The purpose of this qualitative case study was to explore parental involvement at an elementary school whose practices sought to impact Hispanic students’ future access to, awareness of, and institutions face the challenge to increase parental involvement and to prepare educators in P-20 educational settings with critical praxis underlying effective and trust-building interactions students underrepresented at higher education institutions for reasons beyond their control. The readiness for higher education institutions. It was important to gain information about fostering a college-going culture through perceptions and experience of parents, teachers, and administrators. Three themes that emerged were: caring, communication, and creating a sense of.

Statement of Purpose

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Research Questions

This study focuses on three primary research questions:

1. To what extent are parents aware of fostering a college-going culture?
2. What do parents do to encourage and prepare their children to go to college?
3. What are the perceptions of parental college awareness from teachers and administrators?

Review of Literature

Warburton & Novey (2005) contend that schools should provide the tools, information, and resources to guide students and their parents through the postsecondary planning process and make successful educational transitions. These provisions by the school pivotal primary purpose. However, one barrier that prevents parental involvement is the level of college-going capital parents attain. The college-going capital entry point denotes that families expose their children to a level of expectations of educational opportunities through higher education degree attainment. In a National Educational Longitudinal Study (NELS), Swail et al. (2004) found 49.4% of Latino youth had a parent who had gone to college and only 14.3% had received a bachelor’s degree. Specifically, the less Latino parents with a bachelor’s degree or higher the less college exposure Latinx children had to higher education opportunities. Conversely, parents who had earned a 2-year college degree or a higher degree reported significantly more frequent involvement at school, more frequent parent-child educational discussions at home, and higher educational expectations for their children (Lee & Bowen, 2016).

Furthermore, Wimberly & Noeth’s (2005) study on Latino families found that students were influenced by their families’ philosophy and parent-child educational discussions at home, and higher educational expectations for their children (Lee & Bowen, 2016). Thus, parents influence attendance to college through conversations at home. Yet, a further recommendation for future research would involve studying a single-site with an increased number of focus group participants—administration, parents, students, and teachers from all grade levels. This would permit a better view of parental involvement and college awareness in the learning community.

Method

The site selected for this study was located in a metropolitan city in south Texas. Even though Going to College Elementary (a pseudonym) was one of six elementary schools, two academies, two middle schools, and one high school, it was the largest of the elementary schools based on the student enrollment. As the largest elementary school in the feeder pattern, Going to College had an accountability rating of Recognized by the Texas Education Agency since 2008 with student enrollment above seven hundred. Going to College Elementary not only made a parent connection but desired a learning partnership with parents and community members. Therefore, Going to College Elementary served more Hispanic parents and students with a strong interest in promoting college which made this an ideal location to study parental involvement and college awareness. This case study was a single-case design with embedded units of analysis. These units of analysis included parent and teacher focus groups, and interviews with the administrative team. I conducted a focus group with five parents, a focus group with six teachers, and 12 interviews with the administrative team individually. The administrative team consisted of the school principal, assistant principal, and one school counselor and the administrative team was new to Going to College Elementary. Next, the first cycle of coding was structural and NVivo9 coding. I chose pattern emergent themes and sub-themes to reflect participants at Going to College Elementary.

Conclusions

One important implication from the study’s findings was to emphasize and promote parent involvement as a partnership for student success. Collaborating with Hispanic parents from the approach of partnership develops the college-going culture concept from school to home. Yet, a further recommendation for future research would involve studying a single-site with an increased number of focus group participants—administration, parents, students, and teachers from all grade levels. This would permit a better view of parental involvement and college awareness in the learning community.

Implications/Recommendations

One important implication from the study’s findings was to emphasize and promote parent involvement as a partnership for student success. Collaborating with Hispanic parents from the approach of partnership develops the college-going culture concept from school to home. Yet, a further recommendation for future research would involve studying a single-site with an increased number of focus group participants—administration, parents, students, and teachers from all grade levels. This would permit a better view of parental involvement and college awareness in the learning community.

References


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