

Parent Interview

INTERACTION WITH THE SCHOOL:

- Tell me about the last time you had a conversation with your child's teacher. Did you talk face to face with the teacher or via telephone? What was your experience?
- Do you ever contact the teacher through e-mail? How often?
- Are you a member of PTA? Why did you choose to join or choose not to join? Have you been to a PTA meeting at the school? If so, describe your experience. If not, tell me why you don't attend the PTA meetings.
- Have you attended a school open house? If so, describe your experience. If not, why did you choose to not attend?
- What school activities have you attended? Tell me about the experience. Who in your family attended the activity? How long did you stay?
- Have you ever volunteered at the school? If so, please tell me about your experience. Would you do it again? Why or why not? If you have not, would you, if given the opportunity? Have you had the opportunity?
- Tell me about your communication with the principal. Do you know the principal personally? Describe the last time you spoke with him or her.
 - PROBE: Do you go to the teacher first, then the principal? Does the teacher refer to the principal?
- How pleased are you with the interaction you have with the school?
- Do you feel you have adequate opportunities to speak with your child's teacher? Why or why not? Would you rather speak with the teacher more, less, or about the same? Why?
- With parent involvement, do you feel that there is a point when a parent becomes over-involved? Where (or how) do you draw that line with your own child?
- If you could change something about the school, what would you change? Tell me your reasons behind this change.
 - PROBE QUESTION: Let's assume for a moment that something happens at school that you are not happy with. What can or should parents/guardians do if they are not happy with or do not understand a grade their child received, or with some situation at school?
- What do you like most about your child's school? Why?
- What (if any) expectations do you have for your child's teacher? Does he/she meet these expectations? (Do you feel like you are responsible to help them meet those expectations in any way?)
- What expectations does the teacher have of you? Are you able to meet these expectations? What barriers are there to meeting them? How do you deal with these barriers?
- Are there any cultural programs or parental support options offered in your school to help you meet these expectations? Have you ever attended these programs? Do you think they are helpful?
- Do you talk with friends or family members in the community about the school (for example, comparing notes about teachers)? What sorts of things do you talk about?
 - PROBE: other parents at the school?

IDEOLOGIES

- What do you feel is your main responsibility with your child in relation to the school?

- PROBE: Many parents think their main responsibility with their child in relation to the school is to get their child ready for school, to get them to school on time, and to help ensure they behave at school.
- Do you think parents/guardians should participate in different types of school events?
 - PROBE: Which ones are most important, do you think?
- Have you ever considered sending your child to any sort of school other than a public school, to Catholic school, or another religious school, or to private school, or to a charter school? If so why?
- How many different schools has your child attended? How would you compare them; was one better than the others? Why? How does their current school compare with others?
- How do you think school here compares with the school you went to?
 - PROBE on where they went to school (e.g. in Mexico). Did you like your experience in school?
- Now I will ask you some questions about your hopes for your children's future. People measure success in different ways. How do you define someone who is successful?
- What do you hope for your children?
- What do you do to help your child become successful in this country?
- What are the ways to get ahead in the US?
- In the US, what role do you think school plays in getting ahead? How does that compare with your home country?
- FOR IMMIGRANT PARENTS: Do you think the chances of success in the US are the same for a person from your home country as they are for an American?
- FOR NON-IMMIGRANT PARENTS: Do you think the chances of success in the US are the same for a person born here as opposed to someone born outside of the US?
- What do you think you would like your child do to for a living when he/she grows up?
- How much school do you think he/she will need to get that job?
- Do you hope that your child goes to college? Can you think of any reasons that they might not go to college? Is there something that you think might prevent them from being able to do that?
- Do you talk with your child about college? Is your child interested in college? What kinds of things do you say? What can parents/guardians do to help their children in getting ready for college?
- Do you know about the different community colleges, colleges, tech programs, and universities in the city or in the state? How about in any other states? Do you think it's possible that your child would go to college out of state? Why/not?
- We are hoping to use this information to help schools better serve immigrant children. From your perspective what could schools do to better meet the needs of your children?

PAST EXPERIENCE, APPLICABLE FOR IMMIGRANT PARENTS ONLY:

- How long have you been in the United States?
- Did your children ever attend school in your home country? (if so, the rest of the questions are especially applicable, if not—we can see how it goes, maybe they'll remember from when they were in school...)
- What is the school system like in your home country?
- What is expected of parents in the school system of your home country?
- How is the school system similar or different from that in your home country?

- Did they have any organization similar to PTA? Please describe what it was like. Were you a member? Did you attend the meetings? What were they like? Why did you choose to attend or not to attend? (If there was not, did they wish there would have been?)
- How often did you speak with the school (either the teacher or the administration) in your home country? If different from here, why have you increased or decreased your interaction?
- Did you feel more or less comfortable speaking with your child's teachers in your home country? Why? Describe your interaction with them in comparison with your interaction here.
 - PROBE: apart from language barriers, are there other reasons?
- Were there school family activity nights? Please describe the activities. Did you attend them? How and why has your attendance of them changed since moving?

Administrator Interview

BACKGROUND

- How long have you been at this school? What did you do before being an administrator here?
- Did you have any involvement with the school before you were an administrator here?
- What are your responsibilities in the school?

PARENTAL INTERACTION

- Tell me about the parent involvement in your school? What types of activities do parents participate/help out in?
- What expectations do you have for parental involvement in your school? What expectations do you have for parent's involvement? Do parents meet these expectations? What would prevent parents from meeting these expectations? What things help parents to meet these expectations?
- What types of parents are likely to volunteer/participate? Why do you think that is? (in the classroom? in events? in fundraising?) How has this current volunteer rate compared with past parent volunteer numbers or involvement?
- Are you content with the current level of involvement? Why or why not?
- Do you think there are things that need to change with the level of involvement of these types of parents? How so? Do you see these changes as having a likely possibility of occurring? Why/Why not?
- Have you observed varying parenting practices between the minority (immigrant) students and those in the majority? How do they vary? In your opinion, are there parenting practices that should be adopted by certain groups? Why/Why not?
- Are there any cultural programs or parental support options offered in your school to help bridge the gap for parents who don't speak English (for example interpreted material, translators, English classes, etc.)?
- How effective do you think these programs are? Which ones are most effective? Why? Which ones are least effective? Why? What would you change about them if you could? How frequently utilized are these programs?

TEACHER TRAINING

- Describe the trainings teachers have for dealing with diverse populations. Which training do you think is the most effective?
- How often do you visit your teachers specifically to observe how they interact with their ELL students?
- If teachers have been trained to work with diverse students, do they feel better prepared to teach diverse classes?
- Do you think this type of training is worth the time and money for teachers? What other trainings do you wish your teachers had to help diverse populations?
- Which program(s) do teachers think is more effective for ESL students? Why?
- How much one-on-one time is given to ESL students in the classroom? What activities are done during one-on-one time? Do teachers feel one-on-one time is effective? Why/why not?

RESOURCES

- If you had more resources, which students would you try to help most? How would you use those resources to help the students?

- Where do you see the greatest need for resources in order to help under-performing students
- How are decisions made about funding for these individuals?
- If you could make changes to the distribution of resources at your school, what would you change?

IMMIGRATION

- For parents from different countries, do you think the difference between the education system in their country of origin and the United States affects the way they interact in schools? Why/why not? In what ways does that affect their school success? How so?
- As a school, have you made any specific efforts to involve immigrant parents or to help them understand your expectations for them?

RECENT DEMOGRAPHIC CHANGES

- We are now going to talk about demographics. When we say demographics we are referring to the types of students that attend your school, referring to race, immigration status, income...etc.
- From your observations over the years, has there been a change in the demographics of your school? How has the change in demographics affected the culture of your school?
- What has led to the growth or decline of certain groups in your school?
- Do challenges arise from having a more diverse school? What are they? How do you handle them? What benefits come from having a more diverse school?
- Has parent involvement changed as a result of these demographic shifts? In what ways? How has these changes in parent involvement affected the students?

SPECIAL ED

- What resources does the school have to help children who aren't learning at the same rate as the rest of the class? What is the purpose of these special ed or resource classes? What is their goal?
- Are parents involved in these resources? How so? What are the school's expectations for the parents of these students?
- What types of students typically attend? What are the school's expectations for the students?
- Where do you see the future of these programs?
- Studies show a disproportionate number of Latino students tracked into special education because of language barriers, not developmental barriers. What are ways your school is preventing this misrepresentation in student learning?

Kindergarten parent survey

Your first name: _____ Your last
name: _____

Child's first name: _____ Child's last
name: _____

Child's gender (*Check one*): ☐ Male ☐ Female

QUESTIONS ABOUT YOUR CHILD'S SCHOOL:

For the following questions, please check the appropriate box:

Have you met your child's teacher yet?

- ☐ Yes
☐ No

Did you choose where to live so that your child could attend his/her current school?

- ☐ Yes
☐ No

Is this your child's regularly assigned school or a school that you chose?

- ☐ Regularly assigned school
☐ A school that I chose

During this school year, have you or another adult in your household taken it upon yourself to contact your child's teacher or school for any reason having to do with the child?

- ☐ Yes
☐ No

If so, why did you contact your child's teacher/school? (*Check all that apply*)

- | | |
|--|---|
| <input type="checkbox"/> Report an absence | <input type="checkbox"/> School policies/ records |
| <input type="checkbox"/> Child had a problem at school | <input type="checkbox"/> Volunteering in classroom |
| <input type="checkbox"/> Request Special Placement/Service | <input type="checkbox"/> Bus/Transport Issues |
| <input type="checkbox"/> Ask Evaluation by a specialist | <input type="checkbox"/> Assignment/Homework |
| <input type="checkbox"/> Request a special teacher | <input type="checkbox"/> Inform teacher of family issues |
| <input type="checkbox"/> Discuss child's progress with teacher | <input type="checkbox"/> Discuss PTA/Open House |
| <input type="checkbox"/> In reference to child's health | <input type="checkbox"/> To find out about special activities |
| <input type="checkbox"/> Discuss special needs | <input type="checkbox"/> To get general information |
| <input type="checkbox"/> For other reasons (Please specify) | |
-

How often in the past month has your child's teacher sent home ideas for things to do with your child at home (including homework)? Would you say...

- ☐ Never
- ☐ One or two times
- ☐ Three or more times

About how many parents of children in your child's class do you talk with regularly, either in person or on the phone? _____

The following is a list of school events adults might participant in. **Please circle whether an adult in your household has attended the activity**, list everyone who attended by their relationship to your child (i.e. father, mother, etc.), and write how many times they attended that activity since the **beginning of this school year**:

Event	Who participated and How Often?	
	Mark How Many Times for Each	
Open House or Back to School Night	<input type="checkbox"/> Mother <input type="checkbox"/> Stepmother <input type="checkbox"/> Grandparent <input type="checkbox"/> No one participated	<input type="checkbox"/> Father <input type="checkbox"/> Stepfather <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> N/A, event not held this year
PTA, PTO, or Parent/Teacher Student organization meeting	<input type="checkbox"/> Mother <input type="checkbox"/> Stepmother <input type="checkbox"/> Grandparent <input type="checkbox"/> No one participated	<input type="checkbox"/> Father <input type="checkbox"/> Stepfather <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> N/A, event not held this year
Parent advisory or policy council meeting	<input type="checkbox"/> Mother <input type="checkbox"/> Stepmother <input type="checkbox"/> Grandparent <input type="checkbox"/> No one participated	<input type="checkbox"/> Father <input type="checkbox"/> Stepfather <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> N/A, event not held this year
Parent-teacher conference or other meeting with your child's teacher	<input type="checkbox"/> Mother <input type="checkbox"/> Stepmother <input type="checkbox"/> Grandparent <input type="checkbox"/> No one participated	<input type="checkbox"/> Father <input type="checkbox"/> Stepfather <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> N/A, event not held this year

School or class event, (i.e. play, sports event, science fair, etc.)	<input type="checkbox"/> Mother <input type="checkbox"/> Stepmother <input type="checkbox"/> Grandparent <input type="checkbox"/> No one participated	<input type="checkbox"/> Father <input type="checkbox"/> Stepfather <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> N/A, event not held this year
Acted as a volunteer at the school or served on a committee	<input type="checkbox"/> Mother <input type="checkbox"/> Stepmother <input type="checkbox"/> Grandparent <input type="checkbox"/> No one participated	<input type="checkbox"/> Father <input type="checkbox"/> Stepfather <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> N/A, event not held this year
Participated in fundraising	<input type="checkbox"/> Mother <input type="checkbox"/> Stepmother <input type="checkbox"/> Grandparent <input type="checkbox"/> No one participated	<input type="checkbox"/> Father <input type="checkbox"/> Stepfather <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> N/A, event not held this year

For the following questions, please check the box that best describes how well your child's school has done with each of the following activities during this school year.

	Very well	Just OK	Not at all
The school lets you know between report cards how the child is doing in school.			
The school help you understand what children at your child's age are like			
The school provides workshops, materials, or advice about how to help your child learn at home.			
The school provides information on community services to help your child or your family.			

This year, have any of the following reasons **made it harder for you to participate** in activities at your child’s school? (*check all that apply*)

- ☐ Inconvenient meeting time
- ☐ No child care keeps your family from going to school meetings or event
- ☐ Family members can’t get time off from work
- ☐ Problems with safety going to school
- ☐ The school does not make your family feel welcome
- ☐ Problems with transportation to the school
- ☐ Problems because you or members of your family speak a language other than English and meetings are conducted only in English
- ☐ You don’t hear about things going on at school that you might want to be involved in

QUESTIONS ABOUT YOUR HOUSEHOLD

What is your relationship to the child? _____

What is your race? (*check all that apply*)

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic or Latino
- ☐ Native Hawaiian or other Pacific Islander
- ☐ White

☐ Another race (specify)_____

Is any language other than English regularly spoken in your home?

☐ YES

☐ NO

If so, is English also spoken in your home?

☐ YES

☐ NO

What languages other than English are spoken in your home? (Please list all)

—

What is the primary language spoken in your home?

—

If a language other than English is spoken in your home, when your child's teacher sends home notes or newsletters, are these in the language spoken in your home?

☐ YES

☐ NO

How well do you speak English? Would you say...

☐ Very well

☐ Pretty well

☐ Not very well

☐ Not very well at all

How well do you read English? Would you say...

☐ Very well

☐ Pretty well

☐ Not very well

☐ Not very well at all

How well do you understand someone speaking English? Would you say...

- ☐ Very well
☐ Pretty well
☐ Not very well
☐ Not very well at all

Where were you born? *City*_____ *State*
_____ *Country*_____

If you were born outside of the United States, in what year did you come to the United States to stay? _____

Child's birthplace: *City*_____ *State*
_____ *Country*_____

If your child was born outside of the United States, in what year did the child come to the United States to stay? _____

How often does someone in your family do the following activities with your child? (please check one box for each question)

	Never	Almost Never	Several Times a year	Several Times a month	Several Times a week or more
Talk about his/her ethnic or racial heritage					
Talk about your family's religious beliefs or traditions					
Participate in special cultural events or traditions connected with your racial or ethnic background					
Participate in special cultural events or traditions connected with your religious beliefs or traditions					

QUESTIONS ABOUT WORK AND EDUCATION

What is the highest grade or year of school that you have completed?

What is the highest grade or year of school that your spouse has completed?

What is the highest grade or year of regular school your father completed?

What is the highest grade or year of regular school your mother completed?

During the past week, did you work at a job for pay?

- ☐ Yes
☐ No

If so, what kind of work are you doing?

During the past week, did your spouse work at a job for pay?

- ☐ Yes
☐ No

If so, what kind of work was he/she doing?

What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?

- | | | |
|---|---|---|
| <input type="checkbox"/> \$5,000 or less | <input type="checkbox"/> \$15,001 to \$20,000 | <input type="checkbox"/> \$35,001 to \$40,000 |
| <input type="checkbox"/> \$5,001 to \$10,000 | <input type="checkbox"/> \$20,001 to \$25,000 | <input type="checkbox"/> \$40,001 to \$50,000 |
| <input type="checkbox"/> \$10,001 to \$15,000 | <input type="checkbox"/> \$25,000 to \$30,000 | <input type="checkbox"/> \$50,000 to \$75,000 |
| | | <input type="checkbox"/> Over \$75,000 |

From your perspective, what could schools do to better meet the needs of your children?

Thank you for your time! We really appreciate your help in this academic survey.

We really need and appreciate your help in this. Sign here if you give permission to the school district to release your child's academic record. Remember, everything will be kept completely confidential. No one outside of the research study will have access to this information.

Signature: _____ Date: _____

	Examples of High Parent Efficacy	Examples of Low Parent Efficacy
General Evidence	<ul style="list-style-type: none"> • Had a face-to-face evaluation meeting with teacher recently (pg1) (C) • Email communication with teacher, 1-2 times a month (pg1) (C) • Member of the PTA (pg1) (PTA) • Tries to volunteer a lot, was in the classroom four times a week last year (pg1,3) (IC) • Goes to all the school open houses (pg1) (SW) • Attends all school events, including a fun run while pregnant (pg2) (SW) • Chose Eaglewood for the immersion program • Has recently spoken with the principal (pg4) (C) • Child is in two kindergartens, one private (pg5) (?) • Attends PTC (pg10) (SW) • Seems to be involved with homework (pg10) (H) • Has invested in educational toys and tools (pg11) (H) • Aware of after school programs (pg11) (SW/EC) • Does homework at a pace with the child so they don't hate it (pg12) (H) • Has investigated charter schools (pg12) (H) 	<ul style="list-style-type: none"> • Does not attend PTA meetings (pg1) (PTA)

	<ul style="list-style-type: none"> • Most kids did private kindergarten (pg12-13) (H) • Trying to boost their English and reading before first grade (pg13) (H) • Feels her responsibility is to be involved with homework and in the classroom (H/IC) • It's important to go to all events to support the school and the children (pg13) (SW) • Planning on them all going to college (pg14) (H) • Kids do extracurricular activities like sports (pg15) (EC) • Kids do summer camps (pg16) (EC) • Talks to kids about college (pg18) (C/H) 	
Problem and Solution	<p>P: Child failed spelling test</p> <p>S: Parent had child ask teacher if he could retake the test. (pg8) (CP)</p>	
Evidence of Unsolved Problems		
General Parental Perceptions/Attitudes	<ul style="list-style-type: none"> - Principal is really good at his job (pg4) (SW) - Overall she's pretty pleased with the school (pg8) (SW) 	
Teacher/School Facilitated Involvement	<ul style="list-style-type: none"> - Teacher emailed about volunteering (pg1) (C) 	
Indecipherable Problems, Solution, or both		

Overall	Mom is very on top of things despite a busy and hectic schedule due to step kids. She seems very involved at home and super involved in the classroom. Very aware of what's going on and how to help kids. When asked about why joined PTA, "Because it's the thing to do. You should do it because you're a parent." (pg1) (PTA)
Involvement Ranking	Proactive (Positive): Low Low-Medium Medium Medium-High <u>High</u> Reactive (Negative): <u>Low</u> Low-Medium Medium Medium-High High

Key: C – Communication CP – Child had specific problem EC – Extracurricular activity
H – At-home involvement IC – In-class involvement PTA – Parent Teacher Association
SW – School-wide involvement

Table S5: Interview Coding Sheet

	Examples of High Parent Efficacy	Examples of Low Parent Efficacy
General Evidence	<ul style="list-style-type: none"> • Attended PTC last week (pg1) (C) • Attended back to school night (pg1) (SW) • Attends holiday programs/parties (pg1) (SW) • Thinks attending school activities is important (pg6) (SW) • Enrolled her daughter in preschool (pg6) (H) • Reads with children (pg7) (H) • Sees success as graduating high school and going to college (pg7) (H) 	<ul style="list-style-type: none"> • Only communication with the teacher is through PTC- no phones calls, emails (pg1) (C) • Not a member of PTA (pg1) (PTA) • Has never volunteered at the school because of health issues (pg2) (IC) • Never spoken with the principal (pg3) (C) • Can't always meet the teacher's expectations (pg4) • Never heard of or looked for parental help options (pg5) (SW) • Doesn't talk with others about the school (pg5) (C) • Doesn't talk to child about going to college (pg8) (H)
Problem and Solution		
Evidence of Unsolved Problems		<ul style="list-style-type: none"> • Doesn't know anything about the PTA (pg1) (PTA)
General Parental Perceptions/Attitudes		
Teacher/School Facilitated Involvement	<ul style="list-style-type: none"> - At PTC gave the parents worksheets, games, and cards to do at home (pg1) 	
Indecipherable Problems, Solution, or both	<ul style="list-style-type: none"> - Recently had a kidney transplant (pg9) 	
Overall	<p>Parent is not involved at all in the school due to health complication. She doesn't have any strong opinions and answers. "I don't know" to majority of questions. Child seems to be learning fine so she is not worried about the school.</p>	

	Proactive (Positive):				
	<u>Low</u>	Low-Medium	Medium	Medium-High	High
	Reactive (Negative):				
	Low	Low-Medium	<u>Medium</u>	Medium-High	High

Key: C – Communication CP – Child had specific problem EC – Extracurricular activity
 H – At-home involvement IC – In-class involvement PTA – Parent Teacher Association
 SW – School-wide involvement

Table S6: Interview Coding Sheet

	Examples of High Parent Efficacy	Examples of Low Parent Efficacy
General Evidence	<ul style="list-style-type: none"> • Talked to teacher about son's homework (pg2) (C/H) • Talks to teacher in person (pg4) (C) • Went to all activities in preschool and feels that they're important (pg5) (SW) • Helps and volunteers for field trips (pg5) (SW/IC) • Did go to back to school night (pg5)(SW) • Takes him personally to school even though they live far from the school and there is a bus (pg7) (?) • Talks with teacher twice a week (pg8) (C) • "I think it's right to be involved, I don't think there's a limit." (pg8) (?) • on helping out her child "I think it's like mostly books and just like helping him out one-on-one" (pg12)(H) • It is not difficult to find time to help with homework (pg13) (H) • Makes sure child almost never misses school - missed 2 days in preschool due to illness (pg15) (?) • Wants child to go to college (pg20)(?) 	<ul style="list-style-type: none"> • Not in the PT A (pg4) (PT A) - felt she'd be too busy with two year old • Hasn't been to any school activities (pg4)(SW) - did go in preschool • Doesn't' volunteer in the classroom because she's busy (pg6) (IC) • Has never spoken to and doesn't know the principal (pg6) (C) • She's sort of heard of the after school programs but isn't terribly informed being new (pg14) (SW) • Doesn't yet talk to child about college, he's too small (pg21) (?)
Problem and Solution		

Evidence of Unsolved Problems		<ul style="list-style-type: none"> Hasn't really talk to other parents about what is going on at school because they are all relatively new to the school as well (pg14-15) (C)
General Parental Perceptions/Attitudes	<ul style="list-style-type: none"> teacher seems to know what she's talking about and explains well (pg3) (C) feels like the teacher does a good job (pg10) likes the classroom size (pg10) (IC) feels that there are enough opportunities to talk to the teacher (pg 8)(C) 	
Teacher/School Facilitated Involvement		
Indecipherable Problems, Solution, or both	<ul style="list-style-type: none"> the parking at the school is a problem (pg?) (SW) school is old (pg9) best thing she can do to help her son go to college is make money (pg24) 	
Overall	The parent seems to have the right idea of involvement and doesn't really seem behind the ball, but she doesn't seem to be all that on top of it either	
Involvement Ranking	Proactive (Positive): Low Low-Medium <u>Medium</u> Medium-High High Reactive (Negative): Low Low-Medium <u>Medium</u> Medium-High High	

Key: C – Communication CP – Child had specific problem EC – Extracurricular activity
 H – At-home involvement IC – In-class involvement PTA – Parent Teacher Association
 SW – School-wide involvement