents from Central America whose children attended one suburban, low-SES elementary school in Long Island. Furthermore, the focus of data collection for this study was solely the perceptions of Latino parents and teacher participants concerning what promoted or prevented parental involvement in the time of COVID-19 to address a specific existing research gap.

Recommendations for Future Policies and Practice

Educators, parents and students have been suddenly thrust into distance learning and teaching amidst the global pandemic. Unequal access to technology creates a digital divide. Furthermore, there are ongoing access issues related to technology and high-speed internet at homes among low-income families. Under-resourced students and families

need greater support to have technology access (both Wifi and devices) more equitable. Towns and cities should work on lending programs for Wi-Fi hotspots, in addition to providing computer centers to provide the internet access to low-income students and their communities.

In the elementary school for this case study, the digital divide in skills, readiness and digital literacies that shape how students can use technology resources was apparent. This elementary school and district were underprepared in terms of technology education, and technology distribution. Furthermore, in much the same way that students should not be assumed to "automatically" know how to use technology, the same applies to teachers who were lacking in technological training in the beginning of the pandemic. Participants in this study discussed the issues of access to training, technology and internet connection. School districts should make technology learning for parents, teachers and students a more central feature of education. Just as there should be no assumptions made that students know how to use resource books to gather information, students shouldn't be expected to naturally know how to learn and use technological resources. Media literacy scholar, Mihailidis and De Abreu (2013) stated that it is equally important to learn technological competence as literacy, as it is critical to a democratic society, with so much of our civic and economic activity now online.

In this case study, teachers reported a lack of training, resources and decision-making in curriculum changes. Latino parents also confirmed that their input was never requested or given with the school district reopening plans. The district needs to take into account the values and

beliefs of all the stakeholders when developing any plans for implementation. Increasing communication so that all stakeholders have access to information will help ensure that the needs and priorities of all members of the community are met (Ferguson, 2008). In addition, the district should form a professional development committee as well as a curriculum committee, with classroom teacher representation, to make recommendations on training for teachers based on teacher feedback.

Lastly, the district should work on exploring different ways of increasing communication throughout the district. As stated by Banks (1998) communication disconnects involve both culture, language and the extent to which parents are provided with instructional support to assist their children. Latino parents and their families in this study were "kept out" of schools by the insensitive bureaucratic requirements of requiring notarized signed letters from landlords when changing their address. Also, the communication barrier that was placed for parents that were not able to access critical information on the school district website. The district needs to look for viable options for communicating to Latino parents and their families realizing the limitations they have with literacy skills as well as limited technology experience.

Recommendation for Future Research

One recommendation for future research is to conduct a longitudinal study. Data should be collected over time to see if Latino parental involvement has increased over time and if parents' technological experiences have improved. It would be interesting to find out if the barriers that Latino parents and their ENL students experienced during COVID-19 affect student academic success over time. Also, it would be interesting to

find out if teachers receive more technology training over time to use the new one-to-one devices that the district now has.

Another recommendation for future practice would be to get a different sample. The researcher should gather views from students that were in elementary school during COVID-19 and give their perspectives as they transition to 5th and 6th grades. Additionally, it would be interesting to gather the views of Latino parents whose children had interrupted education during COVID-19.

Conclusion

The current study investigated Latino parents' parental involvement perceptions with distance learning during the COVID-19 pandemic. The information from this study can help districts, teachers, parents, and policy makers gather more information to understand the barriers that Latino parents may face that include the inability to understand English, their own cultural belief that involvement means interference and a sign of disrespect to teachers, inexperience with technology, unfamiliarity with the schools procedures and how much they should be involved, lack of education, and school barriers such as not having translated materials or communication barriers. Furthermore, children are often seen as the most trustworthy source for families when it comes to technology and internet use. Correa (2012) found that despite one's socio-economic status, children are the key agent for introducing and integrating technology into the home. Thus, making it imperative for districts and educators to create more robust curriculum interwoven with technology as well as programs that enhance intergenerational engagement.

Additionally, policies could be developed in schools that encourage teachers to involve parents, especially in home-learning activities and attending workshops (Epstein, 1984). By partnering with parents and opening the doors to parental involvement, schools build bridges of communication that connect with parents and enhance educational value for all students.

APPENDIX A: IRB APPROVAL MEMO

Federal Wide Assurance: FWA00009066

Oct 16, 2020 12:01 PM EDT

PI: Emily Sanz
CO-PI: Seokhee Cho
Ed Admin & Instruc Leadership

Re: Expedited Review - Initial - IRB-FY2021-119 *LATINO PARENT INVOLVEMENT OF ELEMENTARY ENGLISH LANGUAGE LEARNERS: A CASE STUDY EXPLORING THE PERCEPTIONS OF PARENTS AND TEACHERS DURING THE COVID-19 PANDEMIC*

Dear Emily Sanz:

The St John's University Institutional Review Board has rendered the decision below for *LATINO PARENT INVOLVEMENT OF ELEMENTARY ENGLISH LANGUAGE LEARNERS: A CASE STUDY EXPLORING THE PERCEPTIONS OF PARENTS AND TEACHERS DURING THE COVID-19 PANDEMIC*. The approval is effective from 2020-10-16 through --

Decision: Approved

This approval is contingent on the IRB receiving a letter from the school giving the researcher permission to collect data .

PLEASE NOTE: If you have collected any data prior to this approval date, the data must be discarded.

Selected Category: 7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Sincerely,

Raymond DiGiuseppe, PhD, ABPP
Chair, Institutional Review Board
Professor of Psychology

Marie Nitopi, Ed.D.
IRB Coordinator

APPENDIX B: REQUEST TO CONDUCT RESEARCH (SUPERINTENDENT)

[redacted]

Dear [redacted],

I am currently a Doctoral student at St. John's University in Hauppauge, NY. I am writing to request your approval and support in conducting a case study that will examine the involvement of Latino parents of elementary English language learner students with distance learning during the COVID-19 pandemic. This research will also examine what factors contribute to parental involvement, including parent perception of involvement, teachers' perceptions, and barriers to involvement with distance learning. This study will help inform possible obstacles to Latino parental involvement, further understand the barriers for Latinos with distance learning, and make suggestions on how these obstacles might be eliminated to increase future involvement between Latino parents and schools.

I am reaching out to you to request permission to conduct a focus group with elementary teachers, interviews with parents, and administrator interviews during the 2020-2021 school year. If permission is granted, I will provide you with a copy of the invitation sent to parents and teachers to participate in this study. Teachers that will participate in the focus group will be given a pseudonym in order to maintain their anonymity. The teacher focus group will be conducted off site, after school hours and via Zoom. In order to protect participants confidentiality, none of the participants email addresses, IP addresses, or individual responses will be identified or tracked.

Thank you for your time and consideration of this request. If you would like to grant permission, please email the approval to Emily.Sanz17@my.stjohns.edu. If you have any questions please do not hesitate to contact me at [redacted]. Or my faculty sponsor, Dr. Seokhee Cho, at 718-990-1303.

Respectfully,

Emily Sanz

APPENDIX C: REQUEST TO CONDUCT RESEARCH (PRINCIPAL)

[redacted]

Dear [redacted],

I am currently a Doctoral student at St. John's University in Hauppauge, NY. I am writing to request your approval and support in conducting a case study that will examine the involvement of Latino parents of elementary English language learner students with distance learning during the COVID-19 pandemic. This research will also examine what factors contribute to parental involvement, including parent perception of involvement, teachers' perceptions, and barriers to involvement with distance learning. This study will help inform possible obstacles to Latino parental involvement, further understand the barriers for Latinos with distance learning, and make suggestions on how these obstacles might be eliminated to increase future involvement between Latino parents and schools.

The Interim Superintendent of schools, [redacted], has granted permission to conduct this study in district. Every effort will be made to ensure minimal disruption to the school day in which research will be performed.

I am reaching out to you to request permission to conduct a focus group with elementary teachers, interviews with parents, and administrator interviews during the 2020-2021 school year. If permission is granted, I will provide you with a copy of the invitation sent to parents and teachers to participate in this study. Teachers that will participate in the focus group will be given a pseudonym in order to maintain their anonymity. The teacher focus group will be conducted off site, after school hours and via Zoom. In order to protect participants confidentiality, none of the participants email addresses, IP addresses, or individual responses will be identified or tracked.

Thank you for your time and consideration of this request. If you would like to grant permission, please email the approval to Emily.Sanz17@my.stjohns.edu. If you have any questions please do not hesitate to contact me at [redacted]. Or my faculty sponsor, Dr. Seokhee Cho, at 718-990-1303.

Respectfully,

Emily San

APPENDIX D: INFORMED CONSENT FOR PARTICIPATING IN THE FOCUS GROUP

Dear Participant,

You are being invited to participate in a research study about the involvement of Latino parents of elementary English language learner students with distance learning during the COVID-19 pandemic.

This research study will consist of a focus group lasting from 30 – 60 minutes. Audio recordings of the focus groups will be made so that the data can be transcribed and analyzed. Pseudonyms will be used during transcription such as, "Participant 1", for all proper names in order to maintain confidentiality and anonymity.

All consent forms will be kept separate from the transcription data to ensure that the names and identities of all participants will not be known or linked to any information provided. Participation in this study is voluntary and at any point during the study you have the right to end your participation.

All responses and feedback will be confidential and anonymous throughout the entire research study.

If you have questions about the purpose of this investigation, you may contact the Principal Investigator, Emily Sanz, [redacted] or Emily.Sanz17@stjohns.edu. You may contact my faculty advisor, Dr. Seokhee Cho, at 718-990-1303. If you have questions concerning your rights as a human participant, you may contact the University's Human Subjects Review Board at St. John's University, specifically Dr. Raymond DiGiuseppe, 718.990.1955, or digiuser@stjohns.edu.

Your signature acknowledges receipt of a copy of the consent form as well as your willingness to participate.

Thank you! I truly appreciate your time and participation in this study!

_____ Printed Name of Participant

_____ Signature of Participant/Date

_____ Signature of Investigator/Date

APPENDIX E: INFORMED CONSENT FOR PARTICIPATING IN INTERVIEWS

Dear Participant,

You are being invited to participate in a research study about the involvement of Latino parents of elementary English language learner students with distance learning during the COVID-19 pandemic.

This research will require about 45-60 minutes of your time. During this time, you will be interviewed about your experiences with helping your child with distance learning. The interviews will be conducted over the phone and will be digitally-recorded.

There are no anticipated risks or discomforts related to this research. You may find the interview to be rewarding, as you can share your experiences with a nonjudgmental interviewer, as you will. By participating in this research, you may also benefit others by helping educators understand the experiences of parents of English Language Learners.

Several steps will be taken to protect your anonymity and identity. While the interviews will be digitally-recorded, the recordings will be erased once they have been typed up. The typed interviews will not contain any mention of your name, and any identifying information from the interview will be removed. The typed interviews will also be kept stored securely in the office of the Principal Investigator available only to the Principal Investigator and Co-Investigator.

If you have questions about the purpose of this investigation, you may contact the Principal Investigator, Emily Sanz, [redacted] or Emily.Sanz17@stjohns.edu. You may contact my faculty advisor, Dr. Seokhee Cho, at 718-990-1303. If you have questions concerning your rights as a human participant, you may contact the University's Human Subjects Review Board at St. John's University, specifically Dr. Raymond DiGiuseppe, 718.990.1955, or digiuser@stjohns.edu.

Your signature acknowledges receipt of a copy of the consent form as well as your willingness to participate.

_____ Printed Name of Participant

_____ Signature of Participant/Date

_____ Signature of Investigator/Date

APPENDIX F: FOCUS GROUP PROTOCOL

Welcome:

Your participation in this focus group supports my research study on the involvement of Latino parents of elementary English language learner students with distance learning during the COVID-19 pandemic. The goal of this focus group is to gain a teachers' perspective of Latino parental involvement during distance learning. Before we begin, is there anyone who does not want to participate in the focus group? If any of you decide at any point during the focus group that you would no longer like to participate, please let me know.

Overview of the Process:

During the focus group I am going to ask a few questions. After each question is asked, I will ask that each participant share their ideas in discussion with myself and the other group members. Video and Audio recording of this focus group session will be captured to allow for an accurate account of what takes place. In order to keep your anonymity, when the results of the focus group are shared none of your names will be included. Does anyone have any questions before we begin?

Focus Group Questions:

1. Describe your experiences with the shift to moving instruction to distance learning?
2. What kinds of technology training did you receive?
3. In what ways were parents involved throughout distance learning?
4. Describe technology access students had in order to complete assignments?
5. Describe some of the experiences Latino ENL parents had with distance learning.
6. What were some of your experiences contacting parents throughout distance learning?
7. Describe your experiences ensuring that students were equipped with online access and technology at home?
8. What form of communication did you have with parents prior to Covid-19?
9. How did you and the school communicate with parents during distance learning and what strengths or challenges did you see using that form of communication?
10. What is your perception of how Latino parents of ENL students understand their involvement should be during distance learning?
11. What suggestions would you make to your school regarding school policies?
12. What types of parental involvement in general have you seen that helps increase student achievement through distance learning?
13. What other factors do you see that possibly prevent or promote parental involvement with distance learning?

Closing:

Thank you for taking the time to participate in this focus group and share your thoughts. Your feedback helps to support my research study as well as our ability to provide better protocols and support to our Latino ENL families.

APPENDIX G: INTERVIEW PROTOCOL (PARENTS)

Welcome: Thank you for participating in this research study interview. This study is examining the involvement of Latino parents of elementary English language learner students with distance learning during the COVID-19 pandemic. Before we begin, can you confirm that you would like to participate in this interview? If you decide at any point during this interview that you would no longer like to participate, please let me know.

Overview of the Process: During this interview I am going to ask you several questions. The entire interview session will be captured in an audio recording in order to allow for an accurate account of what takes place. No one other than the researcher and volunteer participant will know who participated in the interview. When the results of the interview are shared your name will not be included. Do you have any questions before we begin?

1. What role do you think parents should have in their children's education?
2. What role do you think teachers should have in your child's education?
3. Explain what educación means to you?
4. Describe how your parents were involved when you went to school?
5. What do you value the most when raising your child?
6. What does the school need do well to serve your child?
7. What do you like about the school?
8. Does the school ask you for your opinion or input on decisions they make?
9. What should the school do to make Latino parents feel more connected and involved?

10. Are there factors that exist that prevent you from feeling connected to the school?
11. How different is school in the United States, than in your country?
12. As a Latino parent, do you think you have the same opportunities as parents from other ethnicities?
13. Describe your experiences helping your child with distance learning.
14. What are some of the challenges you are experiencing while helping your child with distance learning during COVID-19?
15. What kind of barriers are you experiencing when contacting your child's teacher or school?
16. Is there anything you liked about your child's distance learning?
17. What suggestions do you have for schools to eliminate these challenges for Latino parents?

Closing: Thank you for taking the time to participate in this focus group and share your thoughts. Your feedback helps to support my research study as well as our ability to provide better protocols and support to our Latino ENL families.

APPENDIX H: INTERVIEW PROTOCOL IN SPANISH (PARENTS)

Protocolo de entrevista (padres)

Bienvenidos: Gracias por participar en esta entrevista de estudio de investigación. Este estudio examina la participación de los padres latinos de estudiantes que aprenden inglés en la escuela primaria con aprendizaje a distancia durante la pandemia de COVID-19. Antes de comenzar, ¿puede confirmar que le gustaría participar en esta entrevista? Si en algún momento de esta entrevista decide que ya no le gustaría participar, hágamelo saber.

Descripción general del proceso: Durante esta entrevista, voy a hacerle varias preguntas. Toda la sesión de la entrevista será capturada en una grabación de audio para permitir un relato preciso de lo que ocurre. Nadie más que el investigador y el participante voluntario sabrá quién participó en la entrevista. Cuando se compartan los resultados de la entrevista, no se incluirá su nombre. ¿Tiene algunas preguntas antes de que comencemos?

1. ¿Cual debia ser la posicion o responsabilidad de los padres en educacion de sus hijos?

2. ¿Cual debia ser la posicion o responsabilidad de los maestros en la educación de su hijo?

3. Explica qué significa la educación para ti.

4. Describe cómo participaron tus padres cuando fuistes a la escuela.

5. ¿Qué es lo que más valora al criar a su hijo?

6. ¿Qué necesita hacer bien la escuela para servir a su hijo?

7. ¿Qué le gusta de la escuela?

8. ¿La escuela le pide su opinión o comentarios sobre las decisiones que toman?

9. ¿Qué debe hacer la escuela para que los padres latinos se sientan más conectados?

10. ¿Existen factores que le impiden sentirse conectado con la escuela?

11. ¿Qué tan diferente es la escuela en los Estados Unidos de la de su país?

12. Como padre latino, ¿cree que tienes las mismas oportunidades que los padres de otras etnias?

13. Describa sus experiencias ayudando a su hijo con el aprendizaje a distancia.

14. ¿Cuáles son algunos problemas que tienes mientras que estas ayudando a su hijo con el aprendizaje a distancia durante COVID-19?

15. ¿Qué tipo de barreras está experimentando al comunicarse con el maestro o la escuela de su hijo?

16. ¿Hay algo que le haya gustado del aprendizaje a distancia de su hijo?

17. ¿Qué sugerencias tienes para que las escuelas eliminen estos desafíos para los padres latinos?

Clausura: Gracias por tomarse el tiempo de participar en este grupo focal y compartir sus pensamientos. Sus comentarios ayudan a respaldar mi estudio de investigación, así como nuestra capacidad para brindar mejores protocolos y apoyo a nuestras familias latinas ENL.

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