Presentation Appendix – Parents of Long Term English Language Learners:

CABE: #2003

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Social Network Definitions

• **Contact**: An individual or source of an asset that is available or known to a subject. This study only accessed contacts.

• **Tie**: Are connections made between a contact and the subject. Basically, are activated or used connections.

• **Extensity**: The number of contacts in a social network

• **Heterogeneity**: Is the opposite of homophily, which states that those individuals like the subject will add no additional resources or assets to the subject. Those individuals who are unlike the subject will, however, have access to resources that the subject does not have.

• **Heterogeneity** was determined via a count of contacts like subjects and not like subjects. These contacts fell into three categories: School, non-school, family.

• **Centrality**: Is a measure of importance to a social network outcome. Usually refers to some quality that promotes transfer of an asset through the network.

  In this study, central contacts were those contacts that provided the most academic support to parents in terms of handling the education of their children.
The California English Language Development Test (CELDT)

The CELDT evaluates selected students’ English language ability related to the following:

• Listening and speaking skills
• Reading skills
• Writing skills
• Overall Proficiency
• CELDT scores place tested students at one of the following levels for each skill area and overall proficiency:
  • Beginning
  • Early Intermediate
  • Intermediate
  • Early Advanced
  • Advanced
  • Below basic

*From California State Auditor’s Report, 2005*
AVID: Advancement Via Individual Determination - Simply, AVID trains educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education.

Big Brother/Sisters - With the help of a network of donors, partners, family members, and advocates, Big Brothers Big Sisters carefully matches at-risk youths with caring, adult role models. Research proves that children enrolled in Big Brothers Big Sisters programs are more likely to improve in school and in their relationships with family and friends, and less likely to skip school or use illegal drugs or alcohol.

Inspire -(California Association for Bilingual Education). The CABE 2-INSPIRE Program works with parents to increase their knowledge about schooling to ensure that parents have vital information about high quality educational options for their children (especially those traditionally underserved and/or attending Program Improvement schools).

ROP: Regional Occupational Program - In cooperation with local school districts and the business community, ROP prepares people for work by providing youth and adults with marketable skills, work ethics and job training needed to build and keep a career.

ROTC - The Army Junior Reserve Officer Training Corps (JROTC) is a program offered to high schools that teaches students character education, student achievement, wellness, leadership, and diversity. It is a cooperative effort between the Army and the high schools to produce successful students and citizens, while fostering in each school a more constructive and disciplined learning environment.

Upward Bound - Upward Bound serves: high school students from low-income families; and high school students from families in which neither parent holds a bachelor’s degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.
Long Study: Analysis of Perceived Weak and Strong Performers

| Parent Doc ID | Student Grade Level | GRDS: Strong/ Know | GRDS OK/ Know | CELDT - Passed/ Know | CELDT - RFEP/ Know | CELDT - DN Pass/ Know | CELDT - DN Know | CELDT -不定分类 | Classification: RFEP/ Know | Classification: DN Pass/ Know | Classification: DN Know | Classification: Unsure | Classification: Other/ Know |
|---------------|---------------------|---------------------|---------------|----------------------|--------------------|-----------------------|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| 9             | 9                   | 1                   |               |                      |                    |                       |                 |               |                |                 |                 |                 |                 |                |
| 2             | 10                  | 1                   |               |                      |                    |                       |                 |               |                |                 |                 |                 |                 |                |
| 4             | 11                  | 1                   |               |                      |                    |                       |                 |               |                |                 |                 |                 |                 |                |
| 14            | 11                  | 1                   |               |                      |                    |                       |                 |               |                |                 |                 |                 |                 |                |
| 8             | 12                  | 1                   |               |                      |                    |                       |                 |               |                |                 |                 |                 |                 |                |
| 1             | 9                   | 1                   |               |                      |                    |                       |                 |               |                |                 |                 |                 |                 |                |
| 5             | 9                   |                     |               |                      |                    |                       |                 |               |                |                 |                 |                 |                 |                |
| 6             | 9                   | 1                   |               |                      |                    |                       |                 |               |                |                 |                 |                 |                 |                |
| 10            | 9                   | 1                   |               |                      |                    |                       |                 |               |                |                 |                 |                 |                 |                |
| 11            | 10                  | 1                   |               |                      |                    |                       |                 |               |                |                 |                 |                 |                 |                |
| 12            | 10                  | 1                   |               |                      |                    |                       |                 |               |                |                 |                 |                 |                 |                |
| 13            | 10                  | 1                   |               |                      |                    |                       |                 |               |                |                 |                 |                 |                 |                |
| 3             | 11                  | 1                   |               |                      |                    |                       |                 |               |                |                 |                 |                 |                 |                |
| 16            | 11                  | 1                   |               |                      |                    |                       |                 |               |                |                 |                 |                 |                 |                |

Perceived Strong Performers: 5/16 total (31%)

Perceived Weak Performers: 11/16 (69%)
Mrs. Macias, PD 3: re daughter’s grades. Tape 20:40 – 21:20

- I. What kind of grades does mom feel are not good?
- T. Que calificaciones tiene que le indican a usted que ella no va bien, por ejemplo.
- M. No porque en la boleta me dice que no, o sea tiene las F F F, en matemáticas y ciencias o algo así tiene F.
- I. F, Uh!
- T. …….20:54:1 (speaks very softly)
- M. En Matemáticas y en Ciencias algo así

I. OH, what does the daughter said about that?

- T. In Math and Science
- I. And what does your daughter say about that? Muriel
- T. Y que explicación le da su hija, Muriel de esto?
- M. Que es muy difícil dice.

Mrs. Sandoval PD 13

- Translator: Ahora sí le vamos a hacer preguntas específicas acerca de lo que sabe usted de la educación académica de Andrew.
- Interviewee’s Response: Um, ¿qué sé como de sus calificaciones o…?
- Translator: About his grades and how he’s doing.
- Interviewer: Yeah. If that’s what the first thing is that comes to your mind, you can tell me what you know about that.
- Translator: Si eso es lo primero que se le viene a la mente, ¿qué es lo que sabe de eso?
- Interviewee’s Response: Pues sus calificaciones, cómo va, sus grados.
- Translator: About his grades and how he’s doing.
- Interviewer: How, how is he doing? What do you…? Do you repeat the question?
- Translator: No, creo que no.
- Interviewee’s Response: Uh, no va muy bien que diga.
- Translator: Not very good. Yeah.
Mrs. Garcia, PD 14

- Interviewer: ....... So how do you know if she’s telling you, um, exactly, or the exact information?
- Translator: ¿Y cómo sabe entonces si le está dando información exacta?
- Interviewee’s Response: Porque a veces, yo cuando le escuocho está diciendo que Yadira no llevó, no entró a la clase a la hora y así, ¿verdad? Y dice, “Es que no pasaron, me pasaron lista y yo estaba ahí y que quién sabe qué.” Supongamos esa. Y ya después le escucho y le digo a mi hijo, el más grande, y le digo, “Fíjate, fíjate, fíjate vos que dice que ella llegó tarde que por esto y esto,” al más grande. Pero a veces también como que la tapa un poquito y dice, “Ajá luego los maestros te ponen tarde la ausencia y que no sé qué.”
- Translator: Yeah. Sometimes I receive a phone call saying that she was late and then I ask her and she says, “Oh, no, I was there but, but the teacher didn’t see me.” And then, um, I ask my oldest son and then he listens to the message and says, “Yeah, she was late.” But then sometimes he even covers up for her. “Oh, sometimes the teachers don’t notice us.

Positive Communication:

Mrs. Sandoval, PD 13  Interviewer is clarifying parent’s earlier response about being a Little concerned regarding son’s classification.

- Interviewer: So are you concerned about it because of, uh, just that that says he understands English, that he can read it and write it, or you’re concerned about it a little bit because it might influence the kinds of classes and programs he’s in?
- Translator: ¿Entonces usted está, uh, se ha preocupado un poco porque, uh, él no sepa hablar y escribir bien, o porque impacta las clases que él estaría tomando?
- Interviewee’s Response: Oh, pues yo me preocupo para que él lo sepa hablar y escribir bien.
- Translator: That he reads it and understands it correctly.
- Interviewer: Mm-hm. Okay. So, again, I guess the question is if you’re a little worried, how do you handle the worry?
- Translator: Entonces la, uh, pregunta otra ve sería, está un poco preocupada, ¿cómo lidia con esa preocupación?
- Interviewee’s Response: Um, platicando con él.
Mrs. Garcia’s daughter wants to go to college. Mother gets phone messages in English. This is one she hears, but because she cannot understand it, she does “not pay attention to it.”

Interviewee’s Response: Uh, por eso a veces no le pongo atención, porque como no le entiendo.

Translator: Sometimes I don’t pay attention because I don’t understand……………….

Mrs. G plays school phone message:

Interviewee’s Response: Esta es de mujer:

[over the phone – 18:50]

Here, at Cambia [NAME - 18:52] offers two programs called [NAME – Boys name and girls name – 18:55]. This is a program that centers around the workings of our government. The fortunate ones are the boys and girls that will have the opportunity to send you a week, all expenses paid. The dates for boys are June 20th through June 27th at Sacramento State.

Interviewer: Oh, that is… It’s like a meet the government thing.

And the date for girls date are June 28th through July 3rd at [NAME - 19:16] College.

Interviewer: It’s good on your résumé.

During this week—

Interviewee’s Response: Casi todos son así. O, o muchacho o mujer, pero en inglés.

Translator: Pero en inglés. This is what most of the messages sound like. Either female or male, but everything in English.
Calculating Extent of Accuracy

Compared parent survey responses with district portal data.

**Information Accuracy (IA) Extent Composite Score =**
IA Score (Grades) + IA Score (Overall CELDT) + IA Score (Classification)

**Scores of 0 or 1:**
CELDT: 5 levels, Numerical data, 1 level mismatch allowed
Grades: Numerical data = average of 3 academic courses, < 1.25 difference = 1
Classification: English Learner or Reclassified as Fluent English Proficient.

**4 Levels:**
0: Insubstantial  
1: Weak  
2: Strong  
3: Maximal  

(No accurate info.)  
(Accurate on 1 indicator)  
(Accurate on 2 indicators)  
(Accurate on 3 indicators)
<table>
<thead>
<tr>
<th>Parent ID/Name</th>
<th>Information Accuracy Level (0-3)</th>
<th>Employed?</th>
<th>Student Grade Level</th>
<th>Sources: School, Family, Non-S</th>
<th>Specific Contact</th>
<th>Provided Resource: General</th>
<th>Resource</th>
<th>Resource: Specific</th>
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<tbody>
<tr>
<td>PD 2: Mr. Montoya</td>
<td>2</td>
<td>FT</td>
<td>10</td>
<td>School</td>
<td>AP Clerk</td>
<td>Academic Support</td>
<td>AS: Avid</td>
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<td>2</td>
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<td>CELDT</td>
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<td>2</td>
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<td>10</td>
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<td>Academic Support</td>
<td>Status Info</td>
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<td>FT</td>
<td>10</td>
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<td>CELDT Letter</td>
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<td>Behavior Support</td>
<td>Student Motivation</td>
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<td>FT</td>
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<td>School</td>
<td>Grade Reports</td>
<td>Academic Support</td>
<td>Status Info</td>
<td>Grades</td>
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<td>PD 2: Mr. Montoya</td>
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<td>Explanation</td>
<td>Grades</td>
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<td>2</td>
<td>FT</td>
<td>10</td>
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<td>Student</td>
<td>Academic Support</td>
<td>*Connector: IS AS: Counselor</td>
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<tr>
<td>PD 2: Mr. Montoya</td>
<td>2</td>
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<td>Family</td>
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<td>Behavioral Support</td>
<td>Advice</td>
<td>Communicate</td>
<td>More W Student</td>
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Limitations & Future Directions

**Limitations:**

1. Small n study with few participants qualifying for Level 3 accuracy (3)
2. Purposive sampling limits generalization.
3. Survey: Limited usefulness for SNA analyses
4. Qualitative analyses and coding: Open to PI interpretation/bias.

**Future Directions:** Investigate answers to the questions –

1. What do parents do when given the recommended information?
2. How did parents evaluate the feasibility of options presented? Opportunities vs. obstacles?
3. What are the effects on LTELL students and their parents when recommendations are implemented?
4. What do LTELL students feel they are best at in school and worst at? Why do they think this? How do they describe their school and friend experiences in junior high versus high school? (Deflating vs. successful feelings)
5. What are the effects on junior high LTELL students’ academic performances when they are taught study skills and collaborative learning practices in a program not just for LTELL students, i.e. minus the label?
FINDINGS: An Extension of Prior Research

EXTENSIONS:
Knowledge precedes action *(Stanton-Salazar, 2001)*

**Parent Knowledge**
1. Slightly more than half of parents (53%) are accurate regarding the performances of their LTEL students on at least 2 of the 3 indicators.
2. Parents did not have resource info. to further help them & their students.

**Social Networks**
Transmission features can influence the accuracy of information obtained from sources, more than extensity or heterogeneity.

**Prior Literature:**
- Parents unaware of EL student status/issues *(Gandara et al., 2003; Olson, 2010; Stanton-Salazar, 2001; Valadez, 2002)*.

**EL Trajectory Research: Parent Role**
- SNA: Parent networks accessed once they know student issues *(Horvat, Weininger, & Lareau, 2003)*.
- Parent Engagement: Parents become more involved once informed re: how school works *(Chrispeels & Gonzalez, 2006)*.

**Parent Action**
- In N. European studies of parent knowledge, parents’ reports had a 50% match with educational reality *(Kerr & Stattin, 2000; Raty & Kasanen, 2013)*.

**Parent Knowledge**
- SNA extensity and reduced homophily contribute to positive outcomes *(Lin, 1999; Granvettor, 1973)*.