Latina/o Immigrant Parents Becoming Better Advocates for their Middle School Aged Adolescents

Karina E. Araiza
karina.araiza@gmail.com
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Karina Esther Araiza
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by

Karina Esther Araiza

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Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

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______________________     May 19, 2016
Luz Navarrette García, EdD     Date
Instructor/Chairperson
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As a Latina woman and the first person in my family to graduate with a Bachelor’s and now a Master’s degree, I feel proud. This is possible.

All my loving I send to you.
CHAPTER I
INTRODUCTION

Statement of the Problem

In California, one out of two children under eighteen years old is of Latina/o descent. It was found that only twelve percent of Latinas/os have a bachelor’s degree or higher (Flores, 2015). *Only* twelve percent of Latinas/os, compared to fifty-three percent Asians and forty-three percent Caucasians have a higher education degree (Flores, 2015). It is projected that a large number of adult minds of California will not acquire a higher education degree. These low percentages are not only demonstrated in higher education, but also in high school graduation rates. Nationwide in 2004, the dropout rate for Latinas/os was twenty-eight percent, significantly higher than seven percent for white students, and thirteen percent for Black American students (Olivos, 2004 p. 26.).

I am a Latina born of immigrant parents, and I came to California from Mexico when I was six years old. I have had the privilege of receiving a higher education degree and have the opportunity to write about it. How am I part of that twelve percent of Latinas/os? I do not recall receiving more support at school by teachers or administration than my fellow Latina/o classmates. My parents were raised in Mexico and both came to the United States as adults. They had no knowledge of how the American school system functions and were not deeply involved in my schooling. But a stark difference I can call to mind is this: my mother speaks fluent English. School staff was able to communicate with her; thus, she was more easily accepted by my teachers. Quiñones and
Kiyama’s (2014) research demonstrates that cultural and language barriers contribute to Latina/o parents feeling unwelcome in their children’s school (p. 151).

Latina/o parents are classified under the Cultural Deficit Model perspective in regard to their children’s academic advancement (Olivos, 2004). They are seen to be at fault for their children’s academic failures. Latina/o parents are placed in this perspective because many do not follow the traditional forms of parental engagement that are encouraged in American school systems (Arias & Morillo-Campbell, 2008). Latina/o parents are very much engaged in their children’s schooling and demonstrate many non-traditional forms of engagement in their home environment (Nava, 2012). Still, they are blamed for the lack of success that Latina/o students experience in school, instead of analyzing any further considerations. In fact “…social and home environment are blamed for their ‘underperformance’” (Clycq, Nouwen & Vandenbroucke, 2014, p. 798). Contrary to these beliefs, Nava (2012) asserts low-income students of color too often attend some of the worst schools in the United States and are more likely to receive an inferior education than their white counterpart (p. 29). Nonetheless, the deficit model argues that the education received at home (with respect to language, value and norms) should “be ‘subtracted’ so that schools may add the ‘right’ language proficiency, attitude, skills and so on” (Clycq, Nouwen & Vandenbroucke, 2014, p. 798).

It is explained that this subtractive environment and perspective has an impact on the high dropout or “push out” rates among students of color (Irizarry,
Other contributing factors are that English Learners (ELs) are the most “overlooked and underserved” students in the American schooling system. “ELs lack opportunity to learn grade level content, are taught by underprepared teachers and attend school with inferior instructional facilities” (Nava, 2012, p. 2). As mentioned previously, Latina/o students are those with the highest dropout rates, thus being the most affected by these conditions.

**Purpose of the Project**

The curriculum that I have created seeks to assist urban setting immigrant Latina/o parents of middle school aged adolescents, in advocating for their children outside of their home environment. It aids in building a bridge between Latina/o immigrant parents and the American school system. The purpose of this projects is to help Latina/o parents develop community agency; in order to advocate for their children’s education. The curriculum was based on Solorzano’s (2001) LatCrit theoretical framework, in order for Latina/o parents to develop their critical lens in regard to their children’s schooling and be able to move beyond any institutional oppression their children may be faced with.

This curriculum incorporates much of what Latina/o parents have said is of their interest in regard to their children’s education. As Nava (2012), Olivos (2004), Quiñones & Kiyama (2014), Solorzano (2001) and many others have stated, Latina/o immigrant parents are fundamentally invested and engaged in their children’s educational success mostly through non-traditional forms. With the assistance of a bridging curriculum, my hope is to provide Latina/o parents with more resources and tools they can use to better advocate for their children, to
feel confident, to be more “visibly present.”” in whichever way they believe is best for their children, in order to decrease high school dropout rates and increase the number of Latina/os in higher education.

**Theoretical Framework**

**Critical Race Theory and LatCrit**

My theoretical framework is founded on Latina/o Critical Race Theory (LatCrit) in education, specifically the five tenets that Daniel Solorzano (2001) presents. They are to be used in one’s practice as an educator or any field necessary. This theory provides a framework on how to critically examine injustices or inequities placed on American education. Solorzano (2001) presents these tenets as a means to provide transformational resistance for Latina/o youth going through the American school system. I propose to implement this framework with Latina/o parents, as Robert Nava (2012) did in his own research, in order to “analyze the complex social, political, and economic processes that [Latina/o Parents] are forced to navigate to support their children’s education” (p. iii), and in order to understand the American schooling system while critically analyzing social inequities. In this way, parents will be able to advocate for their children.

Solorzano’s (2001) five tenets include: 1) the centrality of race and racism and intersectionality with other forms of subordination; although LatCrit is central to the critique of society in regard to race, it goes beyond, and emphasizes where race meets with gender and/or class discrimination. At these meeting points is where Latinas/os concerns can be viewed critically, such as: class, gender,
language and immigration status. 2) The challenge to dominant ideology; this suggests challenging all the normative traditions the American school system has in place. For instance, a system of meritocracy, race neutrality and equal opportunity. 3) Also, a commitment to social justice, in which LatCrit offers a “liberatory or transformative” response to racial, gender and class oppression. This leads to the emancipation of minority groups. Solorzano (2001) argues, “critical race researchers acknowledge that educational institutions operate in contradictory ways with their potential to oppress and marginalize coexisting with their potential to emancipate and empower” (p. 313). Within each student of color there is the potential to empower; however, they are continually repressed by the American school system, which obstructs that capability. 4) The centrality of experiential knowledge, this type of knowledge is viewed as a strength and additive form in education. It is encouraged by methods like storytelling, family history, testimonies and narratives. 5) Lastly, an interdisciplinary perspective, this aspect of the LatCrit framework challenges the one directional method in which race is analyzed. Solorzano (2001) suggests racism and race need to be viewed both under a historical and contemporary lens, he states, “these theories represent a significant advance over more deterministic reproduction models of schooling by acknowledging human agency” (p. 315).

Furthermore, Solorzano (2001) writes about the impact of building agency. Solorzano (2001) recounts oral histories of Latina/o students who participated in the 1968 walkout in East Los Angeles, where more than 10,000 Latina/o students walked out of the predominantly Latina/o high school to protest
the low-quality of their education (2001, p. 309). Many of these Latina/o students retell stories of when they were younger and had their parents instill in them a critical lens and community agency. One of Solorzano’s students explains that her mother was always involved in the community and would bring her to school meetings so she could be exposed to the reality of her own education and develop a critical eye. Another example is that “one woman remembers how various factors came together with her father’s influence to help her develop a greater awareness of the resource discrepancies in her working-class neighborhood” (2001, p. 321). Latina/o parents were developing community agency with their children, which consequently encouraged these children to participate in a much greater community that took action against oppressive conditions. This exposure to community agency allows Latina/o parents to act on their children’s and their own behalf and work toward social justice, to resist the oppressive social conditions sustained in education.

Solorzano’s (2001) LatCrit theory is the foundation of my curriculum. Through his theory the Latina/o immigrant parents that participate in my bridging program will be presented with many tools and strategies that will assist in breaking language and cultural barriers with their children’s teachers and school administration. It will also help develop strategies to better advocate for their middle school aged children through their academic career, as well as better navigate the school system. Consequently, Latina/o parent participants build community agency with their fellow parents and create bonds that then establish a stronger community.
Significance of the Project

My main objective with this project is to provide a successful, research-based curriculum for Latina/o immigrant parents who live in urban settings. This curriculum provides a program and space where parents can build community agency and receive different tools, strategies, and language in relation to the American school system. The significance of this project is that it provides a space that will assist parents to better understand the school system in order to better advocate for and support their children. The literature states that parent involvements programs play a crucial role in the educational success of Latina/o youth (Behnke & Kelly, 2011). This curriculum may help alleviate the growing high school dropout rates and increase the number of Latina/os in higher education.
Definition of Terms

Bridging programs: A program that helps break barriers between Latina/o parents and their children’s teacher and school administration (Hertig, 2004).

Cultural Deficit Model: Assumes a negative belief in minority group ability, aspiration and work ethic. It contends that students of color or those of a low socio-economic status (SES) lack in success at school because of an idea of “cultural deprivation” (Irizarry, 2009). It is explained that the parents of these students do not value education in the same ways as their white counterparts.

Migrant Education Program (MEP): This program worked as a mediator. It allowed Latina/o parents the confidence and comfort to get involved, believe they have something to offer, and can advocate for their children (Nava, 2012).

Non-traditional forms of parental engagement: Latino parents support their children’s education through non-traditional forms of engagements, such as, “nurturing, instilling cultural values, talking with their children and sending them to schools clean and rested” (Arias & Morillo-Campbell, 2008, p. 8), and by encouraging quality time with grandparents with oral storytelling.

Push out: Negative beliefs and stereotypes regarding students of color can result in depressed academic performance, leading students to be “pushed out” of the system, thus dropping out due to these negative circumstances (Irizarry, 2009).

Traditional forms of parental engagement: Forms such as, being “visibly involved” in school environment and their children’s classrooms (Nava, 2012, p. 5), attending school events, being a teacher assistant or tutor (p. 31).
CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Through research it is evident there is a strong need for bridging programs that help mediate between Latina/o parents and teachers and administration. (Hill & Torres, 2010; O’Donnell & Kirkner, 2014). Latina/o parent curricula and programs have helped decrease student’s high school dropout rates and increased traditional forms of parent involvement (O’Donnell & Kirkner, 2014). These programs bring school information and content that is attainable to Latina/o parents. Many Latina/o parents are newly immigrated to the Unites States, have limited English, and/or are confused by the U.S. school system because they have not been exposed to the culturally embedded school structure thus far (Hill & Torres, 2010; Levine, 2012; O’Donnell & Kirkner, 2014; Poza, Brooks & Valdes, 2014).

The literature was explored through five different themes: 1) Apoyo, forms of non-traditional engagement Latina/o immigrant parents demonstrate to their children, 2) Latina/o parent perceptions about the school system, primarily focusing on their perception before and after participating in a bridging program. 3) The impact bridging programs have on Latina/o immigrant parents and the different aspects that support the need for these bridging programs. For instance, the cultural barriers that exist, as well as the effectiveness of the program, and the positive outcome, they provide to Latina/o families. 4) An analysis of the different characteristics of bridging programs and what themes are presented and/or not
presented within the programs researched. Finally, 5) middle school aged adolescent development and the importance on focusing my curriculum on Latina/o immigrant parents with children of this age.

**Review of the Literature**

*Apoyo*

As previously mentioned, Latina/o parents are engaged in their children’s schooling in many forms. Through his research, Nava (2012) found that Latina/o parents are involved through a non-traditional form he calls *apoyo*, which is the Spanish term for support. He found parents’ *apoyo* is demonstrated by 1) providing economic support, 2) cultivating agency in their children, 3) making meaningful sacrifices, 4) and modeling academic excellence (Nava, 2012). This development of support is due to Latina/o parents’ current educational experience, their Latina/o education, labor, and migratory experiences (Nava, 2012). He clearly defined what *apoyo* meant in his research: “All the school and non-school related things that parents do for the educational, spiritual, moral and social well being, and development of their children” (Nava, 2012, p. 104). This idea of *apoyo* accounts for the “socio-historical” context of Latina/o families as immigrants. This *apoyo* takes a different approach from school-based *apoyo*. This type of *apoyo* was more strongly provided once Latina/o parents participated in a bridging program (Nava, 2012).

Nava (2012) states that school based *apoyo* does follow more traditional forms of engagement as defined by American school systems. It includes, for instance, parent teacher conferences, checking their children’s homework and
ensuring their children attend school on time (Nava, 2012). The mothers that Nava (2012) writes about explain how rewarding it is to participate in their children’s school. It allowed one particular mother, Amanda, to advocate for her daughter and make sure she was not treated unfairly due to learning difficulties. She explains that it was possible for her to feel comfortable and to get involved because of the Migrant Education Program (MEP), and “the culturally relevant and specific services they provide parents” (p. 105). Every Latina/o parent involved in MEP said it is the best of the school based involvement programs because of the cultural relevancy. Nava (2012) quotes Amanda saying, “they provide events in Spanish… and understood the needs of migrant parents” (p. 108). This bridging program worked as a mediator. It allowed Latina/o parents the confidence and comfort to get involved, to believe they have something to offer, and to advocate for their children.

As some of the Latina/o parents explained to Nava (2012), regardless of their economic status in Mexico and now in the U.S., they provide economic apoyo by making sure their children received the necessary economic support to continue in school. Juan, one of the fathers who worked with Nava (2012), explained he suggested to his daughter to pursue a vocational career that he would fully finance from his income. He explained a vocational career would allow her to finish quicker and would make her a good living (Nava, 2012).

Cultivating agency is another form of apoyo, as Nava (2012) explains. Many parents expressed the encouragement they provide for their children when faced with adversity in school. They are persuaded to not give up and continue
following their dreams, beyond any challenges they may face. For instance, Nava (2012) recounts parents explaining how they expose their children to their hard work and make them conscious of the privileges they have in their daily life being in the U.S. These Latina/o parents used their current careers as an example of a path their children should not take, thus demonstrating to them the many opportunities and chances they have by doing well in school (Nava, 2012).

Another form of apoyo that Nava writes about is sacrifice. What Latina/o parents experience and give-up in order for their children to succeed in school and life is immeasurable. This kind of apoyo is provided with the hope that their children become aware of the family’s “marginal position within society and thus maximize the available opportunities that were non-existent in [their home country]” (Nava, 2012, p.111). Latina/o parents make certain their children know how important education is. For instance, a Latino father participating in Nava’s (2012) research spoke about the requirements he places on his children.

Bring me good grades, and I will let you go places. Don’t bring me good grades? There is no permission, no going out, no buying things, there is nothing…I’m expecting, just like I’m making the effort to go to work and give to you, I also want the same because you have nothing, nothing else to do but to go, study, prepare yourself, and bring me good grades. That is the deal that I make with them (p. 112).

In the above quote, the father is making it very clear to his children that only having school as a responsibility is a privilege and they should give it the one hundred percent effort it deserves. A few of the parents made sure to emphasize to
their children that they were responsible to succeed in school and that they would find a way to send them to college, one way or another, regardless of any financial limitation (Nava, 2012).

Nava’s (2012) Latina/o parents described how they model the importance of education and mentor their children. There was a particular father, Abel, who explained the commitment and reliability he instilled in his son, when joining football (Nava, 2012). “If you join you join. I don’t want you [to quit]” (Nava, 2012, p. 119). The son actually attempted to quit the next day, but the parents were persistent on keeping to his commitments. By instilling reliability in their children, they are forced to persist during challenging times (Nava, 2012).

Nava (2012) presents these types of non-traditional forms of engagement as *apoyo*, disqualifying the Cultural Deficit Model assumptions of Latina/o parents. Many parents who worked with Nava do state the benefits of the mediating education programs that assist Latina/o parents with becoming involved in traditional forms and help them to advocate for their children. As mentioned previously, the MEP was “spoken about by parents in the highest terms for providing assistance and helping to meet some of the educational (and non-educational needs the immigrant parents and children had)” (Nava, 2012, p. 161). One of the Latina parents raved about MEP by saying, “All the meetings and workshops they have given us have been very useful for my husband and me. But I think it has helped me even more because I involve myself more with the kids in this program” (Nava, 2012, p. 161).
It is made clear by Nava that the MEP program was highly effective because it addressed the spatial and social distance that marginalized Latina/o parents experienced, and it directly addressed the needs of these parents. The MEP provided a space for parents to have a voice and participate in community agency by providing a welcoming environment.

Through Nava’s (2012) explanation of the economic *apoyo*, cultivating agency *apoyo*, sacrifice *apoyo* and modeling and mentoring *apoyo* it is evident Latina/o parents are very much involved with their children’s education and needs. However, it is also evident the increase in “visible involvement” throughout the Latina/o parents Nava (2012) worked with, once they have been a participant in the MEP bridging program. Their school-based *apoyo* increases, as well as their confidence and belief in their ability to assist their children through their educational career.

**Latina/o Parent Perceptions about the School System**

Many immigrant Latina/o parents come to the United States to provide a better and high-quality education for their children, as well as to expose them to greater opportunities (Hill & Torres, 2010). Latina/o parent perceptions of the American school system can go through three different steps. The first is the idea and dream of the United States’ life and the better opportunities it holds for them and their children through education. Second, once Latina/o parents’ children are in the American school system they realize the conditions are far from exemplary and lack in quality. Lastly, the third step happens in only some parents. Those who participate in bridging programs are given the opportunity to learn how the
American school system works and are able to better their understanding, thus providing a once again realistic, but positive perception of the U.S. school system.

Hill and Torres (2010) explain that Latina/o immigrants have a strong belief that education in the United States will help with “upward mobility” for their children (p. 95). These strong ideas bring families to sacrifice their lives in their home country; as well as, work many low-salary jobs simultaneously when in the United States. Latina/o parents’ high expectations of the U.S. schooling system quickly decline when they realize the lack of strictness and principles the schools follow (Hill & Torres, 2010).

Furthermore, Latina/o parents are frustrated with the proclaimed equity across schools when there is a very clear inequity throughout the different school districts in regard to the courses that are offered within each individual school. Latina/o youth attend some of the worst schools in the country (Hill & Torres, 2010; Nava, 2012). Most Latina/o parents want higher academic standards, and more stringent expectations of conduct (Hill & Torres, 2010). When in turn, Latina/o parents reach out to school administration they feel unwelcome and misunderstood due to the cultural and language barriers that exist (Arias & Morillo-Campbell, 2008; Hill & Torres, 2012; Quinones & Kiyama, 2014). More specifically, Hill & Torres (2010) found through their research that parents who did attend PTA meetings or school events felt confused and lost by the structure of the school and expectations that were placed on them. When these parents attempted to request for clarification they were ignored, this left parents feeling “abandoned” (p. 99). This example reaffirms to Latina/o parents they are not
welcome and to keep their distance from school functions and events (Arias and Campbell, 2008).

These perspectives and ideas were of Latina/o parents who expressed their frustrations about the difficulties of communicating and participating within their children’s schooling. Latina/o parents expressed feeling unwelcome and a lack of confidence in their ability to assist their children’s educational development (Hill & Torres, 2010; Levine, 2012; and Nava, 2012). Many of these perspectives often are of parents who have not participated in a bridging program that help with mediating those cultural and language barriers Latina/o parents face. Hill and Torres (2010) found that Latina/o families want more information to support their children and their academic success. Research shows that Latina/o parent attitudes and confidence transform during and after their participation in a bridging program that provides them the tools to better advocate for their children and navigate the school system (Jasis & Ordonez-Jasis, 2012; Levine, 2012; Nava, 2012).

As mentioned previously, Latina/o parents have high hopes and standards for their children’s education, so many join programs that provide them with different tools to assist in the development of their children’s education. A few parents who participated in La Familia Initiative came together and asserted that they would make their voices heard in school meetings and fight for a fair chance to provide their opinions about school structuring (Jasis & Ordonez-Jasis, 2012). Many parents felt empowered by their personal and communal confidence of suggesting to teachers strategies related to how their children learned best (Jasis &
Ordonez-Jasis, 2012). Another example is of a Latina mother’s positive reaction to the bridging program, American Dream Academy she participated in. She expressed the delight it was being able to help her son with homework through the assistance of the program, and hearing her son say he wanted to go to college (Yara, 2011). By being involved in bridging programs, learning about the school system, finding the confidence to communicate, participating with teachers and administration, and acquiring other tools to support their children’s educational development has yielded positive results.

Ultimately, it is found that Latina/o parents go through a complete cycle when it comes to their children’s schooling, once parents have been a participant in a bridging program. They begin with a very positive attitude and perception before actually experiencing the school system. Once Latina/o parents are forced to deal with the school structure they realize the cultural and language barriers. Then there begins to be a separation between them and their children’s school. Lastly, after being participants of a bridging program they become major players of their children’s schooling and strong influencers in their academic careers.

**The Impact of Bridging Programs on Latina/o Parents**

Many researchers have found that bridging programs specifically targeting Latina/o parents to better navigate their children’s school system are successful in addressing the alarming dropout rates of Latina/o youth (Benhke & Kelly, 2011; Murray, et al, 2014; Nava, 2012; O’Donnell & Kirkner, 2014). There are three main ways bridging programs impact Latina/o parents: (1) the strong cultural disconnect and language barriers that exist between Latina/o parents and teachers
and school administration; (2) the effective strategies that are taken to address these barriers and provide information to Latina/o parents; and (3) the positive effects it leads to in both for Latina/o parents and youth. These impacts will be explored through examples of different bridging programs.

The strong cultural disconnect and language barriers that exist between Latina/o parents and teachers and school administration were explored by Poza, Brooks and Valdes (2014). They explained many Latina/o parents expressed how challenging it is when attempting to become involved in their children’s school. Even parents who were familiar with the established community structure found there were “information gaps” and “structural obstacles” that affected their ability to get involved in school and fully believe they could support their children’s educational development (Poza, Brooks & Valdez, 2014, p. 131). If Latina/o parents are not confident in their knowledge and do not believe they have enough schooling information to help their children, they will be less effective in advocating for them. This is concerning because it has been found that Latina/o parents have more influence on their children’s educational path than parents from other cultural groups (O’Donnell & Kirkner, 2014). Parents play an intricate role preventing their children from dropping out of school (Behnke & Kelly, 2011). Schools have been less successful in getting Latina/o parents involved, most often due to not having a common language liaison (O’Donnell & Kirkner, 2014). Additional efforts should be made to bridge the gap between school’s expectations and cultural beliefs in place between both Latina/o parents and school administration (Hill & Torres, 2010).
Some bridging programs have taken effective strategies to address these barriers by developing curricula based on cultural sensitive materials for building knowledge and enhancing Latina/o family involvement (O’Donnell & Kirkner, 2014). This cultural awareness strategy in bridging programs has led to the development of parent empowerment and meaningful school involvement among Latina/o parents. Programs that focus on leadership skills and empowerment have helped build Latina/o parent confidence and helped realize their agency. Consequently, this empowerment strategy has been very effective. Thus, some Latina/o parents have taken on leadership roles in their children’s school and in the community (O’Donnell & Kirkner, 2014).

The effective strategies taken by the program coordinators with the Family and School Together (FAST) bridging program allowed for the retention of 85 percent of the Latina/o families who agreed to participate in the program through the full set of sessions (McDonald et al, 2006). As has been supported by research, Latina/o parents care immensely about their children upward mobility and educational future (Hill & Torres, 2010; Jasis & Ordonez-Jasis, 2012; O’Donnell & Kirkner, 2014).

Many programs have been successful in providing information for parents about U.S. school system, instilling confidence of power and knowledge in parents, and providing different tools to assist Latina/o youth. The positive results they bring to Latina/o parents and youth are evident. They have helped in produce higher academic success by improving grades and acquiring higher standardized test scores. This results in improved high school graduation rates and potential
college entry (O’Donnell & Kirkner, 2014). As well as, Latina/o parents participate in notably more home-learning activities and most importantly, expressed having a greater confidence in their capability to help develop their children’s education. This was found in a bridging program called Parent Institute for Quality Education (O’Donnell & Kirkner, 2014). Latina/o students who participated in the FAST program scored notably higher in their social skills at school than compared to other students (McDonald, et al, 2006). Another positive effect found through the YMCA bridging program is that better family-teacher relationships were built, which resulted in higher student reading achievement (O’Donnell & Kirkner, 2014).

There is a great need for these programs as the Latino population grows exponentially, not only in California but all across the U.S. In North Carolina the Latina/o population grew from 69,020 to 682,516 in the course of 18 years, between 1990 and 2008. It is projected that the population of Latina/o high school students will increase from 4,483 in 2008 to 27,000 in the year 2020 (Behnke & Kelly, 2011). In California alone, Latina/os hold the highest population, based on the 2014 U.S. Census, with 14,988,770. This number is higher than the White population of 14,849,129. Latina/os are 38.4 percent of California’s population (US Census Bureau, 2015). It should be of everyone’s highest interest that Latina/o families invest time in dropout prevention and education development for their children’s future. This will guarantee future success for the state and even the country.
These bridging programs are effective. They have been widely accepted by the Latina/o community and families that have been participants, due to the positive results they have yielded. They address the cultural disconnect and language barriers faced by Latina/o parents in the American school system. There is an evident increase in school-based *apoyo* and involvement. As well as, instilling agency and confidence in participants, thus allowing them to better advocate for their children. Consequently, giving way for their children to increase their grades, have better standardized test scores, and even higher literacy rates.

**Characteristics of Latina/o Parent Programs**

Jasis and Ordonez-Jasis (2012) explained the best strategies to increase Latina/o parent involvement was through an increase in equity, inclusion and activism. Many of the programs researched have one or all three of these characteristic as their foundation. In one of the programs studied by Jasis and Ordonez-Jasis (2012) *La Familia Initiative*, Latina/o parents are the organizers and developers of the program. Their goal is to form an active partnership with teachers and administration from their children’s school to create an open dialogue, better assist their children, and guarantee their children’s academic success. This program focuses much attention on instilling confidence and agency in order to reach out to school personnel and advocate for their children’s needs. To build this type of community agency participants in the program take part in deep and intense conversation about challenges faced by Latina/o families and their communities (Jasis and Ordonez-Jasis, 2012).
Another program Jasis and Ordonez-Jasis (2012) researched was *Project Avanzando*. This bridging program focuses its attention on providing career development tools for Latina/o parents. It provides GED course readiness, so parents can receive their high school diploma, which would allow them for development in higher education, either college or vocational schooling. Nonetheless, it also focuses on inspiring agency and advocacy in Latina/o parents. Many bridging programs strive to inspire agency in Latina/o parents to better advocate for their children’s academic careers. In order for Latina/o parents to advocate most effectively and efficiently they need to understand and be knowledgeable in how the school structure works and what procedures need to be taken. The *Juntos* program targets this knowledge and provides it to Latina/o parents in attainable sections as to not overwhelm them (Behnke & Kelly, 2011).

It presents the idea of college as a realistic goal. It then follows with another section explaining the high school course requirements to be on track for college. Then the college application process is presented, followed by options for college funding. As well as, the importance of clear communication between parents, students and teachers. Lastly, the importance of students having peers that also plan on taking the college track is present (Behnke & Kelly, 2011). It is clear that the Juntos program goal is to bring equity and inclusion to Latina/o families.

Some programs like the American Dream Academy offer different workshops, a few in which they teach Latina/o parents English directed vocabulary, such as school system jargon. This consequently allows for developing their English (Levine, 2012; Yara, 2011). The bridging program,
Tellin’ Stories, Levine (2012) researched, in addition, addresses the district’s updated academic standards and provides guidance on how to conduct an effective parent-teacher conference.

The bridging programs discussed above have one or more of the three characteristics presented by Jasis & Ordonez-Jasis (2012), equity, inclusion and activism. There is one characteristic missing from their description, which is understanding. Many of these bridging programs spread knowledge for better understanding of the school system. It is apparent through the research conducted that there is a lack of three helpful components that expand understanding: 1) exposure to technology, 2) Latina/o parent guest speakers, and 3) introduction to the emotional and psychological changes of children throughout their educational careers. Two of these were addressed by only one program. The Latino Parents-Learning About College (LaP-LAC), provided exposure to using technology, specifically computers and the internet. Parent participants are taught to search and fill out college applications online (Villalba, et al, 2014). Although, there is a lack of exploration of the internet through smartphones. Another successful component LaP-LAC puts forward is to invite guest speakers. The guest speakers are Latina/o parents that have gone through the educational steps with their children and that are currently enrolled in college (Villalba, et al, 2014).

The two components that LaP-LAC presents are key as exposure to technology is a very necessary tool to follow the academic status of one’s child (Villalba, et al, 2014). Secondly, Latina/o parent guest speakers share their success stories, which provide motivation and confidence for the parents currently
in the program (Villalba, et al, 2014). The last characteristic that was lacking, in
the bridging programs discussed previously, is of better understanding the
emotional, mental, and academic development of youth and how to best approach
adolescent aged youth.

The American Dream Academy and Tellin’ Stories are examples of two
bridging programs that represent all 3 characteristics. Equity; as they inform the
parents of the different structures in place throughout the school system.
Therefore, Latina/o parents are able to bring their children’s education to a higher
academic standing. These programs are helping with inclusion. The more
strategies that the parents receive, the easier it become for their families to be
included throughout the educational development of their children. Lastly, this
new acquired knowledge allows parents to gain confidence and seek out the
appropriate people in order to better advocate for their children’s upward
mobility. The literature reveals an absence of components in the different bridging
programs. The components that are lacking are, (1) exposure to internet and
browsing the web, (2) having Latina/o parent guest speakers share their personal
experience with their children’s education (3) providing a better understanding of
the emotional and metal development youth go through to help parents form a
foundation of understanding.

Middle School Aged Child Development

The Latino Parent curriculum will be based on parents who have children
in the middle school years. The transition between Elementary and middle school
can be difficult for both parents and their children. As well as maintaining parent
involvement and engagement can be challenging (Murray, et al, 2014). Children
are transitioning from childhood and adolescence at this stage in middle school.
They go through many emotional, psychological and physical changes that can
influence their actions. Parent involvement and support during this stage in young
adolescents’ lives can been associated with positive academic outcomes (Murray,
et al, 2014). It is vital to student’s education that parent’s become involved in
their educational development (Espinoza, et al, 2014; Murray, et al, 2014;
Goldner & Berenshtein-Dagan, 2016). Most importantly during this change to
adolescence and academic jump in school structure (Espinoza, et al, 2014). This
is especially important for Latina/o youth as they are in greatest risk of dropping

Due to focusing on parents with middle school youth, it is critical
adolescent developmental changes within school, with peers, and family is
understood. This is in order to best assist their children and maintain their support
and involvement in their educational careers (Goldner & Berenshtein-Dagan,
2016). Most especially because this is the stage where boundaries on parental
authority and adolescent freedom becomes a more delicate issue between families
in their daily lives. Youth involve their parents less, thus parents decrease their
engagement with their children (Murray, et al, 2014). Reinstating that focus on
Latina/o parents with middle school aged youth is the most vital.

In the literature it is stated that Latina/os, especially Mexican Americans
are at greater risk for doing poorly in school (Espinoza, et al, 2014; Nava, 2012).
Latina/os tend to have fewer educational models within their family (Espinoza, et
This is especially dire in middle school youth because they begin spending most of their time within school and with peers that help shape their emotional and academic development (Espinoza, et al, 2014). Adolescent counterparts can be a strong pressure of positive or negative influenced in their academic careers, as middle school youth are susceptible to peer pressure (Cross, Bugaj, & Mammadov, 2016; Espinoza, et al, 2014).

However, the literature states that the influence of “specific relationships,” for instance parents or family relationships, as well, can become more or less influential with adolescents in time (Espinoza, et al, 2014; Goldner & Berenshtein-Dagan, 2016). Latina/o parents can become that very influential model in their relationship with their children. It was found that that family values for example family obligations and closeness protect Latina/o youth from the negative influences of friends. This explains that one way to prevent negative academic outcomes in their children is to hold strong bonds within the family structure (Espinoza, et al, 2014).

It is further supported by Goldner and Berenshtein (2016) that family bonds influence adolescent youth to have positive educational careers and healthy relationships. When adolescents have a well established level of security and bonds with family their “true-self” awareness is strong and positive (Goldner & Berenshtein, 2016). The true-self is “a psychological construct describing who a person really is as manifested through the individual’s behaviors and knowledge” (Goldner & Berenshtein, 2016, p. 50). Adolescents who experience responsive care and sensitivity within their family structure develop trust in others, and adapt
to ways of handling stress. How youth think and feel about themselves plays an integral role in their learning and social interactions (Bosacki, 2014; Goldner & Berenshtein, 2016). Consequently, this helps them to better deal with the social structures in school more confidently, as well as, be academically successful (Bosacki, 2014; Espinoza, et al, 2014; Goldner & Berenshtein, 2016).

The involvement of parents in their middle school aged children’s educational career is crucial as this is the time when it declines the most (Murray, et al, 2014). The literature has proved adolescents that have strong familial bonds are more positively influenced with the choices they make and have more success their in academic development (Espinoza, et al, 2014; Goldner & Berenshtein, 2016; Murray, et al, 2014). This is especially important with Latina/o youth, as they are at greater risk of doing poorly in school (Espinoza, et al, 2014). The stronger the family relationships the greater the adolescent’s awareness of their true-self and more confidence within. Consequently helping Latina/o youth develop successful social and academic careers regardless of their peers’ influence (Boskani, 2014; Cross, Bugaj & Mammadov, 2016; Espinoza, et al, 2014; Goldner & Berenshtein, 2016).

Summary

To reiterate what many researchers have concluded, bridging programs are effective and assist Latina/o parents in becoming more confident and knowledgeable in their children’s education (Hill & Torres, 2010; Jasis & Ordonez-Jasis, 2012; O’Donnell & Kirkner, 2014). Even though Latina/o immigrant parents have always expressed their engagement and support through
Many Latina/o parents have expressed their satisfaction with the impact these different bridging programs have had in their boost in confidence in believing they will be more effective at helping their children advance academically (Levine, 2012; Nava, 2012; Yara, 2011). Consequently, students’ grades and scores show an increase after their parents participate in bridging programs. As well as, Latina/o parents become more “visibly present” in the classroom, school events, and increase their traditional forms of engagement. (Nava, 2012; O’Donnell & Kirkner, 2014).

The programs discussed in the literature have a foundation based on one or more of these: equity, inclusion and activism (Jasis & Ordonez-Jasis, 2012), and they have been successful in fulfilling these characteristics. One major topic that is not addressed within these bridging programs is the emotional, mental and academic development of Latina/o youth, especially during the adolescent period. During early adolescence, the time students are in middle school, is when most parent involvement decreases, due to the change of school setting and structure. There is a shift in focus from just one main teacher to 6 to 7 different teachers (Murray, et al, 2014). This can be challenging both for parents and children (Espinoza, et al, 2014; Murray, et al, 2014). Parent’s support and involvement is imperative during this stage, as adolescents begin to feel more pressure and/or guidance from peers, in some instances more than from parents (Espinoza, et al, 2014).
CHAPTER III
THE PROJECT AND ITS DEVELOPMENT

**Brief Description of the Project**

The field project curriculum Latina/o Parents Pushing Beyond Cultural and Language Barriers is a nine-session bridging program that provides different tools and strategies to Latina/o Parents of Middle School aged children, so they may better advocate for them. As well as, help them through their educational and academic careers, fully confident and aware of the challenges their children are faced with. Throughout the nine sessions Latina/o parents are asked to reflect and analyze on their lived experiences as parents, Latina/o immigrants, and United States residents in different environments. This program is specifically targeted toward Latina/o parents of any middle school aged children. Although, this program can be adjusted and used for Latina/o parents of any age group and can be focused to parents of one school, one school district, or one community.

The first session presents an introduction to the program, journal writing, reflection, analysis, small group discussion, whole class discussion, and ESL activities. In every session Latina/o parents will participate in all or some of these throughout the nine weeks. Session (2) focuses on middle school adolescent development, discussion on the normal behavior changes youth go through during this period and parents are provided suggestions on how to navigate these changes in and out of school settings. Session (3) attempts to expand Latina/o parents’ critical lens and community agency by exposing them oral histories and their relevancy to them, as well as the importance of their stories and lived experiences,
specifically focusing on their immigration story. Session (4) is a continuation of oral history, and comprising their own class oral history video document. They go through different steps to deliver an interview of a fellow Latina/o parent in order to record their immigration story and share it with the class.

Session (5) Latina/o parents are presented with Nava’s (2012) *apoyo* theory. *Apoyo* means support in Spanish. This theory is comprised of all the non-traditional forms of engagement Latina/o parents practice, in order to assure their children’s well being. Session (6) continues with focusing on school-based *apoyo*, which is a traditional form of parent engagement, which schools and teachers most often request. Also and ESL introduction of parent/teacher conferences begins. Session (7) focuses on the different steps taken to effectively take part in a parent/teacher conference and how to seek other resources to help with the development of their children’s education. Session (8) is a continuation of finding resources as well as learning how to explore a search engine to facilitate finding these different resources. Lastly, parents are asked to practice writing an email to their child’s teacher. Session (9) is the closing session of the program, in which parents share a food or dish that is special in their home and a short closing ceremony where Latina/o parent participants receive a certificate of completion.

Each session follows a similar rhythm in which parents do individual and silent reflection. They write in their journals a few minutes about the previous week lived at home or they are given a topic that will activate their prior knowledge and thinking in regard to that day’s session topic. After journal writing parents take part in an icebreaker that creates trust and stronger bonds between
parents. The goal is to create a strong support community throughout so they may
create community agency and advocate for their children as one unit if ever
necessary. The first two session icebreakers are strategically chosen in order to
bring out commonalities within the parents. After the second session parents are
given the opportunity to write down suggestions for future icebreakers that will
determine the icebreaker activities for the following 7 weeks. Parents choosing
their own icebreakers allows the program to be more dynamic, as different
Latina/o cultures are being introduced by these activities.

After the parents and facilitator(s) have completed the icebreaker
activities, there is discussion prompted in regard to the topic of the session. Small
group or whole class reflection and analysis is done. Once a short activity of
reflection is completed, facilitators present content that has been suggested by
literature and researches based on the specific focus of the session, for instance, in
Session (2), middle school adolescent behavior and norms are discussed based on
what researchers and professionals have said. An activity and more discussion is
made based on the presented information. Then once again, parents are given the
opportunity to reflect and analyze their perspectives on the topic after they have
shared their experiences and have been exposed to professionals’ views. An ESL
and technology activity section is presented after this reflection. For the closing of
most session facilitators ask parents to reflect on the completed reflection at home
the week before the next meeting, this includes talking with their middle school
child, gathering information from them. Throughout some of session parents are
encouraged to talk with their child and learn from them as well. Most sessions follow this rhythm and pattern.

The complete project was inspired by the injustices that are faced by the Latina/o population in the education system. The unwelcome environment Latina/o parents feel in their children’s school (Arias & Morillo-Campbell, 2008; Hill & Torres, 2012; Quinones & Kiyama, 2014), and the language and cultural barriers that are not address. Every activity was designed with the idea to show parents that each and everyone of them has a powerful story to tell, has the capability and knowledge to advocate for their child, and can gain the confidence and knowledge of the foreign American school system, so to move forward in their advocacy. Equally important is for Latina/o parents to realize that as a community and creating community agency together they can accomplish large feats.

**Development of the Project**

The first thought that gave way to this project was realizing the challenges Latina/o families, especially Latina/o parents, face when going into a foreign country, in this case the United States. It takes a large amount of strength and sacrifice to leave the comfort of one’s home, family, customs, routines, and own country. Sometimes without knowing the new country’s language, customs and system. All for the promise of a better life. Admiration is what I have for those who make this decision to better their lives. Once they are in their new country, how can those of us who know the system, language, and customs make the transition for Latina/o immigrants easier?
This bridging program is based on Solorzano’s (2001) Latina/o Critical Race Theory (LatCrit) in which, Latina/o parents critically examine injustices or inequities placed on American education. The project supports analysis of “the complex social, political, and economic processes Latina/o parents are forced [to face] to support their children’s education” (Nava, 2012). LatCrit facilitates development of a critical lens of Latina/o parents, specifically in regard to their children’s educational development within the American school system. Throughout the 9-week sessions parents partake in different activities that promote this development through reflection of their lived experiences and gaining fellow parent’s perspectives on the same topics. They create trust and bonds with the other Latina/o parents in order to create strong community agency by participating in icebreakers. They are shown the importance their voice and story holds, as well as the types of positive strategies they already practice, in order to develop confidence in themselves.

The development of the activities parents partake in were mostly inspired by best practices. Through my own participation in activities provided in USF classes that generated discussion, reflection and analysis. Other activities were taken through my own experience of teaching English to adult Latina/o immigrants. Some activities were inspired through the bridging programs researched. For instance, the oral history activity and outline, as well as the exposure to school based engagement. Lastly, all other ideas were developed by searching the web for specific topics and scanning different options. For example,
the parent strategies and adolescent characteristics worksheet was comprised from
the assistance of different webpages.

The actual research and ideas for the curriculum began throughout the
courses taken at USF within the IME/TESOL Master’s program. It found its
production through the development of a field project, but will continue its
development beyond the IME/TESOL program. Much more can be done to
expand the effectiveness of this Latina/o parent bridging program.

The Project

The project begins on page 35.
Latina/o Parents Pushing Beyond Cultural and Language Barriers

A Bridging Program for Latina/o Parents to better advocate for their Middle School Children

9- Session Program
Designed to provide different strategies and tools for Latina/o parents to better navigate the American School System

Created by Karina Araiza
9- Week Session Outline

**First Session:** Introduction of program goals, objectives and providing assessment form

A. Journal writing and Icebreakers  
B. Assessment form:  
   - Fill out  
   - Reactions/Concerns  
   - Critical lens  
C. TESOL: Student of the Month letter  
   - Defining vocabulary  
   - Technology: Finding images to match vocabulary words online  
D. Closure of session:  
   - Further reflection  
   - Answer questions in regard to upcoming sessions

**Second Session:** Introduction of youth development in Middle School adolescent years

A. Journal writing and Icebreaker  
B. Adolescent mental and emotional development  
   - Parent strategies  
   - Emotional characteristics  
   - Reflection  
   - Critical lens  
C. TESOL: Vocabulary related to adolescent development  
   - Definition and word jumble  
   - Crossword puzzle  
D. Closure of session:  
   - Parents are encouraged to implement a strategy provided in the session with their middle school child.  
   - Icebreaker suggestion basket

**Third Session:** Oral Histories

A. Journal writing and Icebreaker  
B. Introduction to history vs. oral history  
   - Mute graphic novel: The Arrival by Shaun Tan  
   - Reactions/Concerns  
   - Critical lens  
C. TESOL: Oral histories video  
   - Reactions/Concerns  
   - Reflection
- Emotions expressed in video
- Questions asked during interviews

**D. Technology: Making a video on smartphone**
- Describing things in purse/wallet/backpack

**E. Closure of session:**
- Further reflection
- Parents are encouraged to think about their immigration story

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### Fourth Session: Continuation of Oral Histories

**A. Journal writing and Icebreaker**

**B. Technology: Making a video on smartphone**
- Comprising video interview of parent's immigration story
- Sharing oral history to class
- Reflection on interviews/oral histories

**C. Closure of session:**
- Further reflection

### Fifth Session: Cultural Barriers and Apoyo

**A. Journal writing and Icebreaker**

**B. Introduction to Apoyo**
- Reflection
- Content introduction
- Critical lens/Reactions

**C. Closure of session:**
- Further reflection
- Parents are encouraged to speak to their middle school child about teachers' expectations

### Sixth Session: School-Based Apoyo and Parent/Teacher Conferences

**A. Journal writing and Icebreaker**

**B. School-based Apoyo**
- Reflection
- Content introduction
- Critical lens/Reactions

**C. TESOL: Parent/Teacher Conferences**
- Watch videos of mock parent/teacher conferences
- Comprehension questions
- Pragmatics of parent/teacher interaction

**D. Closure of session:**
- Further reflection
- Parents are encouraged to recall past parent/teacher conferences
Seventh Session: Continuation of Parent/Teacher Conferences and Finding other resources

A. Journal writing and Icebreaker
B. TESOL: Parent/Teacher Conferences
   - Grammar lesson: How can I...? / You can...
   - Focus on questions asked in the conferences
   - Reflection/reactions
   - Critical lens
   - Role playing: Parent/teacher conference skit
C. Other resources
   - Where can they be found?
   - Reflection
D. Closure of session:
   - Further reflection
   - Parents are encouraged to brainstorm how to find other resources.

Eighth Session: Finding other resources online/Learning to navigate a search engine

A. Journal writing and Icebreaker
B. Technology/TESOL: Introduction to search engine
   - How to use google.com
   - Typing search phrases
   - Practice
   - Search school and school district websites
C. Technology: Other resources
   - Opening an email address
   - Emailing a teacher
D. Closure of session:
   - Further reflection
   - Practice

Ninth Session: Final/Closing session

A. Journal writing and Icebreaker
B. Assessment form
   - Reactions post sessions
   - Reflections
   - Critical lens
C. Certificate of completion Ceremony
   - Closing words from Facilitator
   - Sharing meal together
This curriculum is based on developing Latina/o parent's critical lens and community agency. So, they may better navigate the American school system their children are part of, as well as, break cultural and language barriers between them and school administration and teachers. This is a 9-week session bridging program specifically targeted to Latina/o parents of middle school aged adolescents. There is a focus on basic English and basic technology skills. Both emphasizing tools that will assist them to better understand the American school system.

**Curriculum Goal(s)**

- For Latina/o parents to understand and learn the different ways their children are mentally and emotional transitioning to adolescence.

- For Latina/o parents to learn the importance of their voice and story, specifically their immigration story through the documentation of oral histories.

- For Latina/o parents to document their own stories, thus creating trust and bonds with their fellow parents.

- For Latina/o parents to learn about the non-traditional forms of engagement they practice with their children.

- For Latina/o parents to learn the traditional forms of engagements they are/can practice with their children and their child’s school.

- For Latina/o parents to learn how to best effectively take part in a Parent/Teacher Conference.

- For Latina/o parents to learn how to best effectively email their child’s teachers.

**Curriculum Objective(s)**

After the 9- session bridging program Latina/o parents will:

- Be able to find any and all information in regard to their child's education and progress.

- Be able to find educational resources to better assist their middle school child.

- Better navigate their relationship with their adolescent child.

- Be confident in their ability to help their child advance academically.

- Have created a supportive community, through activities that create trust and bonds with their fellow parents.
Letter to the Facilitator(s)

Most Valued Facilitator(s),

I thank you for believing in this cause and believing in this bridging program. It is a cause that will not only benefit the Latina/o community and their children but all communities in California. The population of Latina/o Americans is rapidly increasing and it is in the best interest of us all to invest time and energy in exposing and providing the best tools and skills to Latina/o parents to help guide their children's educational career.

Please instill a strong community full of trust, confidence and care. Assure each and every single parent that their stories, past experiences, cultures and life trajectories are of value and importance. Facilitate a community between parents so when they finish this nine-session program they will have a supportive community that can navigate the school system together. Reassure each parent of their intelligence, knowledge and ability. Facilitate a room where parents develop a critical lens and realize it through their own individually reflections and as a group.

Please feel free to modify activities as each group of parents will be different and not all are the best option for each group. Make the most of their experience and yours.

Once again thank you for believing in this bridging program and good luck.

Warmest Regards,

Karina Araiza
Session One:

Introduction of program goals, objectives and providing assessment form
**FIRST SESSION: Introduction of program goals, objectives and providing assessment form**

PROGRAM: Latina/o parents and the American school system  
INTENDED AUDIENCE: Latina/o parents of Middle School aged youth  
CLASS DURATION: 120 minutes (2 hours)  
FOCUS: Introduction of program goals, objectives and providing assessment form  
Bring to class: Copy materials, Power Point Presentation, journals, 3-4 soccer balls, butcher paper  
To do before class: Copy materials

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<th>Procedures</th>
<th>Interaction</th>
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| (5 minutes)| Beginning        | **Facilitators:** Introduce themselves and the program. “Why we are here?” Together with a PPT, to better understand their children’s school and educational path. Also, to better advocate for their children’s educational development.  
**Instructions:** Each student shares an experience.  
**Activity:** Parents gather in a circle and one by one share an experience/problem they faced with their child the previous week in regard to school. If there was no problem, share an anecdote.  
**Follow-up:** Questions? Concerns? | Facilitator to parents  
Whole class | Parents understand and think about the reasons they have joined the program and what they expect to learn. |
| (10 minutes)| Introduction: Ice breaker | **Instructions:** Parents introduce themselves to their fellow parents.  
**Activity:** Parents get in a circle and are asked to share their name, their middle school child’s name and providing the reason for giving their child that name.  
**Follow-up:** Do any of the parents share familiar stories? Is there a pattern in the stories shared? | Whole class | Parents become familiar with fellow parents and learn a personal anecdote. Thus allowing to create connections between the parent participants. |
| (10-15 minutes)| Ice breaker #2 | **Instructions:** Parents toss a soccer ball and share personal anecdotes.  
**Activity:** Parents get in groups of 3 and 4. Each group has 1 soccer ball. On each white patch of the ball there are prompts to respond to. The ball is tossed to different people within each group. The closest white patch to their left hand is the prompt they respond to and toss the ball to another group | Group interaction | Parents begin to create bonds and become familiar with fellow participants. This creates trust and comfortability within parents.  
Bring in parent’s voices into |
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<td></td>
<td>Introduction of program and sessions</td>
<td>Member. Follow-up: Reactions? Ask parents what they liked about activity?</td>
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<td>the activity so they can express their opinions and begin to analyze all activities.</td>
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<td>(15-20 minutes)</td>
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<td>Introduction: Students write 2 to 3 questions about content introduced. Activity: Parents get in pairs and share the questions they wrote down. This is in hopes they will answer their own questions. Then each pair shares one question with class to be answered by facilitator.</td>
<td>Pair interaction Whole class</td>
<td>Introduce program and provide precise descriptions of what parents will be presented with. Also, clarify any confusion or unclear information. Sharing questions with a partner helps build trust and bonds between parents.</td>
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<td>Assessment form</td>
<td>Instructions: Parents answer questions on assessment form as best as possible. Activity: Parents receive an assessment form in regard to their (knowledge) of their children’s schooling and educational development.</td>
<td>Individually</td>
<td>To have a clear understanding of what is known and not known about the American school system and their children’s schooling. To reinforce confidence in what parents already know and support them in the areas that still present challenges.</td>
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</table>
| (5 minutes) | Post-assessment reflection | **Instructions:** Parents share how they felt answering the form.  
**Activity:** Parents get in groups of 3 and share how they felt answering the form. Any hesitations? Was it easy? Were they confused? Why or why not?  
**Follow-up:** Parents share their thoughts with the class. | Individual  
Group interaction  
Whole class | Parents begin delving into their experience with their child’s schooling and analyzing their perspective on it.  
Begin to recognize their ease or hesitation toward school to allow them to move forward and take steps to better assist their children’s educational development.  
Share their experiences with other parents demonstrates they are not alone in their experiences. |
| (5-10 minutes) | Journal Writing | **Instructions:** Parents write in a journal for reflection.  
**Activity:** Parents are asked to write a reflection on how they felt answering the assessment form. Why? | Individually | Activate thinking about lived experiences in regard to the topic and theme of the class.  
Reflect on their thoughts individually with no interruptions.  
Parents are empowered by being given the opportunity to provide their opinion and ideas. |
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<tr>
<td>(5 minutes)</td>
<td>TESOL: Warm-up</td>
<td><strong>Instructions</strong>: Quick class brainstorm to move into main lesson, as well as discussion in pairs. <strong>Activity</strong>: Parents are asked: “When you think of your children’s school, an American school, what words come to mind? Facilitator writes thoughts on the board. Parents are asked to share experience they have had with the U.S. school system, as a parent. <strong>Follow-up</strong>: Volunteers share their story with the class and facilitator.</td>
<td>Whole class</td>
<td>Begin to target the specific topic of the lesson. Activate specific themes. Provide a space to share their prior experiences with the U.S. school system. Allow their voices to be heard, understood, and accepted.</td>
</tr>
<tr>
<td>(5 minutes)</td>
<td>TESOL: Transition</td>
<td><strong>Activity</strong>: From brainstorm words, parents will try and define a select few. In order to move forward into the vocabulary lesson.</td>
<td>Whole class</td>
<td>Activate prior knowledge. Demonstrate everyone has useful knowledge to contribute.</td>
</tr>
<tr>
<td>(7 minutes)</td>
<td>TESOL: Vocabulary Introduction: Pre-Reading activity</td>
<td><strong>Instructions</strong>: Parents are given a list of vocabulary words with an image from their reading text, without having been introduced to the text. <strong>Activity</strong>: Parents are given the opportunity to guess in accordance with the images and/or provide prior knowledge.</td>
<td>Whole class</td>
<td>Use the Bottom-Up approach by exposing students to vocabulary first, so they may recognize them in the text.</td>
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| (3 minutes)| TESOL:    | **Instructions:** Parents are given a copy of a “Student of the Month” letter and are asked to read the letter silently for 3 minutes.  
**Activity:** While parents are reading the letter, they underline words they do not understand and want further clarification for.  
**Follow-up:** Parents are asked to get in in groups of three.                                                                 | Individual Group interaction | Allow parents to take time on their own to: spend time with the text, think about the text, make connections, analyze and figure out what it is they don’t understand. |
|            | Reading text |                                                                                                                                                                                                      |                           |                                                                                                                                                                                                       |
| (7 minutes)| TESOL:    | **Instructions:** Parents get in groups of 3 and discuss the letter.  
**Activity:** Parents discuss the meaning of the letter and the vocabulary and help each other if one or another member knows the meaning. Parents find 2-3 words they mutually don’t understand.  
**Follow-up:** Parent groups provide their chosen vocabulary words to the facilitator. Of these words 6-7 become the selected vocabulary list that parents will study. | Group interaction Whole class | Acquire new vocabulary through peer assistance.  
Enhance their speaking and communication skills in English with vocabulary pertaining to the U.S. school system.  
Converse with peers and take part in negotiation of meaning of the letter and the vocabulary. Parents are empowered by being given the opportunity to provide their opinion and ideas in regard to a text to their peers. |
|            | Reading activity #1 |                                                                                                                                                                                                      |                           |                                                                                                                                                                                                       |
| (15 minutes)| Technology: | **Instructions:** (It is assumed all parents have a smartphone, if this is not the case, partners will be assigned to work together). In the same groups of 3, parents use their smartphone to find the definitions of 1-2 of the vocabulary words.  
**Activity:** Parents use their smartphone to find the definition, | Small group interaction Facilitator to parents | Cooperation to create a final product. Parents practice searching the net for the meaning of words they don’t know, for use outside of the                                      |
<p>|            | Reading activity #2 |                                                                                                                                                                                                      |                           |                                                                                                                                                                                                       |</p>
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<td></td>
<td></td>
<td>an example of its usage, and an image that closely portrays the meaning of the word. On butcher paper parents write down the information and draw as closely as possible the image they found.</td>
<td>Parents to class</td>
<td>classroom. Parents are put in the position of the facilitator, as they provide new knowledge and information to their fellow parents.</td>
</tr>
<tr>
<td>(7 minutes)</td>
<td>Closing &amp; Transition</td>
<td><strong>Instructions:</strong> Parents are asked to read a sheet with 7 sentences and circle “yes or no,” if they agree or disagree, respectively. They are given a blank line to write a sentence of something they believe is important for them. <strong>Activity:</strong> Parents take 2 minutes to read the sentences and agree or disagree. They get in groups of 4, different people from their former group of 3. Once again discuss their answers and the differences and explain their agreement or disagreement with the statements. <strong>Follow-up:</strong> Parents ask questions in regard to the upcoming weeks.</td>
<td>Individually Small group interaction</td>
<td>Help develop ideas in regard to the school system and their children provides agency and empowers them. Their ideas are worthy of being heard and of making a difference in their children’s educational career. They can use this brainstorming and development with a teacher or an administrator at their children’s school.</td>
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</table>
Session One: Materials
Icebreaker Activity for Session #1

Ball Toss

Materials needed: soccer ball and permanent marker

Directions:

Before class:
- On most or all white patches of the soccer ball write down different topics/themes that can generate conversation.
  Ex: favorite food, favorite car, best place visited, country you are from, children’s names, favorite cultural tradition, favorite holiday, etc.

**Facilitators can use all examples provided or decide to use their own ideas.

In class, during activity:
- Participants stand up and get in a circle.
- The ball is tossed to one participant.
- The white patch closest to their left hand is the one they respond to.
- Once responded to prompt the ball is tossed to another participant.
- The activity can be 5 to 7 minutes in length or until all participants get an opportunity to speak.
- Facilitator(s) are encouraged to participate.

After activity comments:
- Ask participants what their reaction to icebreaker.
- Ask if they found similarities between participants.
- Ask participants what surprised them.
Better Advocating for our Children
- understand and learn the different ways children are mentally and emotional transitioning to adolescence

- to learn the importance of your own voice and story,

Create a safe community between all participants.

Learn, understand and help each other.

Together learn and better understand the school system your children are in.
After the 9 weeks you will have:

- Practiced how to participate in a parent/teacher conference.

- Practiced searching the internet for resources.

- Practiced writing an email to your child’s teacher.

- Gone over as a group the different ways you can and do support your child’s education.

Why are you here? What brought you to join this program?
Share with the person sitting beside you the main reason that brought you to join this program.

Also, share what you hope to learn and get out of this program.

Please share with everyone why you decided to join the program and what you hope you will get out of it.
ASSESSMENT FORM for Session #1

Materials needed: photocopies for each participant

Directions:
- Provide 1 assessment form to each participant.
- Allow 15-20 minutes to fill out form.
- Participants are encouraged to answer as many questions as possible.
  **Partial answers are better than no answers.**
- Facilitator(s) reassure all participants the assessment form is NOT a test and they are not expected to know how to answer all questions.
- Once all participants have completed the form, they are collected by facilitator(s) to keep until the end of the 9-week session program.

**The purpose is for facilitator(s) and participants to have an item that documents the participants progress/changing views, before starting the program and after completing the program.**
Name: ___________________________ Date: ____________

ASSESSMENT FORM

1. How old is your child?
_______________________________________________________________________________________________

2. What school does he/she go to?
_______________________________________________________________________________________________

3. What grade is he/she in?
_______________________________________________________________________________________________

4. Do you know your child's teachers? Please provide their names and the subject they teach?
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

5. Do you know the name of the principal of the school?
_______________________________________________________________________________________________

6. How is your child doing in school?
_______________________________________________________________________________________________

7. How did you learn about your child's school? Why did you choose this school?
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
8. Do you visit your child’s school? For what reasons?
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

9. What do you experience when you visit your child’s school? How does it make you feel?
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

10. Have you participated in events or activities in your child’s school? What was your experience?
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

11. If you have questions about your child’s progress in school, for example: grades, attendance, and behavior, where do you go to find the answers?
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

12. What do you do if your child has a problem at school?
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
13. What advice would you give to other Latina/o immigrant parents who are going to enroll their children in an American school for the first time?
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________

14. Do you have any comments, concerns, or questions about this program?
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________

THANK YOU FOR YOUR PARTICIPATION.
PPT1 VOCABULARY LIST
guardian

nominate
work ethic

strong
congratulations
Dear Parents and/or Guardian(s):

We are writing you this letter to let you know that your daughter is an inspiring and talented sixth grade girl and has been nominated as the Student of the Month! She has so many wonderful qualities that stand out. She is a student, as well as a person, who gives 100% to what she does while striving to stay positive and be a leader that portrays being a good role model. Her work ethic is strong and she is an excellent writer with great creativity. She also has a great sense of humor, which shines through to students and staff as well. Congratulations to your daughter, she deserves it!

Sincerely,

Janice Baker
Seventh grade teacher
Read the following sentences and circles “yes” if you agree or circle “no” if you disagree.

1. It is important for my child to get the best grades (A’s).
   Yes/No
2. It is important for my child to graduate from high school.
   Yes/No
3. It is important for my child to go to college.
   Yes/No
4. It is important for my child to get a good job.
   Yes/No
5. It is important for my child to always try the best he/she can.
   Yes/No
6. It is important for my child to develop his/her Spanish.
   Yes/No
7. It is important for my child to speak English perfectly.
   Yes/No
8. (__________________________________________) Yes/No
Ideas and materials for this session were inspired by different sources.

**Many of the activity ideas were inspired by best practices and my own teacher experience.**

**Icebreaker:** Academic Parent-Teacher Team  
https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Icebreaker Activities - Parent Meeting 1.pdf

**Assessment form:**  

**Images:** All images were taken from images.google.co  
http://www.health.state.mn.us/youth/providers/parentnotes.html

Introduction PPT:  
http://www.health.state.mn.us/youth/providers/parentnotes.html  
http://tattly.com/products/classic-red-heart  

PPT slide for “Vocabulary List”  
http://www.creativypost.com/create/your_words_determine_your_thoughts  
http://blogs.plos.org/publichealth/2013/01/10/the-power-of-words/

PPT slide for “guardian”  
https://mrcwhite.wikispaces.com/Parent+And+Guardian+Information  
https://icons8.com/articles/parentguardian-caretaker-school-director-for-ios/  

PPT slide for “nominated”  
http://youthcentral.com/race-to-nominate/  
http://sightlines.usitt.org/archive/2010/12/VoteNow.asp

PPT slide for “staff”  
http://greatfalls.gorhamschools.org/staff  
http://pawpawhighschool.weebly.com/the-staff.html  
http://yourhub.denverpost.com/blog/2014/02/jeffco-schools-superintendent-to-join-the-case-team/22519/
PPT slide for “talented”
https://www.linkedin.com/pulse/without-vision-being-becomes-fikayo-adeyemo?articId=7258344900613349514#comments-7258344900613349514&trk=sushi_topic_posts
http://www.theguardian.com/education/2010/feb/02/gifted-talented-scrapped-funds-redirected
http://manchester.eku.edu/insidelook/eku's-next-generation-summer-camp-gifted-talented-and-high-achieving-students

PPT slide for “work ethic”
http://whitesclass059.weebly.com
http://www.breakthroughaustin.org/students/how-to-apply

PPT slide for “strong”
https://www.linkedin.com/pulse/20140905035647-19395817-strong-body-strong-brain
http://itvs.org/films/strong
https://sauj4.com/2013/12/16/the-strong-one/

PPT slide for “congratulations”
https://www.etsy.com/search?q=cute+pregnancy+card
http://www.fastweb.com/career-planning/articles/congratulations-your-student-is-a-college-graduate-what-s-next
http://clipartix.com/congratulations-clipart-image-4174/

* Facilitator(s) are encouraged to replace the images provided with real time Latina/o parent participants. If Latina/o parent participants would like to share their pictures it is welcome. As well as, facilitator(s) are encouraged to take pictures of the participants throughout the sessions.
Session Two:

Introduction of youth development in Middle School adolescent years
SECOND SESSION: Introduction of youth development in Middle School adolescent years

PROGRAM: Latina/o parents and the American school system
INTENDED AUDIENCE: Latina/o parents of Middle School aged youth
CLASS DURATION: 120 minutes (2 hours)
FOCUS: Introduction of youth development during Middle School adolescent years
Bring to class: Copy materials, Power Point Presentation, journals, yarn, and basket
To do before class: Copy materials

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| (5-7 minutes) | Journal Writing | **Instructions:** Parents write about a personal experience.  
**Activity:** Parents write about one thing they noticed or thought about the past week after their first session in the program. Did they do anything differently, what and why or why not?  
**Follow-up:** Volunteers share their entry to class. | Individually Whole class | Activate thinking about lived experiences in regard to the topic and theme of the class. Reflect on their thoughts individually with no interruptions. Parents are empowered by being given the opportunity to provide their opinion and ideas. |
| (10 minutes) | Ice breaker       | **Instructions:** Parents create a web of commonalities.  
**Activity:** Parents get in a circle and share a personal anecdote, likes, hobbies, etc. If another parent shares that commonality the yarn gets passed to them. Then that parent shares another like, hobby, etc. and the web continues, until all parents have been webbed.  
**Follow-up:** Reactions to the web. What does it represent? | Whole class | Create stronger bonds and trust between parents before delving into deeper content. Exposing parents to the similarities they all share helps create a safe and strong community. |
| (10-15 minutes) | Pre-warm up activity | **Instructions:** Parents share an anecdote about their middle school child.  
**Activity:** In pairs, parents are asked to share a few noticeable differences in their children since their transition from | Pair interaction | Continue to develop a strong classroom community and trust |
Elementary school to Middle school. If no differences have been noticed, then what changes do they foresee happening in their children. Also, parents provide one strategy they use or will use to better understand their adolescent child.

**Follow-up:** Each pair group is asked to share one strategy they discussed.

**Follow-up:** Each individual pair is asked to reflect on their strategy, would they use it, could it be used differently? Other groups are asked to respectfully share their view, opinion and suggestions on the strategy.

Within parents, in order to build community agency and lead to advocacy for their children.

Parents begin to think about their children’s physical, mental and emotional development as they begin their adolescence.

**Warm-up for main content**

**Introduction:** Parents reflect/think/analyze the different adolescent characteristics and parenting strategies provided on a worksheet.

**Activity:** Parents check off different characteristics or descriptions that closely remind them of their growing adolescent children. As well as, check off different parenting styles/styles they agree or disagree with?

**Individually**

Demonstrate the natural positive and negative characteristics of changing adolescent youth.

Allow parents to realize these changes are normal and common.

Parents individually reflect and analyze on their children’s changes and their parenting

**Main content on adolescent development with interactive activity**

**Facilitator:** Parents receive an outline of what research says on adolescent development, and suggestions made by professionals to better approach their changing children. Facilitator provides information on PPT.

**Instructions:** Parents are asked to share their thoughts/opinions on the strategies presented by researchers, and if they believe they work within their cultural customs and family dynamic.

**Activity:** Parents get in pairs and are asked to comprise a skit of a parent/child scenario in which one of these strategies suggested is used. Each pair is assigned a different strategy.

**Individually**

Parents are exposed to different parenting styles and are helped by their own peers develop other or better strategies.

Sharing deeper analysis and reflection of their own work and others helps develop confidence in their own parenting and demonstrates their power of advocacy toward their children.
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<th>TESOL:</th>
<th>TESOL and Tech section:</th>
<th>Closing &amp; Transition</th>
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<tbody>
<tr>
<td>(15 minutes)</td>
<td>TESOL: Vocabulary exercises and practice</td>
<td><strong>Instructions:</strong> Parents define the words they know or provide ideas on what some of the vocabulary words mean. <strong>Activity:</strong> Parents are given a bank of words on paper in front of the class. The definitions are on the walls around the room. As a group all parents get together and decide which definition to place on each word. All parents must be in agreement of the definition and will need to discuss why one is correct/incorrect between each other. <strong>Facilitator:</strong> Shares the vocabulary words and their definition on PPT. <strong>Follow-up:</strong> Parents are given a crossword puzzle with same words and definition.</td>
<td><strong>Whole class</strong></td>
<td>Parents are exposed to English vocabulary and definition that they might hear or experience with their middle school child. As a class/community parents collaborate together to find the definition. Always creating a stronger community, practicing collaboration and listening skills. The words and their definition are presented in 3 different ways to reinforce learning English.</td>
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<td>(20 minutes)</td>
<td>TESOL and Tech section: Vocabulary in technology</td>
<td><strong>Instructions:</strong> Parents use their smartphones to search vocabulary words. <strong>Activity:</strong> Parent get in groups of 3 or 4 and search images that best represent the vocabulary words provided. Once all images have been collected the different groups do a gallery walk. One parent stays in place and shows the images to the other groups as they walk around looking at each groups images.</td>
<td><strong>Group work interaction</strong></td>
<td>Parents are exposed to English and the vocabulary words as they search images through the internet, and learn to use Google images, Flickr, and other image databases. Parents collaborate on which images should be chosen to represent each vocabulary word.</td>
</tr>
<tr>
<td>(10 minutes)</td>
<td>Closing &amp; Transition</td>
<td><strong>Instructions:</strong> Parents are asked to provide 1 to 2 ideas for an icebreaker, they have joined in or would like to try in class for the next few session. <strong>Activity:</strong> Anonymously parents are asked to write down two ideas for icebreakers in two separate sheets of paper and to fold them up. The sheets are place in a basket and 2 parents</td>
<td><strong>Individually</strong> <strong>Small group interaction</strong></td>
<td>Parents are given control over part of the sessions and given the opportunity to bring in their own cultural dynamic. As well as share that culture with fellow parents.</td>
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</table>
are asked to choose one sheet from the basket and read the suggestion.  
**Follow-up:** Parents are asked to offer opinions and reflection on the session.

Parents are asked to think about this class session and try to implement in their parenting or with their children a suggestion made in class through the facilitator or through their peers.

| Parents are asked to reflect on the session and to try and implement a strategy, specifically that fellow parents provided. |
Session Two: Materials
Icebreaker Activity for Session #2

Web of Commonalities
Materials needed: ball of yarn

Directions:
In class, during activity:
- Facilitator(s) begin by sharing something about themselves.
  Ex: I love the beach.
- If 1 or more participants share that same perspective the ball of yarn is tossed to all.
- When a commonality is shared, a piece of the yarn is wrapped around each participant’s finger and held throughout the activity.
- The last participant that wraps their finger with yarn after each statement is shared, goes forward and shares a personal anecdote or fact about himself or herself and the process continues.
- The activity is not over until each participant has been webbed.
- Once every participant is webbed, the web is kept on their fingers for a small discussion.

Discussion:
- What does the web represent?
- What aspect of the activity did you find more interesting?
- What is the purpose of this activity?
Please check off any and all boxes of the Adolescents Characteristics that fit your child.

Please add an “A” for agree and a “D” for disagree inside the box on the Parent Strategies provided.

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<th>Adolescent Characteristics</th>
<th>Parent Strategies</th>
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<tr>
<td>□ Friends become a stronger influence.</td>
<td>_ Be sensitive, supportive and responsive.</td>
</tr>
<tr>
<td>□ Adolescents become more susceptible to peer pressure.</td>
<td>_ Be available for your adolescent child. Allow them to explore their true self with you.</td>
</tr>
<tr>
<td>□ Finding their “true-self” becomes increasingly important.</td>
<td>_ Having family obligations, like: going to church, weekly visits with grandparents, etc.</td>
</tr>
<tr>
<td>□ They create their own “self” apart from their parents and others.</td>
<td>_ Give suggestions, not orders.</td>
</tr>
<tr>
<td>□ Tend to engage parents less in their lives.</td>
<td>_ Plan argument-free time to spend with your child.</td>
</tr>
<tr>
<td>□ Become more independent.</td>
<td>_ Admit to your mistakes, and apologize to your child.</td>
</tr>
<tr>
<td>□ Anger is common.</td>
<td>_ Try to engage your child in other relationships with family members, like and aunt or older cousin.</td>
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Changing Adolescents

Professionals say:
- Having children maintain focus in school is very important for later success.
- There is strong pressure from friends among students between grades 7 and 12.
  * Adolescents spend more time with friends than with family.

EX: Friends that follow good school behavior can influence positively, but friends that follow bad school behavior can influence negatively.
- Adolescents listen to and are influenced by those who they have strong relationships with. This can be a strong relationship with friends, but also with parents.

- Adolescent students are not interacting only in one group of friends. They begin to explore other types of groups.
  * Searching for their true-self.

- Latina/o adolescents are at greater risk for doing poorly in school.

- It has been found that with Latina/o adolescent students, strong family ties/bonds prevent them from following bad behaviors.
- Parents who show support, warmth, and understanding have stronger relationships with their adolescent children.

- It is important to monitor children’s progress and relationships outside of the home environment.

- Poor relationships with parents can lead to problems inside and outside of school.

**Thoughts? Reactions?**

Do you agree with what professionals are suggesting?

Do you believe these statements align with your cultural traditions or beliefs? Why or why not?

Can you share a personal anecdote in regard to one of the statements presented?

Any thoughts you would like to share?
Role Play activity for Session #2

Parent/Adolescent Time
Materials: photocopies of “Adolescent Characteristics/Parent Strategies” worksheet

Directions:

In class, before activity:
- Parents are given the opportunity to discuss the, above mentioned, worksheet with their fellow parents, in order to reflect and analyze their thoughts on the different options/possibilities.

In class, during activity:
- Parents are divided into groups of two.
- Each pair is provided 1 parent strategy that was discussed in the worksheet.
  Ex: One pair focuses on admitting their mistake to their child.

- If there are more parent pairs than strategies, then two different groups can have the same strategy.
  ***If a strategy will be repeated, it is recommended facilitators choose strategies that can produce the strongest variability in roleplaying.

- Parent pairs are asked to comprise a short 1 to 2 minute skit between a parent and an adolescent child that implements the use of their parent strategy.
- After each group presents, a short reflection is prompted with the whole class. The presenting group is asked if they would use this strategy with their own adolescent child. The class is asked to respectfully share their opinion and suggestions.
TRUE-SELF
THE PERSON YOU REALLY WANT TO BE
ADOLESCENT
DEVELOPING FROM A CHILD TO AN ADULT
TEENAGER
A PERSON WITH THE AGE BETWEEN 13 AND 19 YEARS
BEST FRIENDS
A PERSON’S MOST IMPORTANT FRIEND
PEER PRESSURE
THE POWER TO IMPACT OTHERS OF THE SAME AGE GROUP
THE ABILITY TO HAVE POWER OVER SOMEONE'S PERSON AND ACTIONS
PEERS
A PERSON OF THE SAME AGE, STATUS, OR ABILITY
ANGER
A STRONG FEELING OF DISLIKE, DISPLEASED, FRUSTRATION
TRUE-SELF
THE PERSON YOU REALLY WANT TO BE

ADOLESCENT
DEVELOPING FROM A CHILD TO AN ADULT
TEENAGER
A PERSON WITH THE AGE BETWEEN 13 AND 19

BEST FRIENDS
A PERSON’S MOST IMPORTANT FRIEND
PEER PRESSURE
THE POWER TO IMPACT OTHERS OF THE SAME AGE GROUP

INFLUENCE
THE ABILITY TO HAVE POWER OVER SOMEONE'S PERSON AND ACTIONS
PEERS
A PERSON OF THE SAME AGE, STATUS, OR ABILITY

ANGER
A STRONG FEELING OF DISLIKE, DISPLEASED, FRUSTRATION
Name: ____________________________

MIDDLE SCHOOL YOUTH

Complete the crossword below

Across
4. A PERSON WITH THE AGE BETWEEN 13 AND 19 YEARS
7. THE POWER TO IMPACT OTHERS OF THE SAME AGE GROUP

Down
1. THE ABILITY TO HAVE POWER OVER SOMEONE'S PERSON AND ACTIONS
2. A STRONG FEELING OF DISLIKE, DISPLEASED, FRUSTRATION
3. DEVELOPING FROM A CHILD TO AN ADULT
5. A PERSON'S MOST IMPORTANT FRIEND
6. THE PERSON YOU REALLY WANT TO BE
7. A PERSON OF THE SAME AGE, STATUS, OR ABILITY

INFLUENCE PEER PRESSURE BEST FRIEND TRUE-SELF PEER ADOLESCENT TEENAGER ANGER
Ideas and materials for this session were inspired by different sources.

**Many of the activity ideas were inspired by best practices and my own teacher experience.

For adolescent information, parent strategies and characteristics:


Definition of words:

http://advancedlifeskills.com/blog/what-does-it-mean-to-just-be-yourself/

Dictionary: Copyright © 2005–2015 Apple Inc. All rights reserved.

Crossword puzzle:

https://worksheets.theteacherscorner.net//make-your-own/crossword/

Images: All images were taken from images.google.com

PPT Slides:

http://mybnec.org/news/?id=97
http://www.huffingtonpost.com/2014/05/22/census-latinos-some-other_n_5375832.html
http://www.personalbrandingblog.com/how-to-increase-your-social-influence/
http://www.wikihow.com/Be-a-Well-Rounded-Teenager
http://bestfriendtagquestions.com/quiz/
http://im5d.com/awakening-to-your-true-self/
http://d4nations.com/webpubl/articles/adolescence-or-adolescent.html
http://www.wsj.com/articles/SB10001424127887324520904578551462766909232
http://newbeginningsteenhelp.com/blog/how-teens-can-resist-peer-pressure
* Facilitator(s) are encouraged to replace the images provided with real time Latina/o parent participants. If Latina/o parent participants would like to share their pictures it is welcome. As well as, facilitator(s) are encouraged to take pictures of the participants throughout the sessions.
Session Three:

Oral Histories
THIRD SESSION: Oral Histories

PROGRAM: Latina/o parents and the American school system
INTENDED AUDIENCE: Latina/o parents of Middle School aged youth
CLASS DURATION: 120 minutes (2 hours)
FOCUS: Oral Histories
Bring to class: Copy materials, Power Point Presentation, journals, basket, The Arrival (graphic novel), butcher paper
To do before class: Copy materials

<table>
<thead>
<tr>
<th>Time</th>
<th>Stage</th>
<th>Procedures</th>
<th>Interaction</th>
<th>Objective</th>
</tr>
</thead>
</table>
| (5-7 minutes) | Journal Writing      | **Instructions:** Parents write about a personal experience. 
**Activity:** Parents write about how they felt the first few months they came to the United States. What emotions they felt, what differences they noticed, etc. 
**Follow-up:** Volunteers share their entry to class. | Individually Whole class | Activate thinking about lived experiences in regard to the topic and theme of the class. Reflect on their thoughts individually with no interruptions. Parents are empowered by being given the opportunity to provide their opinion and ideas. |
| (10-15 minutes) | Icebreaker         | **Instructions:** Parents participate in a fellow parent’s icebreaker. 
**Activity:** Parents participate in the one or two of the icebreaker (depending on time) that were selected in the previous session. 
**Follow-up:** Parents share positive comments about activit(ies) and why they liked it. | Whole class | Create stronger bonds and trust between parents before delving into deeper content. Exposing parents to the similarities they all share helps create a safe and strong community. |
| (5-10 minutes) | Pre-warm up activity | **Instructions:** Parents share their views and perspectives on history. 
**Activity:** Parents are asked to individually in silence think about two questions: 1) What is history? and 2) What is oral history? Parents are welcome to write down their thoughts if | Individually Pair interaction | Activate prior knowledge. Begin thinking about history concretely and how it relates to them. |
it helps them develop their idea better. Once parents take a few minutes developing their views, they get in pairs and share their ideas with a partner. **Follow-up:** Each pair shares one view or perspective on both questions.

| Whole class | Defining the distinction between history and oral history and the significance oral history holds in connection to their personal lives. Think critically about their lived experiences and their surroundings. |

| Facilitator to parents | Use a mute story so parents can place their voice in the story. Identifying with it through their own immigration experience. They create a story that comes from their own past experiences. |

| Parents share their past experiences when deciding the plot and fate of the immigrant in The Arrival. Allowing them to learn further about themselves, their triumphs and hardships. Thus, creating a stronger community, ultimately bringing them to create community agency. |

| Parents begin analyzing and reflecting on their past experiences. |

| (15-20 minutes) | Introduction of main content |

| **Facilitator:** Presents a PPT that provides different definitions of what research explains is history and oral history. As well as, how oral history can be closely relatable for Latina/o parents, specifically to their immigration story. |

| **Introduction:** Parents share their thoughts on a story presented by facilitator. |

| **Activity:** Parents look through a few slides from the beginning of a mute graphic novel, The Arrival by Shaun Tan. Then parents get into small groups. Each group receives copies of different sections of the continuation of the story. The parents discuss the story, their thoughts on the process and what aspects they identify with. |

<p>| <strong>Follow-up:</strong> Each group gets up shows their images to the rest of the class and shares their thoughts and what they believe takes place between the PPT slides and the follow up sheets they received. |</p>
<table>
<thead>
<tr>
<th>Duration</th>
<th>TESOL: Oral histories Video</th>
<th>Instructions: Parents listen to and watch a video of oral histories shared by Latina/o adolescents in college and their parents’ immigrant story. (Video: Youtube.com/Link: <a href="https://www.youtube.com/watch?v=yP73270aHLU/">https://www.youtube.com/watch?v=yP73270aHLU/</a> Title: First Generation American: The Children of Spanish American Immigrants/Uploaded by: SPOHP111) Activity: Parents watch the First generation Americans: The children of Spanish American Immigrant video and are given a worksheet with simple questions about video. As well as take note of different emotions the students share. Lastly, take note of the questions the interviewers made. Follow-up: Volunteers share keywords that they heard in the video, emotions expressed by the students, and what questions they noticed were asked.</th>
<th>Whole class</th>
<th>Individually</th>
<th>Expose parents to real Latina/o youth that 1) reached college level, 2) share their family immigration story and 3) provide a relatable example of an oral history.</th>
<th>Show parents the different types of questions that can be asked to comprise an oral history.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(10 minutes)</td>
<td>List of questions to ask in an oral histories</td>
<td>Instructions: Parents brainstorm different questions to ask in during an oral history interview. Activity: Parents provide questions from the video they previously watched and come up with other examples of questions. Facilitator: Write all questions on the board or on butcher paper to collect all parents’ ideas. Follow-up: Parents vote on the top 7 to 10 question they think are the strongest and can provide the most insight to their interviewee’s experience. Ultimately, parents will choose from all suggested questions which ones they will use for a future activity.</td>
<td>Whole class</td>
<td></td>
<td>Think about what questions they would ask their peers and what questions they would like to be asked.</td>
<td>Begin thinking analytically about how they would comprise an interview to best reflect their interviewee’s oral history.</td>
</tr>
<tr>
<td>(5 minutes)</td>
<td>TESOL/Technology: Smartphone camera/video introduction</td>
<td>Instructions: Parents search their phone for camera/video setting. Facilitator: In PPT parents are shown through images where in different smartphones (Android/I Phone) where camera is and the video it can record. Activity: Parents are provided the same information on a worksheet.</td>
<td>Facilitator to parents</td>
<td></td>
<td>Basic smartphone skills. Many parents will know, but still will be provided as a refresher.</td>
<td></td>
</tr>
</tbody>
</table>
### TESOL/Technology: Making a short video

**Instructions:** Parents make a short video of what is in their wallet/purse/backpack.

**Activity:** Parents get in groups of 3 to 4 and choose 1 to 2 items from each parent’s personal belonging to record. Each item needs the name of the item, and need to explain if they have it with them out of: need, for fun, safety, or emotional attachment. Every 2 items need to be separated by different short recording. Once all 3 or 4 shorts have been completed students need to link the video through a slideshow option.

**Facilitator:** Presents the definitions/explanations for (need, fun, safety and emotional attachment), as well as, the steps to bring all videos into a slideshow.

**Follow-up:** Students do a gallery walk and show each group their videos.

<table>
<thead>
<tr>
<th>Group interaction</th>
<th>Facilitator to Parents</th>
<th>Whole class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expose students to more English vocabulary through technology and everyday use language.</td>
<td>Training for creating a longer video with cuts and pauses.</td>
<td>Learning how to maximize the use of their smartphones.</td>
</tr>
</tbody>
</table>

### Closing & Transition

**Instructions:** Parents are asked to reflect on the class session.

**Activity:** Parents discuss what aspects of all the immigrant stories they were exposed to they felt most excited, sad, confused or surprised by. Parents also share what aspects they felt they identified with both. Lastly, parents are asked why their own stories are important and need to be heard.

**Follow-up:** Parents are encouraged to think about their own immigration story throughout the following week and come prepared next class to do an interview and be interviewed. As well as, practice using their camera/video during the week, to get more familiar with it.

Two other parents are asked to choose from the basket to select 2 other icebreaker activities for the upcoming class.

<table>
<thead>
<tr>
<th>Whole class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue reflecting on their immigration story and the importance of having it be known and heard.</td>
</tr>
<tr>
<td>Reinforce the usage of camera recording for better ease in their lives and with their children.</td>
</tr>
</tbody>
</table>
Session Three: Materials
What is history?

History is a narration of the events which have happened among mankind, [like]… the rise and fall of nations, as well as of other great changes which have affected the political and social condition of the human race.—John J. Anderson.

History is not what you thought. It is what you remember. --W. C. Sellar and R. J. Yeatman

History is ... a dialogue between the present and the past. — Edward Hallet Carr

History is a story about the past that is both true and significant.

History : the study of past events
History : events of the past
History: past events that relate to a particular subject, place, organization, etc.
Who writes history?

- Historians
- Researchers
- _______?

* History can be found in magazines, journals, documents, photos and letters.

- Historians study:
  Politics, wars, art, news events, etc.

What is Oral History?

This is one way to study the past and past events.

Oral history is an organized collection of living people’s testimony about their own experiences.

Oral history depends upon human memory and the spoken word.

Oral history is a method of gathering, preserving and interpreting the voices and memories of people, communities, and participants in past events.
Oral histories are people’s past experiences.

For example: Oral historians gather people’s personal immigration stories to preserve the immigrant experience.

Why are oral histories important?
How can you contribute to oral history?

OUR IMMIGRATION STORIES
Mute Graphic Novel
What story are the images telling?

What is happening in each slide?

What do you think they are saying to each other?

Where are they?

Please get into small groups.

Review the images that continue the story.

Discuss the images with your group:

- What is happening?
- Do you find this story familiar?
- Do you identify with some of the story?

- What do you think happens between the beginning of the story and the images given to your group?
Group 1
Session 3
Group 2
Group 3
Group 4
Group 5
The Children of Spanish American Immigrants Video

1. What are the four students’ being interviewed names?
________________________________________________________
________________________________________________________

2. What countries are the students’ parents from?
________________________________________________________

3. Why did Jose’s mother come to the United States?
________________________________________________________
________________________________________________________
________________________________________________________

4. Where is Elsie from in the United States?
________________________________________________________

5. What day of the year do Nicole and her family open Christmas presents?
________________________________________________________
________________________________________________________

6. Why did Lauren’s parents come to the United States?
________________________________________________________

Emotions mentioned:
__________________  ____________________  ____________________  ____________________
__________________  ____________________  ____________________  ____________________

Write a few of the questions asked during the interviews.
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
**iPhone Video Recording Instructions**

1. Locate your camera:

2. Choose the video option:

3. Press Rec (The red button):

4. Record content:

5. Make slideshow with all recorded clips
1. Locate the camera

2. Press the video camera icon to record.

3. Record content

4. Pause video and continue recording

OR 4. Stop video and start a new one.

6. Slideshow all short video clips
Video Recording

Steps to record a short video

1. Locate your camera

2. Choose the video option
3. Press Rec (The red button)

4. Record content
Continue recording clips

5. Make slideshow with all recorded clips

* Select videos you need by clicking on them.
Continue creating Slideshow

Finished slideshow

*Select (○) to being to watch.
Android Camera/Video
Steps to record a short video:

1. Locate your camera

2. Press the video camera icon to record.
3. Record content

If camera is recording there is a red dot with seconds recorded.

Seconds already recorded

4. Pause video and continue recording
OR 4. Stop video and start a new one.

5. Slideshow all short video clips
Ideas and materials for this session were inspired by different sources.

**Many of the activity ideas were inspired by best practices and my own teacher experience.**

**History vs. Oral History Presentation:**
http://www.pbs.org/independentlens/newamericans/foreducators.lesson_plan_09.html - Standards

**Definitions of history and oral history:**
http://archaeology.about.com/od/hterms/qt/history_definition.htm
http://pages.uoregon.edu/kimball/ways.htm
http://www.merriam-webster.com/dictionary/history
http://www.oralhistory.org/about/do-oral-history/

**Oral History video:**
Title: First Generation American: The Children of Spanish American Immigrants
Uploaded by: SPOHP111
Link: https://www.youtube.com/watch?v=yP73270aHLU

**Mute Graphic Novel Images:**
The Arrival by Shaun Tan

**Images:** All images for taken from images.google.com
PPT Slides
http://www.ask.com/history/historians-study-past-4cbdc473c5f22ecf
http://www.c-span.org/series/oralHistories
https://beta.theodysseyonline.com/history-majors-better
http://www.uscapasa.com/tell-us-your-immigration-story-on-trousdale-this-week

* Facilitator(s) are encouraged to replace the images provided with real time Latina/o parent participants. If Latina/o parent participants would like to share their pictures it is welcome. As well as, facilitator(s) are encouraged to take pictures of the participants throughout the sessions.
Session Four:

Continuation of Oral Histories
FOURTH SESSION: Continuation of Oral Histories

PROGRAM: Latina/o parents and the American school system
INTENDED AUDIENCE: Latina/o parents of Middle School aged youth
CLASS DURATION: 120 minutes (2 hours)
FOCUS: Continuation of Oral Histories
Bring to class: Copy materials, Power Point Presentation, journals, basket
To do before class: Copy materials

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</thead>
</table>
| (5-7 minutes)| Journal Writing | **Instructions**: Parents write about a personal experience.  
**Activity**: Parents write about the main reason they came to the United States.  
**Follow-up**: Volunteers share their entry to class. | Individually  | Activate thinking about lived experiences in regard to the topic and theme of the class.  
Whole class | Reflect on their thoughts individually with no interruptions.  
Parents are empowered by being given the opportunity to provide their opinion and ideas. |
| (10-15 minutes)| Icebreaker   | **Instructions**: Parents participate in a fellow parent’s icebreaker.  
**Activity**: Parents participate in the one or two of the icebreaker (depending on time) that were selected in the previous session.  
**Follow-up**: Parents share positive comments about activit(ies) and why they liked it. | Whole class | Create stronger bonds and trust between parents before delving into deeper content. Exposing parents to the similarities they all share helps create a safe and strong community. |
| (5-10 minutes)| Pre-warm up activity | **Instructions**: Parents review their smartphone camera skills.  
**Activity**: Parents get in pairs and teach each other how to make a video and use the camera on their own phone.  
**Follow-up**: Volunteers show the procedure to the class. | Pair interaction  | Activate prior knowledge, to refresh skills learned in previous session.  
Whole class |
### Session 4

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>149</td>
<td>By teaching a partner parents to solidify their knowledge of using their smartphone cameras and recording.</td>
<td></td>
</tr>
</tbody>
</table>

**Directions on how interviews will be conducted**

**Facilitator:** Presents a PPT of all the interview questions provided by parents in the previous session. Reviews the definition of oral history and what they represent.

**Introduction:** Parents choose questions for interview and randomly select their interviewee.

**Activity:** Parent choose 4 questions from the top 7 to 10 questions voted on the previous session. They can then select 2 more questions they would like to ask their interviewee. Half of the class chooses their partner randomly by picking names out of a basket. Once a name is picked, the parent and the person picked will interview each other.

**Follow-up:** Questions? Clarification needed?

**Facilitator to parents**

Individually

Whole class

Parents decide on their own questions, take control over their personal interview. Making all interviews slightly different and with a different rhythm.

Random selection of partners allows parents to interview someone they might have not gotten to know well thus far and this allows the opportunity to continue developing the strength of the community.

**Oral histories Video**

**Instructions:** Parents interview their partner and allow their oral history to flow in regard to their immigrant experience.

**Activity:** Parents have 20 minutes each to interview their partner. They record each question with the answer in different clips. Parents can go outside the classroom and choose a more private area to do their interviews.

**Pair work interaction**

Exposé parents to other people’s unique but similar immigrant story.

Parents take the place as an interviewer and interviewee, the role of reflecting and analyzing theirs and their partner’s oral history.
| (20-25 minutes) | Technology: Comprising video interview | **Instructions:** Parents piece together their interview.  
**Activity:** Parents piece together their interviews. Once completed parents do a gallery walk. The parents that were picked randomly get to go around class and watch a few minutes of the “pickers” interviews.  
**Follow-up:** In the time left, parents explain their experience of sharing their immigration story and listening to someone else’s story.  
**Facilitator:** All interviews are sent to the facilitator, to be put together into an oral history video collage. (A copy/link will be provided to each parent.) | Individually  
Whole class | Due to lack of time, parents get to see just a few minutes of different interviews. They are exposed to some aspects of the other parent’s immigration story.  
The more they learn about their classmates’ struggles and triumphs the greater their bond. The opportunity for community agency increases. |
|---|---|---|---|---|
| (7 minutes) | Closing & Transition | **Instructions:** Parents are asked to reflect on the class session.  
**Activity:** How do they feel knowing their story is on video and can be heard? What power does that hold? What can your stories teach and give to those who have not gone through these experiences?  
**Follow-up:** Final comments? | Whole class | Continue reflecting on their immigration story and the importance to have it be known and heard. |
Session Four: Materials
Continuation of Oral Histories for Session 4

Interview Questions

Materials needed: PPT compiled from questions generated by parents in previous session.

Before class:
- Facilitator prepares a PPT with questions generated in the previous session.
  **Since it is not possible to know which questions parents will generate, the curriculum has a PPT with some of the questions that where asked in the video. It can be adjusted to each class’s ingenuity.

The questions are:

1st Interview
1. Where are you from and how did your family come to the United States?
2. Which Guatemalan traditions would you like to pass down to your children?
3. What are your thoughts on the current immigration reform?

2nd Interview
1. How did the cultural environment of your childhood affect you?
2. Why did your parents immigrate to the U.S. and what difficulties did they face?
3. What traditions did your parents bring to the U.S. From Mexico?
4. What is the American dream to you?
5. Do your parents push you to follow the American dream?
6. What is the situation in Mexico now and what is your family’s perspective on returning?

3rd Interview
1. Tell us about Honduras.
2. Which culture do you identify with?

4th Interview
1. Tell us about your parent’s journey to America.
2. How does this story affect you? Do you wish you had been born in Cuba?
3. You mentioned your parents worked a lot. Did you ever resent your parents for that?
4. What have you been able to accomplish because of their hard work?
Interview Questions

- Where are you from and how did your family come to the United States?
- Which traditions would you like to pass down to your children?
• What is the American dream to you?
• What are your thoughts on the current immigration reform?
• Why did your parents immigrate to the U.S. and what difficulties did they face?

How can some of these questions be changed to fit you as a parent?
Ideas and materials for this session were inspired by different sources.

**Many of the activity ideas were inspired by best practices and my own teacher experience.**

**Oral History video:**
Title: First Generation American: The Children of Spanish American Immigrants
Uploaded by: SPOHP111
Link: [https://www.youtube.com/watch?v=yP73270aHLU](https://www.youtube.com/watch?v=yP73270aHLU)

**Images:** The following images were taken from images.google.com

**PPT Slides:**
[https://www.entrepreneur.com/article/232127](https://www.entrepreneur.com/article/232127)

**The other image was taken from Microsoft Word**

* Facilitator(s) are encouraged to replace the images provided with real time Latina/o parent participants. If Latina/o parent participants would like to share their pictures it is welcome. As well as, facilitator(s) are encouraged to take pictures of the participants throughout the sessions.
Session Five:

Cultural Barriers and *Apoyo*
**FIFTH SESSION: Cultural Barriers and Apoyo**

PROGRAM: Latina/o parents and the American school system  
INTENDED AUDIENCE: Latina/o parents of Middle School aged youth  
CLASS DURATION: 120 minutes (2 hours)  
FOCUS: Cultural Barriers and Apoyo  
Bring to class: Copy materials, Power Point Presentation, journals, basket, notecards  
To do before class: Copy materials

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<th>Objective</th>
</tr>
</thead>
</table>
| (5-7 minutes) | Journal Writing | **Instructions:** Parents write about a personal experience.  
**Activity:** Parents are asked to answer two questions. Have you visited your child’s school? If yes, what was your experience? If no, why not?  
**Follow-up:** Volunteers share their entry to class. | Individually Whole class | Activate thinking about lived experiences in regard to the topic and theme of the class.  
Reflect on their thoughts individually with no interruptions.  
Parents are empowered by being given the opportunity to provide their opinion and ideas. |
| (10-15 minutes) | Icebreaker | **Instructions:** Parents participate in a fellow parent’s icebreaker.  
**Activity:** Parents participate in the one or two of the icebreaker (depending on time) that were selected in the previous session.  
**Follow-up:** Parents share positive comments about activit(ies) and why they liked it. | Whole class | Create stronger bonds and trust between parents before delving into deeper content.  
Exposing parents to the similarities they all share helps create a safe and strong community. |
<table>
<thead>
<tr>
<th>(10-15 minutes)</th>
<th>Pre-warm up activity</th>
<th>Instructions: Parents share how they support their children. Activity: Parents in groups of 3 to 4 share the different ways they support their children through their education. Each group writes down 2 to 3 different ways their group came up with. Follow-up: Every group shares 1 or more of the ideas they came up with.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(10 minutes)</td>
<td>Introduction to <em>apoyo</em></td>
<td><strong>Facilitator</strong>: Presents a PPT of Pedro Nava’s (2012) research showing the different types of support (<em>apoyo</em>) Latina/o parents give to their children. <strong>Introduction</strong>: Parents receive a worksheet with all the categories of <em>apoyo</em> outlined. <strong>Activity</strong>: Parent are asked to think about the different types of support Nava (2012) outlines and which ones if any are culturally based. Did any of these types of <em>apoyo</em> come up in the previous activity? Are some of these types of <em>apoyo</em> imbedded in your Latina/o culture? <strong>Follow-up</strong>: Parents share with the person sitting beside them what they came up with.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group interaction Whole class Parents reflect, share and analyze the different ways They support their children, specifically through their schooling. Parents find similarities and difference between their group members. Parents learn from each other and appreciate their differences as parents.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Facilitator to parents Individually Parents begin thinking about their parenting styles through a cultural lens. Is their educational support for their children culturally embedded? Pair interaction Demonstrate the support that they give is positive and necessary.</td>
</tr>
</tbody>
</table>
| (25-30 minutes) | Reflective questions | **Instructions**: Parents answer different questions about their experience to each other in pairs.  
**Activity**: Parents divide into two groups. Chairs are arranged into an outer and inner circle. Each pair has 3 to 4 minutes to answer one question to each other. After time is up the parents sitting in the outer circle move one seat to the left and with the new partner answer a different question. (For instance, like speed dating)  
**Facilitator**: Puts the questions on the board/PPT individually for each round. | Pair work interaction | Expose parents to other people’s unique but similar experiences with the U.S. school system.  
Parents get to discuss a similar matters in different forms in order to understand different perspectives and experiences. |
| --- | --- | --- | --- | --- |
| (15 minutes) | Reflection on paper | **Instructions**: Parents reflect on their forms of *apoyo* and which they would like to change/implement/better.  
**Activity**: Parents are asked to take 15 silent minutes to reflect on the different forms of *apoyo* presented, which form would they like to change, implement or better. Parents can choose to draw, doodle, write a letter to themselves, write a poem, etc. The requirement is to take pen to paper and create something anything that helps them think about the *apoyo* they provide for their children.  
**Follow-up**: Volunteers share their creation. | Individually  
Whole class | Taking into consideration that the participants have different strengths and are able to express and develop their thoughts differently than others.  
Taking time to explore their creativity and imagination to help demonstrate their strengths and capabilities. |
| (15 minutes) | Real examples of *Apoyo* | **Instructions**: Parents write examples of the types of *apoyo* they give their children and how it manifests in their lives.  
**Activity**: Parents are given 5 notecards. They are asked to write an example of how they have supported or want to support their children in their education. Parents are asked to not write their name, but only write their idea.  
**Facilitator**: Collects all notecards and reads them out loud to the class. Facilitator decides which to discuss further and prompt discussion. | Individually  
Whole class | Continue reflecting on their style of *apoyo* and write specific examples. This helps them analyze what works and what needs improvement.  
The notecards are read anonymously in class to provide suggestions to all parents. |
<table>
<thead>
<tr>
<th>Time (10 minutes)</th>
<th>Activity</th>
<th>Whole class</th>
<th>Apoyo session is culturally embedded with Latina/o perspective. This prompt begins open discussion for the culturally embedded American school system they need to navigate. Begin thinking about the differences in their culture compared to the school’s customs/cultures and expectations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closing and Transition</td>
<td><strong>Instructions:</strong> Parents are asked to leave with a thought on American school teachers and what the parents believe is their perspective and expectations. <strong>Activity:</strong> Parents are asked to reflect on what teachers expectation are for the parents of their students. Why they think that or not? Parents are encouraged to talk to their middle school child about their teachers and how their classroom dynamic works. <strong>Follow-up:</strong> Bring notes or thoughts on what they discussed with their children or thought about in regard to school’s teachers and administration. Two other parents are asked to choose from the basket to select 2 other icebreaker activities for the upcoming class.</td>
<td><strong>Whole class</strong></td>
<td><strong>Apoyo session is culturally embedded with Latina/o perspective. This prompt begins open discussion for the culturally embedded American school system they need to navigate. Begin thinking about the differences in their culture compared to the school’s customs/cultures and expectations.</strong></td>
</tr>
</tbody>
</table>
Session Five: Materials
Pedro Nava’s Latina/o Parent *Apoyo*

**Economic *Apoyo***
- Strong knowledge of the need to support children economically through their school, because they were not able to follow through their education for lack of financial stability.

- Financially providing for their children’s furthering education after high school.

**Apoyo as Sacrifice**
- Latina/o parents sacrifice *a lot* for their children to develop and have better opportunities in education that did not exist for them in their home country.

- Making sure their children are able to further develop their education, no matter what the challenges.

- Work full time, sometimes two jobs to ensure financial stability.

- On the reverse, Latina/o parents sometimes sacrifice financial income, to ensure children, not of school age, are given the adequate attention needed from them.

- Latina/o parents leave their country, family and customs to provide their children better opportunities.

**Apoyo as Cultivating Agency**
- Latina/o parents motivate and encourage their children to move forward with their academics even when they face challenges.

- Provide moral and critical support so their children do not give up on their dreams.

- Exposing children to the hard work they already do.

- Making their children aware of their many privileges by being in the United States.

**Apoyo as Modeling and Mentoring**
- Latina/o parents teach their children the important of commitment and reliability through example.

- Continue their own education, through different channels. For example, adult school, English classes, and Resource/Bridging programs.
Pedro Nava’s Latina/o Parent Apoyo

Economic Apoyo

- Maintain financial stability throughout their children’s schooling.
- Provide financially for school after high school.
Apoyo as Sacrifice

- Work full time, sometimes two jobs to ensure financial stability.

- Or, Latina/o parents sacrifice financial income, to ensure younger children are given the attention needed from them.

- Latina/o parents leave their country, family and customs to provide their children with better opportunities.

Apoyo as Cultivating Agency

- Provide moral and critical support so their children do not give up on their dreams.

- Making their children aware of their many privileges living in the United States.
Apoyo as Modeling and Mentoring

- Latina/o parents teach their children the important of commitment and reliability through example.

- EX: They continue their own education, through different channels. For example, adult school, English classes, and Resource/Bridging programs.

Take a few minutes to talk about the different types of apoyo to the person sitting beside you.

Did these types of apoyo come up in your previous conversation?

Are some of these types of apoyo imbedded in your Latina/o culture?
Please stand up and arrange the chairs in 2 circles.

One circle inside the other with equal number of chairs facing each other.

Please choose a chair to sit on.
You will have 2 timed minutes each to answer the questions provided by the facilitator.

After the 4 minutes are done, those sitting in the outside circle please move one seat to the left.
1. Do you practice any of these types of *apoyo*? How?

2. Do you think some of these examples of *apoyo* are culturally embedded?
3. Please share an example of a time you practiced one of these types of *apoyo* with your child.

4. Are there other ways you demonstrate *apoyo* that was not mentioned through Pedro Nava?
5. Is there one example of *apoyo* you agree with most?

6. Is there one example of *apoyo* you do not agree with?
7. Do you believe it is important to show this type of apo apo to your children? Why?
FACILITATOR USE ONLY

Speed Dating Activity for Session 5

What do you think about Apoyo?
Materials needed: PPT slides for Session 5

Directions:

In class before activity:

- Parents arrange chairs in two circles with equal amount of chairs. One circle inside the other.
- Inside and outside circle chairs need to face each other.
- Parents choose a seat.

In class, during activity:

- Parents are given 2 timed minutes each to answer one question to each other.
- After 4 minutes have passes, the parent in the outer circle move one seat to the left.
- There are seven questions, each one is given 4 timed minutes.
- Facilitator places each question on board/PPT one by one, to not distract focus.
Ideas and materials for this session were inspired by different sources.

**Many of the activity ideas were inspired by best practices and my own teacher experience.**

*Apoyo information:*

Images: Most images were taken from images.google.com

PPT Slides:
http://www.manupmen.org/mentoring/

**The other images was taken from Microsoft Word**

* Facilitator(s) are encouraged to replace the images provided with real time Latina/o parent participants. If Latina/o parent participants would like to share their pictures it is welcome. As well as, facilitator(s) are encouraged to take pictures of the participants throughout the sessions.
Session Six:

School-Based Apoyo and Parent/Teacher Conferences
SIXTH SESSION: School-Based *Apoyo* and Parent/Teacher Conferences

PROGRAM: Latina/o parents and the American school system

INTENDED AUDIENCE: Latina/o parents of Middle School aged youth

CLASS DURATION: 120 minutes (2 hours)

FOCUS: School Based *Apoyo* and Parent/Teacher Conferences

Bring to class: Copy materials, Power Point Presentation, journals, basket, butcher paper

To do before class: Copy materials

<table>
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<tr>
<th>Time</th>
<th>Stage</th>
<th>Procedures</th>
<th>Interaction</th>
<th>Objective</th>
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</thead>
<tbody>
<tr>
<td>(5-7 minutes)</td>
<td>Journal Writing</td>
<td><strong>Instructions</strong>: Parents write about a personal experience. <strong>Activity</strong>: Parents write about what they expect from their middle school child’s teachers. <strong>Follow-up</strong>: Volunteers share their entry to class.</td>
<td>Individually</td>
<td>Activate thinking about lived experiences in regard to the topic and theme of the class.</td>
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<td></td>
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<td></td>
<td>Whole class</td>
<td>Reflect on their thoughts individually with no interruptions.</td>
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<td>Parents are empowered by being given the opportunity to provide their opinion and ideas.</td>
</tr>
<tr>
<td>(10-15 minutes)</td>
<td>Icebreaker</td>
<td><strong>Instructions</strong>: Parents participate in a fellow parent’s icebreaker. <strong>Activity</strong>: Parents participate in the one or two of the icebreaker (depending on time) that were selected in the previous session. <strong>Follow-up</strong>: Parents share positive comments about activit(ies) and why they liked it.</td>
<td>Whole class</td>
<td>Create stronger bonds and trust between parents before delving into deeper content. Exposing parents to the similarities they all share helps create a safe and strong community.</td>
</tr>
<tr>
<td>(10-15 minutes)</td>
<td>Pre-warm up activity</td>
<td><strong>Instructions</strong>: Parents share what they believe teacher’s expectations are of them as parents. <strong>Activity</strong>: Parents get in groups of 3 to 4 to share what they think or have experienced in regard to what teachers want from them as parents and how they want them to assist their children. Each group writes down 4 to 5 examples on</td>
<td>Small group interaction</td>
<td>Parents place themselves in teacher’s perspective and analyze the teacher’s role.</td>
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<td></td>
<td></td>
<td></td>
<td>Whole class</td>
<td>Brings forward what expectations are placed for</td>
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</table>
**butcher paper.**

**Follow-up:** Every group shares their examples to the class.

| (7-10 minutes) | Video and reflection | **Introduction:** Parents take note on how school administration and teachers have helped the children of parents in the video. (Video link: https://www.youtube.com/watch?v=_0mxjS4ib98/ Title: *Latino Parents United in Action*/ Uploaded by: *James Fogarty*)

**Activity:** Parents are asked to write down from the video all the ways the school has helped their children. Do the parents in the video say how school administration helped their children?

**Follow-up:** In pairs parents discuss their reactions and answers to the video. |

| parents that have been requested to them previously and can now be clarified. |

| (10-15 minutes) | Delving into School Based *Apoyo* | **Instructions:** Parents listen and reflect on the different ways to practise school-based *apoyo*.

**Facilitator:** Presents in a PPT Nava’s (2012) definition of school-based *apoyo* and the different ways research has shown parents can be supportive and involved in their children’s educational development.

**Follow-up:** Parents express their thoughts and reaction to the research presented. |

| Parents get a glimpse into another program similar to the one they are participating in. Through viewing the other programs positive results parents can see how they are able to involve school administration and themselves to better support their child’s educational development. |

| Individually Pair interaction |

| Facilitator to parents Whole class |

| Parents are given a specific list of examples research says they can support their children through a school-based approach. Parents are given the opportunity to provide their opinion and reactions to these suggestions. |
| (10-15 minutes) | Reflecting on School Based Apoyo | Instructions: Parents reflect on the school-based support they give to their children.  
Activity: The classroom space has one butcher paper sheet on each wall titled: Do, Don’t, Would like to do, and Would not do. Parents are asked to write on the butcher paper where they believe the different forms of school-based *apoyo* belong based on their experience or what they would do in the future.  
Follow-up: Facilitators and parents go around each category around the classroom and read the results and discuss why a specific form of support is under 1 of the 4 categories. Volunteers explain their reasoning in writing in a specific category. | Individually Whole class | Parents categorize school-based support into different context based on their perspective and cultural lens. This activity is done with the hope that each parent places the suggested forms of support into different categories for analysis of differences and allowing for further discussion. |
| (10 minutes) | TESOL: Intro to Parent/Teacher conferences | Instructions: Parents are asked to watch 3 mock videos of parent/teacher conferences and discuss as a class (Title: Parent Teacher Conference 1/2/3,  
Link: [https://www.youtube.com/watch?v=IqYpq7n9vl](https://www.youtube.com/watch?v=IqYpq7n9vl)  
Link: [https://www.youtube.com/watch?v=OpWj8-FMkPY](https://www.youtube.com/watch?v=OpWj8-FMkPY)  
Link: [https://www.youtube.com/watch?v=iOQ58NZ0HfQ](https://www.youtube.com/watch?v=iOQ58NZ0HfQ)  
Uploaded by: Sepster 147)  
Activity: The first video is shown and parents are asked what stood out to them, what did they notice, words, questions? This pattern is repeated with each video. Facilitator writes their observations on the board.  
Follow-up: Parents get in groups of 3 and discuss if there was anything modeled in the videos that they would have wanted to implement in a conference. Did they notice something in the videos that they would not like to implement, why or why not? | Facilitator to Parent Whole class Parent to Parent | Present real interactions and speech between teacher and parent to enhance listening comprehension. At this level only expected to discuss and reflect on the aspects that stood out to them personally, because of prior exposure to those words, conversations and topics. Reflection of their own conferences compared to the video. |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Instructions</th>
<th>Follow-up</th>
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<tbody>
<tr>
<td>15 min</td>
<td>TESOL: Re-watch video with an analytical lens</td>
<td>Parents are asked to watch and listen to the videos again with an additional step.</td>
<td>Facilitator goes over the checks and sees if most people heard the key points from the sheet.</td>
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<td><strong>Activity</strong>: Parents re-watch the video, but now are given a sheet with key words and questions from the video. Parents are asked to check off each time they hear one of the words or questions. <strong>Follow-up</strong>: Facilitator goes over the checks and sees if most people heard the key points from the sheet. She gives the class another hand-out with 5 comprehension questions. She asks students to review, if they believe they need to watch videos again time can be made for them to go over the questions with the videos.</td>
<td></td>
<td>Teacher checks for comprehension and to see how well they can follow the videos and the language.</td>
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<tr>
<td></td>
<td><strong>Instructions</strong>: Parents are asked to watch and listen to the videos again with an additional step.</td>
<td><strong>Activity</strong>: Parents re-watch the video, but now are given a sheet with key words and questions from the video. Parents are asked to check off each time they hear one of the words or questions. <strong>Follow-up</strong>: Facilitator goes over the checks and sees if most people heard the key points from the sheet. She gives the class another hand-out with 5 comprehension questions. She asks students to review, if they believe they need to watch videos again time can be made for them to go over the questions with the videos.</td>
<td><strong>Follow-up</strong>: Facilitator goes over the checks and sees if most people heard the key points from the sheet. She gives the class another hand-out with 5 comprehension questions. She asks students to review, if they believe they need to watch videos again time can be made for them to go over the questions with the videos.</td>
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<td></td>
<td><strong>Instructions</strong>: With parents’ smartphones, in pairs parents watch the videos on their own and discuss and write down answers to different questions. <strong>Activity</strong>: Parents are provided the link for the videos. They watch the videos as many times necessary to answer the following questions: “What solutions were presented in the video?” “What vocabulary words from the check-list and that you heard on the video seem important and want to know the definition for?” “What types of greetings and closure were offered in the video?” “What kind of body language did you notice?” Parent pairs write down their information and thoughts as best as they can. <strong>Follow-up</strong>: Class discussion about their answers. How do your thoughts differ now about your own past conferences after watching the videos?</td>
<td>Facilitator to Parent Parent to Parent Whole class</td>
<td>Teachers checks for comprehension and to see how well they can follow the videos and the language.</td>
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<td></td>
<td><strong>To identify the pragmatics, vocabulary and cultural structure of a conference. To be able to implement those pragmatics and vocabulary in real life interactions.</strong></td>
<td>Facilitator to Parent Parent to Parent Whole class</td>
<td>To identify the pragmatics, vocabulary and cultural structure of a conference. To be able to implement those pragmatics and vocabulary in real life interactions.</td>
</tr>
<tr>
<td>7 min</td>
<td>Closing &amp; Transition</td>
<td><strong>Activity</strong>: Teacher goes over any questions of vocabulary and lessons thus far, any confusion. Clarifying any questions. Further analysis will continue at next session. <strong>Follow-up</strong>: Parents are encouraged to continue brainstorming why it is important to have effective communication with</td>
<td>Facilitator to parents Whole class</td>
</tr>
</tbody>
</table>
Two other parents are asked to choose from the basket to select 2 other icebreaker activities for the upcoming class.
Session Six: Materials
Pedro Nava’s School Based Apoyo

School-based apoyo is based on specific support provided by parents that establish a presence in their child’s school. Usually this type of apoyo is implemented at the request/recommendation of school teachers and administration.

- Attending parent/teacher conferences
- Going to open house events
- Helping and monitoring children’s homework
- Making sure child go to school everyday and arrive on time
- Participate in PTA meetings
- Participate in other school-based events

Other professional recommendations of school-based apoyo:

- Be involved in school making decision meetings and events.
- Communicate frequently with teachers and administration
- Expressing the value in learning
- Set high academic expectations
- Help with homework
- Talk to children about college/university as an attainable goal.
- Remain active with children’s personal and social issues in school and outside of school
Pedro Nava’s School Based Apoyo

School-based *apoyo* is based on specific support provided by parents that establish a presence in their child’s school. Usually this type of *apoyo* is implemented at the request/recommendation of school teachers and administration.
• Attending parent/teacher conferences
• Going to open house events
• Helping and monitoring children’s homework

• Making sure your child goes to school everyday and arrives on time
• Participate in PTA meetings
• Participate in other school-based events
Other professionals say:

- Be involved in school’s making decision meetings and events.
- Communicating frequently with teachers and administration
- Expressing the value in learning
- Setting high academic expectations
- Helping with homework
- Talk to children about college/university as an attainable goal
- Remain active with children’s personal and social issues in school and outside of school
Reactions? Thoughts?

What do you think about these other examples of *apoyo*?

Do you practice any of these at home?
Video: Check List

Please check the box if you hear the following words or questions in the videos.

<table>
<thead>
<tr>
<th>Category</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress [ ]</td>
<td>How is his behavior in class? [ ]</td>
</tr>
<tr>
<td>Improve [ ]</td>
<td>What can I do to help? [ ]</td>
</tr>
<tr>
<td>Science [ ]</td>
<td>Do you have any questions for me? [ ]</td>
</tr>
<tr>
<td>Subjects [ ]</td>
<td>Does she listen to you in class? [ ]</td>
</tr>
<tr>
<td>Interested [ ]</td>
<td>Does Diego have friends in school? [ ]</td>
</tr>
<tr>
<td>Pronounce [ ]</td>
<td></td>
</tr>
<tr>
<td>Practice [ ]</td>
<td></td>
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<tr>
<td>Shy [ ]</td>
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</tbody>
</table>
Video: Comprehension Question

1. What was the teacher’s name?
   A. Ms. H.
   B. Ms. Harriet
   C. Mrs. Haley
   D. Mr. Johnson

2. What does Diego need to improve on?
   A. English
   B. Math
   C. Science
   D. Reading

3. What does the teacher tell James’ dad he can do to help his son do better in school?
   A. Sing a song
   B. Read at night
   C. Count numbers
   D. Check his homework

4. Why does James sometimes sleep in class?
   A. He is hungry.
   B. He doesn’t like school.
   C. He goes to bed late.
   D. He runs a lot.

5. The teacher says Becky is very interested in...
   A. Math
   B. Animals
   C. Reading
   D. House
Ideas and materials for this session were inspired by different sources.

**Many of the activity ideas were inspired by best practices and my own teacher experience.**

**Parent Bridging Program Video:**
Title: Latino Parents United in Action
Uploaded by: James Fogarty
Link: [https://www.youtube.com/watch?v=0mxjS4ib98](https://www.youtube.com/watch?v=0mxjS4ib98)

**School Based Apoyo:**

**Other professional’s suggestions on school-based support:**

**Parent/Teacher Mock Conferences videos:**
Title: Parent Teacher Conference 1
Uploaded by: Sepster 147
Link: [https://www.youtube.com/watch?v=lqYpgy7n9vI](https://www.youtube.com/watch?v=lqYpgy7n9vI)
Title: Parent Teacher Conference 2
Uploaded by: Sepster 147
Link: [https://www.youtube.com/watch?v=OpWj8-FMkPY](https://www.youtube.com/watch?v=OpWj8-FMkPY)
Title: Parent Teacher Conference 3
Uploaded by: Sepster 147
Link: [https://www.youtube.com/watch?v=jOQ58NZOIfQ](https://www.youtube.com/watch?v=jOQ58NZOIfQ)

**Images**: All images were taken from images.google.com

**PPT Slide:**
[http://www.westhoustonsubaru.com/college-grad-program.htm](http://www.westhoustonsubaru.com/college-grad-program.htm)
[http://educationnext.org/not-your-mothers-pta/](http://educationnext.org/not-your-mothers-pta/)

* Facilitator(s) are encouraged to replace the images provided with real time Latina/o parent participants. If Latina/o parent participants would like to share their pictures it is welcome. As well as, facilitator(s) are encouraged to take pictures of the participants throughout the sessions.
Session Seven:

Continuation of Parent/Teacher Conferences and Finding other resources
SEVENTH SESSION: Continuation of Parent/Teacher Conferences and Finding other resources

PROGRAM: Latina/o parents and the American school system
INTENDED AUDIENCE: Latina/o parents of Middle School aged youth
CLASS DURATION: 120 minutes (2 hours)
FOCUS: Continuation of Parent/Teacher Conferences and Finding other resources
Bring to class: Copy materials, Power Point Presentation, journals, basket
To do before class: Copy materials

<table>
<thead>
<tr>
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<th>Objective</th>
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</thead>
</table>
| (5 minutes) | Journal Writing     | **Instructions**: Parents write about a personal experience.  
**Activity**: Parents are asked to write about a parent/teacher conference they have had in the past.  
**Follow-up**: Volunteers share their entry to class. | Individually  | Activate thinking about lived experiences in regard to the topic and theme of the class. |
| (10 minutes) | Icebreaker          | **Instructions**: Parents participate in a fellow parent’s icebreaker.  
**Activity**: Parents participate in the one or two of the icebreaker (depending on time) that were selected in the previous session.  
**Follow-up**: Parents share positive comments about activit(ies) and why they liked it. | Whole class   | Reflect on their thoughts individually with no interruptions. Parents are empowered by being given the opportunity to provide their opinion and ideas. |
| (4 minutes) | TESOL:               | **Instructions**: Parents discuss and share thoughts on their past experiences with parent/teacher conferences.  
**Activity**: In pairs they are asked to think about what they would ask and say to their child’s teacher in a conference.  
**Follow-up**: As a class, 2 to 3 parents volunteer a question | Pair work interaction  | Create stronger bonds and trust between parents before delving into deeper content. Exposing parents to the similarities they all share helps create a safe and strong community. |
|          | Intro to Parent/Teacher |                                                | Whole class   | Parents combine all their acquired knowledge and use it to successfully have an effective and productive |
conferences

Facilitator: Writes the questions on the board.
(Questions presented are potentially rephrase to reflect “can” modal. For example, “What can I do at home to help my child with homework?”)

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<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
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</table>
| 10 minutes | TESOL: Short Grammar lesson | **Instructions:** Through a PPT parents are introduced to the Modal “can,” as it can be useful for parents in a Parent/Teacher conference. Example: “How can I help my child with reading?” Potential response: “You can read with them every day and you can summarize the stories together.”

**Activity:** Parents are introduced to the modal “can.” Statement and question forms are presented that reflect the same vocabulary and language heard on the video.
“How can I help?”
“How can we help with homework?” etc.
Then in pairs they have to complete their own sentences and questions.
“How can I____?” “How can we____?” “You can____”, “I can____”, “We can____.”

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<th>Time</th>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>3 minutes</td>
<td>TESOL: Quick comprehension check</td>
<td><strong>Activity:</strong> Facilitator takes the time to check for comprehension of the content and the lesson up to this point. Facilitator prompts different questions about what was just learned.</td>
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</table>
| 7 minutes | TESOL: Pre-Speaking activity | **Instructions:** Parents are asked to come up with questions they would ask their child’s teacher in a parent/teacher conferences, using the “can” modal.

**Activity:** In the same pairs parents write out a list of 5 questions they would like to ask their child’s teacher at a conference. Parents can use some of the questions previously

parent/teacher conference.
Parents reflect on their prior conferences and discern if they should now make improvements or changes to their prior approach.

For parents to learn the correct usage of the modal “can.” To be able to recognize it and implement it in their own speech.
Comprise grammatically correct sentences when in a formal settings: potentially a parent/teacher conference.
Prepare parents for dialogue with a teacher.

If all parents have not fully comprehended the lesson to this point, the facilitator takes back one step to go over it again.

To implement the grammatical structure in a real communicative life scenario.
Parents reflect on their prior conferences and discern if they

Session 7
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<tr>
<th>Time</th>
<th>Activity</th>
<th>Instructions</th>
<th>Follow-up</th>
<th>Group interaction</th>
<th>Notes</th>
</tr>
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</table>
| (10 minutes) | **Critical lens activity** | **Instructions:** Parents review the parent/teacher conference videos, but again check for the sociocultural aspects of the video.  
**Activity:** In the same pairs parents go over, the non-verbal communication: distance between the parents, their body language, posture, facial expressions, also the types of greetings used, who closes the conversation, what language is used when saying goodbye. Also, “What solutions are offered?” Write them down.  
**Follow-up:** Facilitator and parents go over the different sociocultural components that were shown in the videos. | | Parent to Parent  
Whole class | Increase observant skill, looking at simple interactions with a critical lens. What are the norms?  
Review and go deeper into the sociocultural components, in preparation for parents’ role play projects. |
| (15-17 minutes) | **Speaking Activity** | **Instructions:** Facilitator instructs parents to work in their same pairs and come up with a short 2-3 minute parent/teacher conference. Parents need to have 5 components in their conference skit: 1. Greeting, 2. progress/Improvement statements, 3. a questions from the parent or teacher, 4. a solution from the parent or teacher, and 5. a closing.  
**Activity:** Parents look through their notes to help them comprise their questions and answers. One parent takes on the role of the teacher and takes care of that aspect and the other parent takes the role of the parent. Each parent is responsible for one role, but together parents come up with a naturally flowing communicative exchange. Facilitator prompts a couple questions for them to consider while writing out their dialogue. “What questions would you ask a teacher about your child?” and “As a teacher, what advice | | Parent to Parent  
Pair work interaction  
Group work interaction | Parents use all their knowledge and previous session to write out a teacher/parent conference and be able to speak it.  
If parents can take on the role of the teacher and a parent, they will be more prepared with the language and comprehension of what a conference is.  
Most importantly, parents will have the confidence to speak their mind, take full advantage of the conference and build credibility with their children’s |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Facilitator</th>
<th>Follow-up</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>(15 minutes)</td>
<td>TESOL: Speaking Activity [Activity: Parents present their mock parent/teacher conference to the class.][Follow-up: Facilitator re-caps on the presentations, what things did the class notice? What sociocultural components were present? What solutions were presented? Etc.]</td>
<td>Provides PPT that gives examples of all 5 components needed in the parent/teacher conference skit for assistance.</td>
<td>Facilitator asks parents if they have questions or need help with any additional information</td>
<td>Parents practice their role playing dialogue with each other 1 to 2 times. Facilitator goes around to help. Two pairs of parents get together. Each pair role plays their dialogue to the other group and give each other feedback. “Does it contain all 5 components”</td>
</tr>
<tr>
<td>(5-10 minutes)</td>
<td>Pre-warm up discussion [Facilitator: Discusses parent/teacher conferences and the importance, but also that there are other forms/ways parents can reach out to gain information, clarification or help in regard to their children’s education.][Instructions: Parents share examples of reaching out beyond a parent/teacher conference.][Activity: Parents share in class different ideas/suggestions. They are asked to share whether they have implemented any of these ideas throughout their child’s schooling.]</td>
<td>Provides PPT that gives examples of all 5 components needed in the parent/teacher conference skit for assistance.</td>
<td>Facilitator asks parents if they have questions or need help with any additional information</td>
<td>Whole class</td>
</tr>
<tr>
<td>(5-7)</td>
<td>Reflection [Instructions: Parents discuss the important to keep]</td>
<td>Facilitator to Parents</td>
<td>Facilitator to Parents</td>
<td>Parents participate in comprising a list on different ways to find further support for their children. In hopes that this list will help them in the future, if they ever need additional support. Parents understand and know they are not alone and have a community of help.</td>
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<td>Minutes</td>
<td>Questions</td>
<td>Whole class</td>
<td>Other resources</td>
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<td>194</td>
<td>communication with teachers. Activity: Parents are asked: “Why is it important to keep communication with teachers? Or is it not important? Why? Whole class importance of keeping in contact with their children’s teachers. It is continually emphasized. Parents potentially, begin to change perspective.</td>
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<td>130</td>
<td>Parents learn from each other and collaborate ideas. Gaining other people’s perspective and reasoning helps solidify one’s confusion, doubt or weariness. Parents learn from each other and collaborate ideas. Gaining other people’s perspective and reasoning helps solidify one’s confusion, doubt or weariness.</td>
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<tr>
<td>(15 minutes)</td>
<td>Facilitator: Provides parents a handout of a list with all the steps that can be taken before or after requesting a parent/teacher conference. <strong>Instructions:</strong> Parents discuss which of the different ways to reach out provided by the facilitator, they have implemented. <strong>Activity:</strong> Parents separate in groups of 3 to 4 and discuss the different ways which they have implemented these suggestions and how? If they have not used any, they can share which ones they would like to use and why. Also, parents should discuss if they know the procedure in finding and utilizing these resources. Which ones would they like to learn about in detail? <strong>Follow-up:</strong> If some of the parents in class have already implemented some of the suggestions provided, they are asked to share the process they took and their experience.</td>
<td>Facilitator to Parents Small Group interaction Whole class Creating a stronger community within parents, in order to have a support system once program sessions are over. Developing a critical lens in regard to all matters discussed in regard to the American school system.</td>
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<tr>
<td>130</td>
<td>Two other parents are asked to choose from the basket to select 2 other icebreaker activities for the upcoming class.</td>
<td>Facilitator to Parents</td>
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<tr>
<td>(5-7 minutes)</td>
<td>Instructions: Parents are asked to brainstorm how to find different resources that can help encourage their child’s education. Parents are encouraged to talk to their child in regard to this matter and gain suggestions/ideas/information from them. <strong>Follow-up:</strong> Bring notes, ideas brainstormed to the follow class session. Even after session is over parents are encouraged to have a critical/analytical lens when at home with their child. Parents are encouraged to talk with their child about their schooling to gain information for the next session, but most importantly, to gain confidence and comfortability talking with their children about their schooling and how its impact on their learning.</td>
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<tr>
<td>Closing &amp; Transition</td>
<td>Two other parents are asked to choose from the basket to select 2 other icebreaker activities for the upcoming class.</td>
<td>Facilitator to Parents</td>
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<td>developing. Parents begin to show more developed and gained directed interest in their child’s school.</td>
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Session Seven: Materials
Modal “can”

Example: Questions – How can I help my child with reading?
Answer – You can read with them everyday and you can summarize the stories together.

Video Questions using modal “can.”

Conference 1: What can I do to help?
Conference 2: How can I help with his homework?
Conference 3: What can I do to help with her reading?

Video Phrases using modal “can.”

Conference 1:
He can understand English well.
He can understand many words.
You can practice with him and get him to do his homework.

Conference 2:
You can check his homework every night.
I can make sure he gets to bed early.

Conference 3:
You can read together every night.
I can try.
You can talk to her and you can tell her it is important to listen to the teacher.
Modal “can”

Example:

Questions – How *can* I help my child with reading?

Answer – You *can* read with them everyday and you *can* summarize the stories together.
Video Questions using modal “can.”

Conference 1: What can I do to help?
Conference 2: How can I help with his homework?
Conference 3: What can I do to help with her reading?

Video Phrases using modal “can.”

Conference 1:
He can understand English well.
He can understand many words.
You can practice with him and get him to do his homework.
Conference 2:
You *can* check his homework every night.

I *can* make sure he gets to bed early.

Conference 3:
You *can* read together every night.

I *can* try.

You *can* talk to her and you *can* tell her it is important to listen to the teacher.
Practicing Using Modal “can”

**Exercise A.**

Unscramble the sentences.

1. read / with / everyday. / You / him / can

2. write / She / well. / can / very

3. her / math? / What / we / can / help / to / with / do

**Exercise B.**

Complete the question and answer sentences.

**Q:** How can I ________________?
**A:** You can ________________.

**Q:** What can we do ________________?
**A:** You can ________________.

**Q:** ________________
**A:** ________________
Parent/Teacher Conference Skit

5 Requirements

1. Greetings
2. Progress/Improvement statements
3. A question from the parent or teacher
4. A solution
5. Closure
Greetings

Examples:

“Hi”
“Hello”
“Good morning/afternoon/evening”

“How are you?” “I’m fine, thank you.”

Progress/Improvement Statement

Examples:
“She is doing very well in math.”

“He needs to improve in reading.”

“She is very kind to other students.”

“She needs help with reading.”
Question(s)

Examples:
“How can I help with her/his reading?”

“How is his/her behavior in class?”

“What can I do make sure she/he does homework?”

Solution(s)

Examples:
“You can read with him/her every night.”

“You can call me every Friday to check on his/her progress.”
Closure

Examples:

“Thank you for your help.”

“Have a good day.”

“I will be in contact with you.”
Role Playing Parent/Teacher Conference for Session 7

Parent/Teacher Conference Skit
Materials needed: PPT providing instructions for Skit

Directions:

In class, during activity:

- Parents are assigned a partner
- One parent is assigned the role of teacher and the other parent the role of parent
- Each skit will be between 2 to 3 minutes long
- Each skit needs to have: 1) greeting, 2) progress/improvement statement, 3) a question from both the parent and the teacher, 4) a solution and 5) a closing
- Parents will have 7 to 10 minutes to put together their skit.
- Once completed 2 pairs of parents practice their skit with each other, and check to make sure all 5 components are included.
- Finally, their skit is presented to the whole class.

After activity discussion:

- What did you notice from all the skits?
- What sociocultural components were present?
- What problems/solutions were presented?
- What is the importance of parent teacher conferences?
Suggested Steps to gain more information on child’s progress that can be taken before & after scheduling a Parent/Teacher Conference

Before a Parent/Teacher conference:

- Talk to your child
- Email or call your child’s teacher
- Call administration office to get your child’s records. For example: grades, attendance, etc.
- _________________________________
- _________________________________

After a Parent/Teacher conference:

- Talk to your child
- Meeting with the principal of your child’s school
- Meeting with a guidance counselor
- _________________________________
- _________________________________
Ideas and materials for this session were inspired by different sources.

**Many of the activity ideas were inspired by best practices and my own teacher experience.**

**Parent/Teacher Mock Conferences videos:**
Title: Parent Teacher Conference 1
Uploaded by: Sepster 147
Link: [https://www.youtube.com/watch?v=lqYpgy7n9vI](https://www.youtube.com/watch?v=lqYpgy7n9vI)

Title: Parent Teacher Conference 2
Uploaded by: Sepster 147
Link: [https://www.youtube.com/watch?v=OpWj8-FMkPY](https://www.youtube.com/watch?v=OpWj8-FMkPY)

Title: Parent Teacher Conference 3
Uploaded by: Sepster 147
Link: [https://www.youtube.com/watch?v=jOQ58NZ0lfQ](https://www.youtube.com/watch?v=jOQ58NZ0lfQ)

**Images:** All images were taken from images.google.com

**PPT Slides:**

* Facilitator(s) are encouraged to replace the images provided with real time Latina/o parent participants. If Latina/o parent participants would like to share their pictures it is welcome. As well as, facilitator(s) are encouraged to take pictures of the participants throughout the sessions.
Session Eight:

Finding other resources online/Learning to navigate a search engine
EIGHTH SESSION: Finding other resources online/Learning to navigate a search engine
PROGRAM: Latina/o parents and the American school system
INTENDED AUDIENCE: Latina/o parents of Middle School aged youth
CLASS DURATION: 120 minutes (2 hours)
FOCUS: Finding other resources online/Learning to navigate a search engine
Bring to class: Copy materials, Power Point Presentation, journals, basket
To do before class: Copy materials

<table>
<thead>
<tr>
<th>Time</th>
<th>Stage</th>
<th>Procedures</th>
<th>Interaction</th>
<th>Objective</th>
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</table>
| (5 minutes) | Journal Writing | Instructions: Parents write about a personal experience.  
Activity: Parents are asked to respond to: “What are some ways you have reached out to others for help to your child’s education? For instance, a friend, family, school, etc? Why or why not?  
Follow-up: Volunteers share their entry to class. | Individually   | Activate thinking about lived experiences in regard to the topic and theme of the class.  
Whole class       | Reflect on their thoughts individually with no interruptions.  
Parents are empowered by being given the opportunity to provide their opinion and ideas. |
| (10 minutes) | Icebreaker  | Instructions: Parents participate in a fellow parent’s icebreaker.  
Activity: Parents participate in the one or two of the icebreaker (depending on time) that were selected in the previous session.  
Follow-up: Parents share positive comments about activit(ies) and why they liked it. | Whole class   | Create stronger bonds and trust between parents before delving into deeper content. Exposing parents to the similarities they all share helps create a safe and strong community. |

DEPENDENT ON HOW THIS PROGRAM/CURRICULUM IS IMPLEMENTED THE NEXT ACTIVITIES MAY VARY IN FOCUS OF CONTENT, BUT NOT IN ACTUAL LESSON.
<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Technology: TESOL:</th>
<th>Instructions</th>
<th>Facilitator</th>
<th>Activity</th>
<th>Follow-up</th>
<th>Comments</th>
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<tr>
<td>(15-20 minutes)</td>
<td>Introduction to search engine</td>
<td><strong>Parents learn to use Google.com as a search engine.</strong>  <strong>Facilitator:</strong> On a laptop or through an overheard (if a computer lab is available to continue the lesson) demonstrates steps to go in browser and search, <a href="http://www.google.com">www.google.com</a>.  <strong>Activity:</strong> Parents follow on their smartphones (or computers, if they are in a lab). They begin with searching simple things. For instance: an actor, a definition of a word, information on a specific sport, etc. Parents are asked to suggest 2 to 3 things to have everyone search.  <strong>Follow-up:</strong> Students search different topics on their own and take notes.</td>
<td>Individually or Pair interaction</td>
<td>Exposure to further use of technology for advancement of knowledge. Specifically to search the web for resources.</td>
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<tr>
<td>(10 -15 minutes)</td>
<td>Searching for resources</td>
<td><strong>Parents research school information.</strong>  <strong>Activity:</strong> Parents are asked to search for their child’s school information. Specifically find a phone number, address, and a general email address and write them down. As well as, search for their child’s school district contact phone number and email address. Parents receive a worksheet to follow with some of the following questions. Can you find your child’s teachers on the website? Can you find any contact information for their teachers? Can you find the name of the principal of your child’s school? Parents are given a worksheet to fill write the answers to the above questions.  <strong>Follow-up:</strong> Parents are asked to repeat the process and search for the school website on their smartphones, if done on a computer lab.</td>
<td>Facilitator to Parent  Individually Or Pair Interaction</td>
<td>Parents become familiar with their child’s school and district website. Learn where different components are within the website.</td>
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<td>(10-15 minutes)</td>
<td>Acquiring an email address</td>
<td><strong>Facilitator:</strong> Asks which of the parents have an email address.  <strong>Instructions:</strong> Parents open their email or set up an email account.  <strong>Activity:</strong> Parents are asked whether they use their email address, if so what they use it for. They are asked if they have ever used their email address to contact their child’s teacher or school. Of those who do have an email address, they go around and help others open an account.  <strong>Follow-up:</strong> All parents write a simple email to the facilitator.</td>
<td>Facilitator to Parent  Pair interaction  Individually</td>
<td>With an email address, parents can have quicker direct contact with their children’s teachers or any other source they may become involved with.</td>
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<td>(10-15 minutes)</td>
<td>Technology: TESOL: Writing an email</td>
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<td><strong>Facilitator:</strong> Presents a PPT on the different components needed to comprise an email. <strong>Instructions:</strong> Parents write an email introducing themselves to a teacher. <strong>Activity:</strong> Parents write an email with all the components presented to one of their child’s teacher. They introduce themselves and write who their son/daughter is. <strong>Follow-up:</strong> Parents are asked to brainstorm other things they would want to ask, write, or communicate to the teacher via email.</td>
<td>Individually Whole class</td>
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<td><strong>Technology:</strong> TESOL: <strong>Writing an email</strong></td>
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<td><strong>Technology:</strong> TESOL: <strong>Speaking Activity</strong></td>
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<td><strong>Instructions:</strong> Parents search for further resources, like programs that can support their child’s educational development. <strong>Activity:</strong> Parents are asked to think about what types of resources or support they would want to give their child. Volunteers provide suggestions. Parents are prompted: “How would you search for those resources online or who would you reach out to for help?” <strong>Follow-up:</strong> Parents are asked to continue using the search engine or school’s website to search or investigate further. <strong>Facilitator:</strong> Goes around and assists individually, due to every parent having different interests.</td>
<td>Individually or Pair work interaction Whole class</td>
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<td><strong>Technology:</strong> TESOL: <strong>Closing &amp; Transition</strong></td>
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<td><strong>Instructions:</strong> Parents are asked to brainstorm ideas on what other topics they would have liked to focus on in the sessions. What they believe was most effective, informative, and most confusing, least effective and needs improvement. Parent are given a form to fill out and bring to the next session. <strong>Activity:</strong> As the follow session is the final session, parents are asked to bring in a traditional food dish in their home, one their middle school child particularly enjoys. <strong>Follow-up:</strong> The next class session, parents will be asked the reason behind choosing that dish and what it means to them culturally and in their family home. Two other parents are asked to choose from the basket to select 2 other icebreaker activities for the upcoming class.</td>
<td>Facilitator to Parents</td>
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<td><strong>Facilitator to Parents</strong></td>
<td>Prepare parents for the end of the program and bring them together with one final bonding experience that is sharing food they are most fond of. Continuing a bond with parents beyond the program is important in order to have a support system and to build on community agency together.</td>
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Session Eight:
Materials
Searching the Web

Your child’s school’s website:

1. What is your child’s school’s name?

____________________________________________________________________________

2. Please find a contact phone number for your child’s school.

____________________________________________________________________________

3. Please find an email address for your child’s school.

____________________________________________________________________________

4. Please find your child’s teachers’ names.

____________________________________________________________________________

5. Please find what subjects they teach.

____________________________________________________________________________

6. Can you find contact information for your child’s teachers?

____________________________________________________________________________

Your child’s school district’s website:

1. Please find a contact phone number for the school district.

____________________________________________________________________________

2. Please find an email address for the school district.

____________________________________________________________________________

3. Can you find a link to get to your child’s school website?

____________________________________________________________________________

4. Can you find the name of the principal of your child’s school?

____________________________________________________________________________
How to write an Email

In regard to Eliot Mendoza

Office@middle_school.edu

In regard to Eliot Mendoza

Hello,

I am Maria Mendoza, the mother of Eliot Mendoza. I want to know where I can find my son's grades. Can you help me?

Thank you,
Maria Mendoza
405-354-3912
Components of an email

- Recipient’s email address
- Subject line

Writing the email
- Greeting
- Introduction
- Reason for email
- Closure
- Your name
- Contact information (phone number)
- I want to know where I can find my son’s grades.
- In regard to Eliot Mendoza
- 405-354-3912
- I am Maria Mendoza.
- Thank you,
- Office@middleschool.edu
- Hello,
- Maria Mendoza
What would you like to ask a teacher?

Please write down 2 to 3 questions you would like to ask your child’s teacher.
Bridging Program Feedback

Please fill out the form as best you can and as honestly as possible. Your comments will help us improve the program and make adjustments you have suggested.

1) What other topics would you have liked to discuss or learn about during the 9-week sessions?
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

2) What part, activity, or session was most helpful to you?
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

3) What part, activity or session provided you with the most information?
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
4) What part, activity or session was most confusing for you and that you would have liked more clarification on?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5) What part, activity or session was the least helpful to you?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6) What part, activity or session needs improvement and how?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

THANK YOU FOR YOUR PARTICIPATION AND SUGGESTIONS.
Ideas and materials for this session were inspired by different sources.

**Many of the activity ideas were inspired by best practices and my own teacher experience.**

Images: All images were taken from images.google.com

PPT Slides:
http://soulmedia.eu/services/email-marketing-albania/

* Facilitator(s) are encouraged to replace the images provided with real time Latina/o parent participants. If Latina/o parent participants would like to share their pictures it is welcome. As well as, facilitator(s) are encouraged to take pictures of the participants throughout the sessions.
Session Nine:

Final/Closing Session
**NINTH SESSION: Final/Closing session**

PROGRAM: Latina/o parents and the American school system  
INTENDED AUDIENCE: Latina/o parents of Middle School aged youth  
CLASS DURATION: 120 minutes (2 hours)  
FOCUS: Final/Closing session  
Bring to class: Copy materials, journals, assessment forms, certificates of completion  
To do before class: Copy materials

<table>
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<tr>
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<th>Interaction</th>
<th>Objective</th>
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</table>
| (5 minutes)  | Journal Writing| **Instructions:** Parents write about a personal experience.  
**Activity:** Parents are asked to write about what other topics they would have liked to focus on in the sessions. What they believe was most effective, informative, and most confusing, least effective and needs improvement.  
**Follow-up:** Volunteers share their entry to class. | Individually Whole class | Activate thinking about lived experiences in regard to the topic and theme of the class.  
Reflect on their thoughts individually with no interruptions.  
Parents are empowered by being given the opportunity to provide their opinion and ideas. |
| (10-15 minutes) | Icebreaker   | **Instructions:** Parents participate in a fellow parent’s icebreaker.  
**Activity:** Parents participate in the one or two of the icebreaker (depending on time) that were selected in the previous session.  
**Follow-up:** Parents share positive comments about activities and why they liked it. | Whole class | Create stronger bonds and trust between parents before delving into deeper content. Exposing parents to the similarities they all share helps create a safe and strong community. |
| (15-20 minutes) | Post-program Assessment form | **Instructions:** Parents once again fill out the assessment form  
**Activity:** Parents once again are asked to fill out the assessment form they took at the beginning of the program. Have their views/opinions/ideas/perspectives changed? | Individually | Demonstrate to parents the information they have acquired and the change in perspective that has taken place. |
### Follow-up: Parents reactions after filling out form one more time. Did they feel more confident about their answers? Were there questions that still caused them confusion?

A more critical and analytical lens has been developed.

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<th>Time</th>
<th>Event</th>
<th>Instructions</th>
<th>Facilitator to Parent</th>
<th>Whole class</th>
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| (20-25 minutes) | Diploma ceremony     | **Instructions:** Parents receive a certificate of completion for program.  
Facilitator: Thanks parents for their hard work, encouragement and commitment to the program. Reinforces that they are strong and capable parents and can help their children be successful in school. Reminds parents that the friendships and bonds made in the classroom are useful and can be a great support system beyond the program, especially when it comes to helping each other with their children’s educational needs.  
Activity: Each parent receives a certificate of completion for the 9-week program.  
Follow-up: Parents are asked to write down with or without their name any final thoughts, suggestions, comments or questions for the following 9-week sessions. | Provide parents with a certificate of completion. Recognizing the hard work they have placed in participating in the program and build further confidence that they are able to continue growing beyond the program.  
Parents become the developers of the program, their suggestions and ideas are taken very seriously and taken highly into consideration. |          |
| (Rest of class session) | Sharing a meal       | **Instructions:** Parents share their meal with class.  
Activity: Parents are asked to informally explain what dish they chose to bring to class, why and what its significance is.  
Follow-up: Enjoy the treats everyone has brought in to share with the class. | Whole class | Final bonding experience, sharing their most cherished dish and explaining why it is so important to their fellow parents. |
Session Nine: Materials
This certificate is presented to

__________________________________________

for successfully completing the

9-week Latina/o Parent Bridging Program

_____________________________     _______________________
Facilitator                        Date
FACILITATOR USE ONLY

Sharing a meal for Session 9

Sentimental Potluck
Materials needed: Notecards and a dish/food that is important in the facilitator(s)’ lives.

In class, a week before meal sharing:
- Parents are asked to bring a dish or food that is very important in their culture and/or specifically in their home.
- Parents are encouraged to bring a homemade meal, as facilitators will, but it is made clear that it is not a requirement to cook a meal, as long as a meaningful food item is brought to the following session.

In class, during meal sharing:
- Facilitator(s) begin explaining their dish and its significance.
- Volunteers go after facilitator, until every parent has explained the item they are sharing.
- 10 to 15 notecards are given to each parent to leave by their food item.
- As parents and facilitator(s) go around and try each food item they can choose to write a short message to their fellow parent in regard to the food their sharing or any other positive note they might like to leave them with.
- Facilitator(s) leave a note for every parent.
Ideas and materials for this session were inspired by different sources.

**Many of the activity ideas were inspired by best practices and my own teacher experience.**

* Facilitator(s) are encouraged to replace the images provided with real time Latina/o parent participants. If Latina/o parent participants would like to share their pictures it is welcome. As well as, facilitator(s) are encouraged to take pictures of the participants throughout the sessions.
CHAPTER IV
CONCLUSION AND RECOMMENDATIONS

Conclusion

The problem this project attempts to address is the low rate of Latina/os in college and the high dropout high school rates. Only 12 percent of Latina/os have Bachelor’s degrees or higher (Flores, 2015). The Latina/o population drop out rate was 28 percent, which is significantly higher than White and Black Americans (Olivos, 2004). The outrageous fact is that the Latina/o population in the United States, especially in California is rapidly increasing (Behnke & Kelly, 2011). According to the 2014 U.S. Census the Latina/o population had surpassed all other ethnic groups. The Latina/o population was higher at 14,988,770 compared to the White American population of 14,849,129 (US Census Bureau, 2015). It should be of everyone’s highest interest to help decrease the high dropout rates of Latina/o youth as they are the dominant population in California.

The purpose of creating this bridging program is to help decrease the school dropout rates in Latina/o students. This is done by exposing Latina/o parents to the American school system and providing them with different tools and strategies to better navigate their child’s school and advocate for them. This program specifically focuses on Latina/o parents of middle school aged adolescents, as the transition between Elementary school and Middle school can be very challenging for both parties (Murray, et al, 2014). Parents have difficulty maintaining involvement in a time their children are going through many physical, mental, and emotional changes (Murray, et al, 2014).
The significance of this project is that it provides a space for Latina/o parents to better navigate and understand the American school system. This is in order to better help and advocate for their children, so they may evolve through a positive academic career. As explained earlier, the literature states that parent involvement and bridging program take a critical role in the educational success of Latina/o youth (Behnke & Kelly, 2011). This bridging program curriculum may assist in decreasing the high Latina/o youth school dropout rate and increase the number of Latina/os in higher education.

**Recommendations**

To best implement this program the first steps that need to be taken are to ensure that Latina/o parents are able to participate. Session should be scheduled at a time when most parents are available, for example off from work. I suggest a starting time of 6:45 pm. There should be childcare available for all parents. Having a volunteer that can facilitate doing homework, reading, or entertaining activities depending on the age of the child. Lastly, there should always be 1 to 2 snacks available for parents and children. The first two sessions’ snacks can be provided by the facilitator(s) and the following the parent participants can partake in bringing food. Asking parents to bring food to share once within the 9-week sessions, is up to the facilitator(s) preference.

In further developing community trust and agency through the Latina/o parent participants it is recommended to develop new curriculum sessions to add to the 9-week bridging program. This can help continue developing their critical lens and advocacy skills for their children. One example of an addition can be of Latina/o parent guest
speakers who’s children are in the process of applying to college or university, have been accepted, and/or are already in college (Villalba, et al, 2014).

Another addition to the program highly recommended is to develop a secondary part that includes teacher and staff training. As Latina/o parents learn and better understand the American school system, so should teachers and administration learn and better understand the complexities Latina/o immigrants face living in the United States. Provide and introduce cultural awareness activities, as well as the stages of cultural shock and the challenges faced specifically by Latina/o immigrant adults and youth (Nava, 2012). To develop both aspects of the bridging program further there can be a variation of activities and sessions where both Latina/o parents and teachers come together and participate in team building activities.
REFERENCES


Yara, G. (2011). Program assists parents in helping their students attain dream