LATINO FAMILY ENGAGEMENT ACROSS PRESCHOOL TYPES: A COMPARISON OF HEAD START AND PUBLIC PRESCHOOL IN NYC

Julianne Pelegrino

Pawling High School

New York University

Latino Family Engagement and Language Development (NYU L-FELD)

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Abstract

Latino children are the largest and fastest- growing ethnic groups in the United States. They make up nearly one- quarter of the school-aged population served in elementary schools in the United States. However, national statistics show that at kindergarten entry, children of Latino descent often lack necessary foundational skills that enable them to further their academic success. One of the many factors that play a crucial role in children's early learning is the level of parental engagement in supporting education at home, school, and community. This research examined variations in the family engagement between parents whose children attend Head Start and those who attend public preschool.The PEFL survey was administered to parents from low-income households with attending Head Start (n = 89), or public preschool (n = 79) Results indicated that parents' whose children attended Head Start had higher levels of family engagement, specifically supplemental education and school participation, than those whose children attended public preschool. Results support differences in the philosophies and approaches between Head Start and public schools, in particular for families from marginalized communities. Based on these findings, the pedagogy and application of Head Start programs should be incorporated into public schools to increase levels of family engagement in the low-income population.

Keywords: family engagement, Head Start, Latino

LATINO FAMILY ENGAGEMENT ACROSS PRESCHOOL TYPES: A COMPARISON OF HEAD START AND PUBLIC PRESCHOOL

Introduction

During early childhood development, home and school is the most prominent setting in which a child retains information the most (Galindo & Sheldon, 2012). In order to promote children's school success, meaningful connections must be established between the home and school (McWayne & Melzi, 2014). One way in which home-school connections are built is through encouraging family engagement (McWayne & Melzi, 2014). Due to outreach activities in school that promote strong school, family and community ties , there is a greater consistency between children's home and school context, resulting in academically successful children (Epstein, 2001).

Family engagement is defined as the various ways primary caregivers support their children's educational learning (McWayne & Melzi, 2014). There are two main dimensions of family engagement, home-based engagement and school-based engagement (McWayne & Melzi, 2014). Previous studies have shown that family engagement contributes to school success through establishing meaningful connections between schools and families (McWayne & Melzi, 2014). Moreover, family engagement can act as a protective factor against the stressors of poverty and therefore help decrease the existing disparities between children from low-income communities and those from more affluent backgrounds regarding academics (McWayne & Melzi, 2014). Influenced by the premises of the bio-ecological systems theory, policy makers and practitioners have developed programs to encourage family engagement in educational sites from preschool through college. For early childhood settings, there are different models of

encouraging family engagement. In public schools, there is the family and community engagement team in which there goal is to expand efforts to help schools, districts and states better engage families in education (U.S Department of Education n.d). Through forums and sessions, the team promotes the engagement of families and representatives from communities to improve children's academic development and become more aware of regional as well as cultural needs for students in public schools (U.S Department of Education n.d). Additionally, the team partnered with parentcamp.org, an outreach effort designed to have discussions regarding: how to best support students, concerns and solutions for family involvement and changes to federal education policy (U.S Department of Education n.d). In Head Start programs, the largest federally funded early childhood program serving children from low-income communities, built in family engagement in their philosophy and the "whole child" approach - ensures that each child is healthy, safe, supported and challenged by engaging educators, families, and community members to discuss about strategies to influence long term success among children. The purpose of this study was to examine differences in the family engagement behaviors of Latino families whose children attend preschools housed in public schools versus those who attend Head Start Programs.

Theoretical Framework: The Bio-Ecological Model

Bronfenbrenner's bio-ecological theory of child development describes how children's immediate and distal surroundings and their interactions contribute to their development, is the premises of the philosophy used by Head Start. Surroundings may consist of parents, friends, school, work, culture, socio-economic status, political and psychological elements, all of which can affect a child's growth (Bronfenbrenner & Morris, 1998). Bronfenbrenner categorized the

environment or external influences into five different levels (see fig. 1). The outermost level, chronosystem is the continuity and change in the child's environment. The macrosystem is composed of the child's beliefs,cultural patterns and values (Bronfenbrenner & Morris, 1998). The next level, the exosystem pertains to the external relationships in which a child is influenced indirectly, this includes the parents' workplace and homes of extended family members (Bronfenbrenner & Morris, 1998). The layer that pertains to family engagement is the mesosystem, interactions between the critical environments that influence the child directly: the family and the school (Bronfenbrenner & Morris, 1998). Furthermore, the microsystem is the most immediate environment in which a child lives (Bronfenbrenner & Morris, 1998).

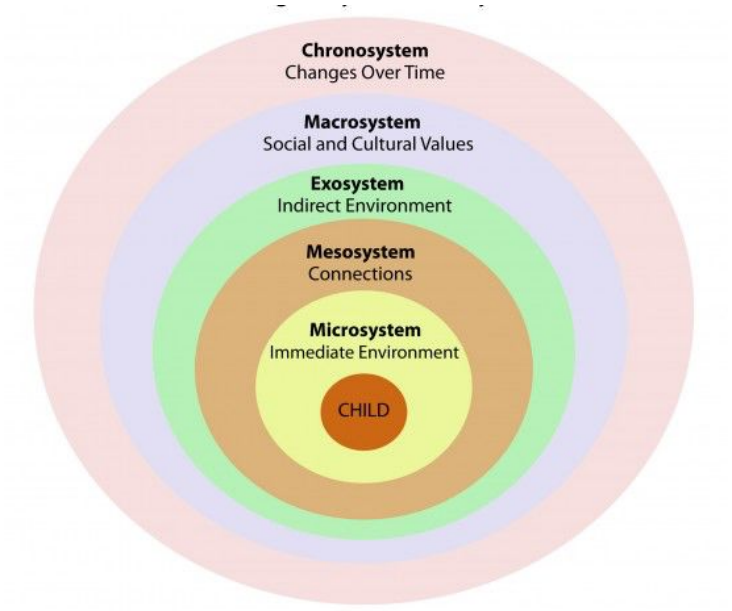


Figure 1: Bronfenbrenner's ecological systems theory. Figure 1 depicts the hierarchy of qualities of the environments that influence a child's development.

From What is Bronfenbrenner's Ecological Theory?,by Psychology Notes HQ, 2019, https://www.psychologynoteshq.com/bronfenbrenner-ecological-theory/

Most importantly, this theory stresses why and how relations between immediate settings play a critical role in children's development and therefore it is vital for children's optimal development to building strong relationships between the home and the school (Sawyer,Burnett,Sandilos,Hammer,Lopez & Blair, 2018). To build strong relations between home and school, teachers and parents must communicate together to ensure that each child is learning best to their ability. As a result,teachers gain useful knowledge regarding student's cultural needs and native language. In classrooms, teachers can help students make connections between their ability to learn their native language and a new language by telling them how much they already know (Mejia,1994). By doing so, teachers can implement the sharing of stories, prints and traditions which reflect on student's cultures and native languages (Mejia,1994). Establishing a bidirectional relationship between home and school is supportive not only for the communication between parents and teachers, but also it enhances the teachers' knowledge of students' home cultures, further supporting their educational growth and contributing to their overall emotional health (Bronfenbrenner,2005). Moreover, caregivers are able to do what is best for their children's development while nurturing a positive home environment.

Latino Children in the U.S. and Their Families' Engagement Practices

Latino children make up one quarter of children in U.S. public elementary schools (Fry and López, 2012). Moreover, Latino children are the largest ethnic group enrolled in Head Start programs, with 36% being of Latino descent. Children from immigrant households tend to experience cultural and language barriers when in school as well as poverty (Ramírez 2003).This often leads to the inadequate knowledge of basic foundational skills, which are necessary to

ensure success throughout their academic trajectory years (Ramírez 2003).To help improve these issues, researchers are investigating family engagement in children's learning and development in Latino communities.

Within the Latino community there are many factors that contribute to their engagement due to diverse socioeconomic, linguistic, national and racial backgrounds. However, what all Latinos have in common is the value of culture which includes a core set of practices.Through the Spanish language at home and maintaining it across generations, a shared experience is accustomed in the Latino community (Suárez-Orozco & Páez, 2009). In addition, participation in Catholicism, vital importance of family, fictive kinship patterns and shared values have shaped parenting behaviors in the Latino community and the lives of Latino children. (Calzada, Fernández, & Cortes, 2010; García Coll et al., 2002; Halgunseth, Ispa, & Rudy, 2006) Studies show that Latino parents from low-income communities are more involved in their children's education at home rather at school (Billings ,2009). A reason for this is the many obstacles involving- economic, linguistic, social and cultural - that cause U.S Latino parents ability to support their child's early school experience differently from expected norms (Pyle, Bates, Greif, & Furlong, 2005).Through home based involvement, Latino parents' engagement is based on culturally and/or contextually specific educational involvement behaviors (García Coll et al., 2002; Seginer, 2006) In a series of studies, McWayne, Melzi and colleagues (2013, 2014) identified four dimensions of family engagement practices unique to Latino families. The first dimension is *foundational education*, which is based on the cultural meaning of *educación* (education) which acknowledges that socio emotional abilities are as important as basic academic skills. The second dimension is supplemental education which aligns with is dominant

and mainstream expected forms of engagement, such as reading to children, taking them to museums and libraries. The third dimension is future oriented teaching which entails parents talking with their child about the importance of education allowing them to guide children to be "*por el buen camino"(* on the right path)(McWayne & Melzi, 2014). The last and final dimension is school participation which includes all contact between school and home. This school contact, for instance, might include teachers exchange of knowledge in the service of children's educational success. In doing so, parents from immigrant homes, in particular, might be able to become more familiar with the U.S. educational system as well as educational practices and expectations.

Supporting Latino Families' Engagement in Early Childhood Settings

Head Start is a federally funded program designed for children from low-income communities to better prepare them for kindergarten.The philosophy of Head Start, the whole child approach, was influenced by Bronfenbrenner's childhood development theory (McWayne & Melzi, 2014). The whole child approach ensures that a child is healthy, safe, engaged, supported, and challenged in their school and in the community (Miller, Farkas & Duncan, 2016). This approach in Head Start allows educators to not only care for the child's academic but the parents role in their child's educational development. Head Start helps disadvantaged kids to start school at the same time as kids with more affluent backgrounds. In doing so, disadvantaged kids are able to break the "cycle of poverty" (Zigler & Valentine).

The overall goal of Head Start programs is to bring children of low-income families a greater degree of school readiness (National Head Start Association, n.d). Since, families are generally the primary influence on the child's development, having a welcoming environment

that focuses not only the child's academic skill but the parents' role as primary educators enables both the child and caregiver to work together to ensure meaningful development (Bronfenbrenner,2005).Through various programs, Head Start encourages caregivers to volunteer in classrooms as well as teach them helpful parenting advice, nutrition or other classes to parents free of charge (National Head Start Association, n.d). Head Start provides an open door policy for parents to give feedback as to how the program should be improved to work with the many different households of children from low-income communities who speak a language other than English (Miller, Farkas & Duncan, 2016). Through extensive communication between families and educators, Head Start is able to incorporate many cultural teachings in their program, such as oral storytelling, which is adopted from Latino practices with their children (Miller, Farkas & Duncan, 2016).The Head Start Impact study results have shown significant outcomes found for English-speaking children in the areas of pre reading, pre-writing, and vocabulary skills, but only in the area of vocabulary for Spanish- speaking children. Overall the Head Start program works generally for language and literacy specifically through supporting a positive learning environment.

Many public preschools focuses on the child's well being rather than their parents. This is one of the biggest differences between public preschool and Head Start. Pre-Kindergarten (pre-K) programs are designed to strengthen academic skills and behaviors of preschoolers prior to entry to kindergarten. Nevertheless, increasing concerns regarding the lack of school readiness due to difficult circumstances from poverty is addressed in pre-K programs. It is necessary to state fund early enrichment pre-K programs in order to increase awareness regarding the importance of preschool as well as the socio-economic gap regarding school readiness (Bowman,

Donovan, & Burns, 2000). The goal of pre-K is to expose children to pre-academic material and school-like activities to enhance achievement skills and social-behavioral competence before children enter kindergarten (Barnett, Hustedt, Robin, & Schulman, 2004; Clifford et al., 2005).

Both Headstart and public preschools are beneficial for children's development, in particular those growing up and experiencing poverty. Research studies have emphasized that many children from low-income communities benefit when attending preschool at a young age because it gets them ready for kindergarten, thus lowering the number of kids being at risk for academic underachievement. Family engagement helps close the academic gap between children from low-income communities and their peers with a higher socioeconomic status, through the support of childhood learning and development at homes or households from their caregivers.

Previous research has shown that family engagement contributes to everyday interactions in school and at home, as a result, specific social and educational goals are achieved by the child. (Weisner, 2005; Wentzel,1999) Since the philosophy of Head Start is a whole child approach, in which the parents are involved in their academic development and in the community, this provides a framework to understand family engagement comparisons between preschool and Head Start. However, there is little research regarding the different dimensions of family engagement between Head Start and non HeadStart pre-k programs .

Hypothesis

Given the dual-generational and whole child approach followed by Head Start,I hypothesized that latino children from low-income communities who attend Head Start pre-k programs will have parents with higher levels of engagement, in comparison to latino children from low-income communities who attend Public pre-k programs. This research aims to

investigate the different levels of family engagement in Head Start and non HeadStart pre-k programs.

Methodology

Participants

Data were drawn from a larger study on Latino children' school readiness (Melzi, Schick & Scarola, 2018). From this larger data set, 172 primary caregivers were selected, 89 from urban Head Start programs and 79 from urban public pre-k programs. All programs were located in New York City and in low-income communities. In total, there were 7 schools, 4 Head Start programs and 3 public schools.

Among the 172 participants, 52.3% of the caregivers completed the Spanish version of the measure. Participants ranged in age from 19 to 30 years. Forty six percent of the caregivers worked full time, 20% worked part time and 33% did not work outside the home. Approximately, 39.5% reported Spanish to be their primary home language, whereas 17.4% identified English and 43% reported being bilingual. Caregivers level of education varied widely with some not having attended formal schooling (n = 2) and others completing 20 years of formal education (*M* = 11.60*, SD* = 4.37*)*. Thirty- three percent of the caregivers were born in the United States; 30% in the Dominican Republic, 15% in Mexico, and the remaining 21% in various Latin American countries. Approximately half of the children were biologically female (n= 83), and the rest were male (n=84). The majority of the children lived with two parents and other family members (e.g., uncle, aunts,grandparents, etc.). Households ranged in size from 2 to 10 (*M* = 3.81, *SD* = 1.45)

Procedure and Measures

As part of a larger protocol, folders containing different surveys were sent home through the children's backpacks. Families had the option to complete forms in either Spanish or English and participation was voluntary. Data from the following two measures were used in the current study: family demographics and the Parental Engagement of Families from Latino Backgrounds (PEFL-English) and Participación Educativa de Familias Latinas (PEFL-Spanish; McWayne & Melzi, 2014)

Family Demographics. Demographic questionnaire asked questions regarding parents' age, number of years of formal education, employment, the amount of people living with the Pre-K child, child's age and gender, country of origin and home language.

Latino Family Engagement. Parental Engagement of Families from Latino Backgrounds (PEFL-English) and Participación Educativa de Familias Latinas (PEFL-Spanish; McWayne & Melzi, 2014), consisted of 43 questions rated on a 4 point likert scale ranging from 1(*never/nunca*), 2, (*rarely/rara vez*), 3(*sometimes/algunas veces*), and 4 *frequently/frecuentemente*). Questions consisted of the four dimensions of family engagement: (1) foundational education which comprises of 20 items that concern socio-emotional learning (e.g., teaching child to behave appropriately) as well as basic academic skills (e.g., learning ABCs), (2) supplemental education which included 12 items concerning reading and telling stories to children as well as various community learning activities (e.g., going to museums or enrolling children in speciality classes), (3) school participation which included 8 items concerning the degree to which families had school contact and participation in school-based activities,, such as attending school trips, as well as governance, and (4) future-oriented teaching

comprised of 3 items tapping at discussing with young children the importance of education Higher forms of family engagement is due to higher scores across the four dimensions. Reliability analysis was conducted for each of the dimensions, analyses showed good to moderate reliability:foundational education (α = 0.84, n = 20), supplemental education (α = 0.78), school participation (α = 0.74), and future oriented teaching (α = 0.70).

Results

Inferential statistics were used to determine whether there were differences in the level of engagement of the caregivers by site type. The first set of analyses were conducted to determine if family engagement varied by demographic variables and therefore required to be controlled for in the final models.. For categorical variables (i.e., country of origin, home language, employment, education), we ran a series of MANOVAS with all four engagement variables as dependent variables and the demographic variables as fixed factors. Results showed differences in the level of engagement by caregivers' language preference *(F* (1, 166) = 32.54*, p* < .001*, ήp2* = .16), such that caregivers who completed the PEFL in English *(M* = 55.77, *SD* = 8.56) showed higher levels of supplemental education as compared to parents who completed the PEFL in Spanish *(M* = 47.61*, SD* = 9.86). For continuous variables, we conducted correlation analyses. Results showed that years of caregivers' formal education was positively and significantly related to two family engagement dimensions: foundational (*r* = .19*, p* < *.05)* and supplemental (*r* = .33*, p* < .00) engagement. No other significant relations or differences were found between family engagement and other demographic variables, as such subsequent analyses controlled for language preference and education level.

To answer the main research question of interest, a MANCOVA was conducted with family engagement dimensions as dependent variables, site type as a fixed variable, and years of education and language preference as covariates to determine differences in family engagement by site type above and beyond differences that emerged from the two demographic variables. Results showed that family engagement levels did differ significantly across site types (F (4, 160) = 5.72, $p < .001$, $\acute{\eta}2=.13$), such that parents whose children attended Head Start reported higher levels of family engagement as compared to parents whose children attended preschool in public schools (see Figure 2). Univariate analyses showed that this was the case especially for two dimension: supplemental engagement dimension (F (1, 163) = 5.73, $p <.001$, $\acute{\eta}2 = .13$) and school participation (F (1, 163) = 20.15, $p <.000$, $\acute{\eta}2 = .11$) (see Figure 2)

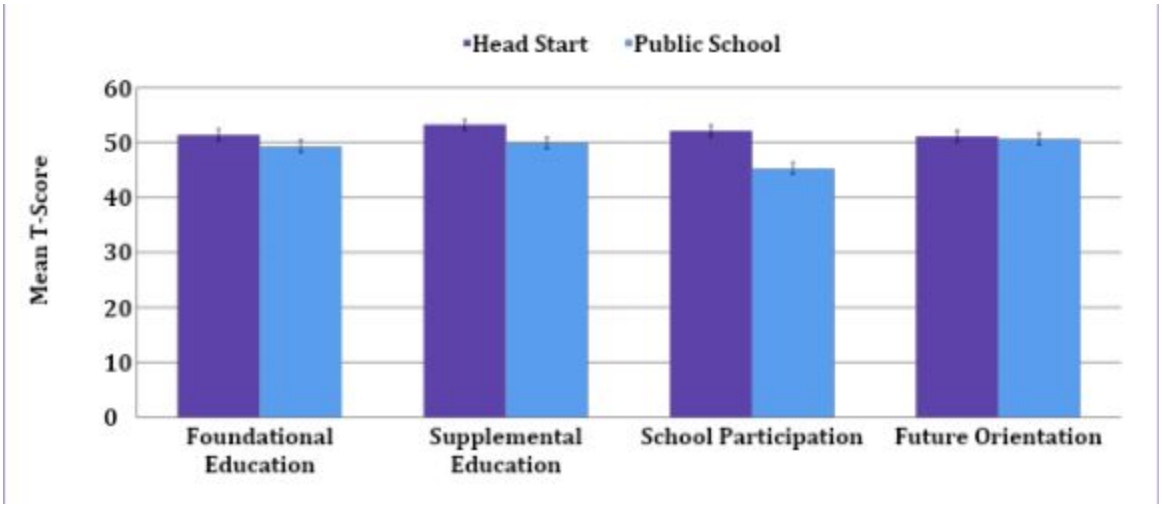


Figure 2: Results from the second analysis, showing the mean scores of site type across the 4 dimensions of family engagement

Discussion

This study provides evidence as to how the levels of family engagement differs based on preschool site type (Head Start and non-Head Start programs). Results show important

measurements on parenting behaviors in the households of Latino children from low-income communities. Previous study conducted by McWayne & Melzi (2014), provided a deep understanding as to the practices used by Latino parents with low-income through the use of PEFL. In this study, we were able to use the PEFL to explore the differing levels of engagement between Head Start and non-Head Start.

As hypothesized, caregivers from Head Start had a higher level of engagement. From the PEFL we concluded, that caregivers from Head Start had higher levels of foundational and supplemental education. This could be due to the two generation and whole child approach that makes Head Start a more welcoming environment in supporting family engagement practices of immigrant families from low-income communities. This outcome from the PEFL could help pre-K administrators to develop and incorporate activities that help caregivers participate and furthermore support children's education. Utilizing these results to develop a more stable connection between home and school, could provide a solution that would aid in decreasing the amount of children experiencing academic underachievement and strengthen family engagement among immigrant families from low- income .

Latinos from urban areas, specifically NYC have different levels of education and vary in their education level. High levels of formal education have been shown to lead to the increase of supplemental and foundational education. (McWayne & Melzi, 2014) This could be related to recency of immigration. Additionally, speaking Spanish and recent migration to the United States contributes to higher levels of foundational and future oriented teaching (McWayne et.al, 2013). Furthermore, supplemental education (enrolling children to classes outside of school) is observed more frequently in higher-income families (M.M Suárez-Orozco and Páez 2009).

Previous research demonstrated that resources and the knowledge of US school systems contribute to higher levels of supplemental education, consisting of typical parental behaviors with school aged children (e.g., reading to children; helping children with homework) (M.M Suárez-Orozco and Páez 2009). Therefore, these results illustrate that Head Start, provides support and opportunities for Latino parents from low-income urban communities to better support their child's learning and development. By having low-income children attend Head Start they have the ability to have access to printed materials and resources that contribute to their academic achievement and success.

Results of the current study suggest that adopting a two-generation, whole child approach was supportive of family engagement practices of immigrant families from low-income communities. Additionally, this research found that Head Start families supported literacy and community learning, as well as participated more in school activities as compared to non-Head Start caregivers. This may be because the Head Start approach created a more welcoming environment or that the workshops and family programming worked particularly well for low-income immigrant families, thereby supporting family engagement practices.

Moreover, the findings of this research have shown that Head Start caregivers showed higher levels of two dimensions of family engagement: supplemental and school participation. These findings are a first step towards evaluating what school-based factors best support family engagement practices, specifically in low-income Latino families. This research also identified a need to improve communication between families and teachers to better understand the needs of families and their children. It is necessary to further evaluate what factors contribute to the low engagement of parents whose children attend public preschool. Additionally, these results

demonstrate a higher level of engagement and achievement in low-income Latino children attending Head Start programs, which needs to be investigated further to gain more insight into potential issues contributing to lower achievement and engagement levels in other populations.

Limitations to this research include the sample size being limited to Latinos from low-income families located and living in NYC. Additionally, data was utilized from a previous research which studied about Latino children' school readiness (Melzi, Schick & Scarola, 2018). gathered in 2017-2018. Participation in this research also could be skewed based on the caretakers that chose to voluntarily participate due to immigration status and other issues.

Conclusion

In order to gain a deeper understanding of the differing levels of family engagement levels between Head Start and public pre-K, this research aimed to assess how levels of family engagement vary among Latinos enrolled in preschool. Results indicate that caregivers whose children attend Head Start have higher levels of supplemental education and involvement in school activities. Differences identified in the four dimensions of family engagement in this research is a step towards evaluating which school-based factors best support family engagement practices. This research demonstrates that family engagement levels differed significantly across preschool site type in supplemental education and school participation. Future research should investigate incorporation and implementation of the whole child approach used in HEad Start programs into all preschool programs. This could potentially lead to increase in family engagement and academic achievement in children in low-income communities.

Acknowledgements

This study would not have been possible without the generous guidance and support from my

research mentor, Dr. Gigliana Melzi PhD. at New York University. Dr. Melzi assisted in offering feedback on methodology and data analysis/interpretation which I am incredibly grateful for. I would also like to thank my science research teacher, Gillian Rinaldo, as well as Cassie Wuest and the rest of the NYU L-FELD team who supported this research endeavor. Last, but not least, thanks to my family and my science research classmates for their continuous support.

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Appendix A. Human Participants Form

Human Participants Form (4)

Required for all research involving human participants not at a Regulated Research Institution. If at a Regulated Research Institution, use institutional approval forms for documentation of prior review and approval.
(IRB approval required before recruitment or data collection.)

Julianne Pelegrino
Student's Name(s)

Latino family engagement across preschool type: A comparison of Head Start and public preschool in NYC.
Title of Project

Gillian Rinaldo
Adult Sponsor

845-793-6912 / jvlpelegrino@gmail.com
Phone/Email

Must be completed by Student Researcher(s) in collaboration with the Adult Sponsor/Designated Supervisor/Qualified Scientist:

1. ☐ I have submitted my Research Plan/Project Summary which addresses ALL areas indicated in the Human Participants Section of the Research Plan/Project Summary Instructions.
2. ☐ I have attached any surveys or questionnaires I will be using in my project or other documents provided to human participants.
   ☐ Any published instrument(s) used was /were legally obtained.
3. ☐ I have attached an informed consent that I would use if required by the IRB.
4. ☐ Yes ☐ No Are you working with a Qualified Scientist? If yes, attach the Qualified Scientist Form 2.

BELOW - IRB USE ONLY

Must be completed by Institutional Review Board (IRB) after review of the research plan. All questions must be answered for the approval to be valid. (If not approved, return paperwork to the student with instructions for modifications.)

☑ Approved with Full Committee Review (3 signatures required) and the following conditions: **(All 6 must be answered)**

1. Risk Level (check one): ☑ Minimal Risk ☐ More than Minimal Risk
2. Qualified Scientist (QS) Required (Form 2): ☑ Yes ☐ No
3. Designated Supervisor (DS) Required (Form 3): ☑ Yes ☐ No
4. Written Minor Assent required for minor participants:
   ☐ Yes ☐ No ☑ Not applicable (No minors in this study)
5. Written Parental Permission required for minor participants:
   ☐ Yes ☐ No ☑ Not applicable (No minors in this study)
6. Written Informed Consent required for participants 18 years or older:
   ☐ Yes ☐ No ☑ Not applicable (No participants 18 yrs or older in this study)

} Analysis of private data with IRB Approval.

IRB SIGNATURES (All 3 signatures required) None of these individuals may be the adult sponsor, designated supervisor, qualified scientist or related to (e.g., mother, father of) the student (conflict of interest).

I attest that I have reviewed the student's project, that the checkboxes above have been completed to indicate the IRB determination and that I agree with the decisions above.

Medical or Mental Health Professional (a psychologist, medical doctor, licensed social worker, licensed clinical professional counselor, physician's assistant, doctor of pharmacy, or registered nurse) with expertise related to this project.

Printed Name: Beth Koerner	Degree/Professional License: RN
Signature: Beth Koerner	Date of Approval (Must be prior to experimentation.) (mm/dd/yy): 08/01/2018

Educator

Printed Name: EAN TITUS	Degree/Professional License: B.A. Adolescent Biology Education M.Ed Curriculum & Inst.
Signature	Date of Approval (Must be prior to experimentation.) (mm/dd/yy): 08/01/2018

School Administrator

Printed Name: Helen Callan	Degree/Professional License: Masters in School Administration
ature	Date of Approval (Must be prior to experimentation.) (mm/dd/yy): 08/01/2018

International Rules: Guidelines for Science and Engineering Fairs 2019 – 2020, societyforscience.org/ISEF2020

Appendix B. Questions from the Parental Engagement of Families from Latino Backgrounds (PEFL-English) and Participación Educativa de Familias Latinas (PEFL-Spanish; McWayne & Melzi, 2014)

Item
Foundational education
I teach my child how to share
I encourage my child to be more independent (eating, dressing him/herself)
I teach my child how to take care of his/her things
I teach my child to ask for help when he/she needs it
I spend time working with my child on numbers (for example, counting)
I allow my child time to play and have fun
I teach my child who his/her family members are
I make sure that my child has a place for learning and school materials at home
I ask my child questions so that he/she will learn
I teach my child how to behave in different situations
I teach my child about my family's country's traditions, food, and music
I help my child to learn in everyday places (such as the subway, playground, supermarket)
I talk with my child about his/her daily experiences (at school, with friends)
I help my child follow rules
I help my child learn letters (ABCs)
I teach my child to respect other people' cultures
I spend one-on-one time with my child
I provide praise and encouragement to my child, so that he/she will learn
I teach my child that his/her behavior has consequences
I teach my child to show respect to others
Supplemental Education
I take my child to places in the community to learn (such as the library, museum, zoo, aquarium)
I tell stories to my child
I read with my child
I or someone in my household speaks to my child in English
My child sees me or other family members doing reading and writing activities
I watch educational television shows or play educational computer games with my child
I encourage other family members to do activities with my child
I encourage my child to work with his/her hands on building activities (legos, blocks)
I enroll my child in classes outside of school
I communicate with my child's teachers (in person, in writing, or by phone) about my child's learning and behavior at school
My child participates in activities I do around the house (cooking, cleaning, fixing things)
I bring home educational toys and learning materials for my child (like flashcards, books, videos, notebooks).
School Participation
I help coordinate activities at my child's school
I attend workshops or meetings at my child's school
I attend school trips with my child
I volunteer at my child's school
I donate items or my own skills to support activities at my child's school
I am a member of the parent committee at my child's school
I seek help at my child's school so that my child receives what he/she needs
I attend classes to better myself, such as GED or ESL
Future-Oriented Teaching
I talk with my child about what I would like him/her to be in the future
I tell stories about the lives of others to motivate my child to become someone in life
I talk with my child about how difficult it is not to have an education