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EXAMINING TEACHERS' PERCEPTIONS AND PRACTICES OF FAMILY
ENGAGEMENT WITH FAMILIES OF EMERGENT BILINGUALS IN PRE-
KINDERGARTEN AND KINDERGARTEN CLASSROOMS: A MULTIPLE CASE
STUDY

by

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A DISSERTATION

Submitted to the graduate faculty of The University of Alabama at Birmingham,
in partial fulfillment of the requirements for the degree of
Doctor of Philosophy

BIRMINGHAM, ALABAMA

2019

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Julie I. Paul
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STUDY

JULIE PAUL

EARLY CHILDHOOD EDUCATION

ABSTRACT

This study addressed pre-K and kindergarten teachers' perceptions and practices of family engagement with families of students who are Dual Language Learners/Emergent Bilinguals. The study employed an explanatory sequential mixed methods design (Quan → QUAL) (Creswell & Plano-Clark, 2018). To address the purpose of the study, the overarching mixed methods question was: How do pre-K and kindergarten teachers engage families of all their students and families of students who are emergent bilinguals? Mixing of the strands occurred after the quantitative data was collected. Quantitative results helped develop the semi-structured interview protocol for the qualitative phase of the study. Qualitative results helped the researcher understand quantitative findings.

Keywords: family engagement, parent involvement, emergent bilinguals, Dual Language Learner

DEDICATION

I would like to dedicate this work to my family members and their unwavering love, encouragement, and support throughout my educational journey. My mum, Gillian McNally Paul, and my dad, Dr. Dharam Aggarwal Paul, who have more courage and determination beyond anything that I could imagine. As immigrants to the United States, they made my education their priority. My siblings, Andrew and Rachel Paul, who are always looking out for me. A sincere thank you to Cole who believed in my abilities. Finally, to my dearest friends and peers who have provided words of encouragement, guidance, and moments of clarity: Laura, Sarah, Kerrienne, Elizabeth, Delowest, Lynn, Alisha, and Will.

In memory of my four inspirational grandparents: Isobel Crombie McNally, Russell McNally, Bachni Aggarwal and Chiman Lal Aggarwal.

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CHAPTER 1

INTRODUCTION

From infancy through adulthood, a child's home, school, and community have a significant impact on their learning and development (Epstein, 2011; Ferrer, 2011; Henderson & Mapp, 2002; Henderson, Mapp, Johnson & Davies, 2007; Bronfenbrenner, 1994). Families are ideally children's first teachers but not their only teachers as children grow and expand their social circles beyond the home. Research shows school programs that engage families in supporting children's learning at home are strongly linked to positive student outcomes (Delgado-Gaitan, 2004; Henderson & Mapp, 2002). Nevertheless, there is currently a gap in how engagement is fostered by school officials with families of students who are Emergent Bilinguals (EBs). Differences in family engagement opportunities may intensify the inequity of educational outcomes for all students, including students who are EBs (Weiss, Bouffard, Bridglall & Gordon, 2009). As family members' engagement in their children's education increases at home and school, children demonstrate higher levels of academic success in several areas, such as academic performance, school attendance (Epstein & Sheldon, 2002), positive school behavior, academic motivation, (McWayne, Melzi, Schick, Kennedy, & Mundt, 2013) and less likelihood of high school dropping out (Rumberger, Ghatak, Poulos, Ritter, & Dornbusch, 1990). These positive outcomes occur regardless of ethnicity, socio-economic status, or parents' education level (Antunez, 2000). Research indicates that

positive family engagement helps in narrowing the achievement gap between ethnic minorities and nonminority children (Jeynes, 2005; Wong & Hughes, 2006). There is currently a lack of understanding on how family engagement is implemented with families of students who are dual language learners (DLLs). Children between birth to five years of age who speak a language other than English at home are described as DLLs or EBs (U.S. Department of Health and Human Services, 2007). DLLs are the fastest growing population of young children in the United States. To examine parental involvement, family engagement, barriers to family engagement, and how early childhood educators can support families of DLLs, the researcher will explore early childhood educators' perceptions of family engagement, parental involvement and current practices of engagement.

Statement of Problem

Bilingual abilities provide many cognitive and social-emotional development advantages as well as learning and global benefits. Lambert (1981) reported that for most linguistic minority groups in the United States, there are national educational policies and social pressures to develop high functioning skills in English at the expense of home language, known as subtractive bilingualism. This term refers to linguistically marginalized groups being forced to subtract their ethnic language and replace it with a more prestigious national language. Cummins (1978) revealed that when instruction is through the medium of a second language and the teacher does not attempt to include the language or culture of the bilingual child, the results can lead to low competency in the home language, low competency in the second language and overall academic failure.

This is a very common practice in the United States and numerous American immigrant families and their children have lost their ethnic languages. Wong-Fillmore (1991) explained, “once these children learn English, they tend not to maintain or to develop the language spoken at home, even if it is the only one their parents know (p.324).” Such a shift in language is very concerning and can lead to harmful consequences such as children losing their cultural identities and not being able to communicate with family members. As soon as young children enter school programs, they become extremely vulnerable to social pressures from their social world (Wong-Fillmore, 1991).

The quality of early childhood preschool and kindergarten programs is quickly becoming a national priority (Espinosa, 2015; Nemeth, 2014; Nishioka, 2015; Matthews & Ewen, 2006). Birth to age five is a critical time to foster a child’s rapidly developing social-emotional, physical, language, cognitive, literacy and mathematics skills. Nationwide, DLLs make up about 23% of the preschool-age population (Friedman-Krauss, Barnett, Weisenfeld, Kasmin, DiCrecchio, & Horowitz, 2018). Yet, only 23 of the 60-national state-funded preschool programs reported collecting data on home languages (Carnock, 2018). In Alabama, the 2017-2018 State of Preschool survey reported that four-year old DLLs comprise of 8% of the preschool aged children in the state of Alabama and 5% of state preschool enrolled children (Friedman-Krauss et al., 2018). In states where children who are DLLs represent less than 10% of population, like Alabama, data is especially important so these children are not unnoticed.

Preschool children in Alabama are enrolled in childcare centers, home-based care, Head Start, and state-funded supplemental grant programs. Within Alabama’s 67 counties, there are currently 1,045 First Class pre-K classrooms for the 2018-2019 school

year, providing access to 32% of the eligible children. While pre-K funders often set policy requirements or licensing agencies, Alabama has outlined six policies to support preschool DLLs with one focused on supporting families of preschool DLLs (Friedman-Krauss et al., 2018). Currently, there are 12 required hours of family participation per year in the Office of School Readiness (OSR) First Class pre-K program in Alabama. Family participation includes family orientation, field trips, volunteering, parent conferences, enrichment meetings, developmental screening completion, Individualized Education Program meetings, and completing take-home activities (Alabama State Department of Early Childhood Education, 2017). Teachers must specify the amount of family participation hours a parent will earn when working with their child on a project at home. Family participation hours are documented on the Parent/Family Engagement Log. While these family participation hours are expected by OSR pre-K, children may not be dismissed from OSR classrooms due to lack of parent participation in home visits, parent/teacher conferences, classroom visits, or any family engagement opportunities.

Additionally, Head Start and Early Head Start pre-K programs have a strong focus on children and their families. The federal program serves low-income families with infants and toddlers and has a strong commitment to community partnerships. Head Start has Performance Standards, which directly relate to families of DLLs. These standards require programs to use research-based strategies to support family engagement with DLLs and their families. As stated in the Head Start Performance Standards, “For dual language learners, a program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development” (U.S. Department of Health and Human Services, 2016, p.27). The Standards indicate that

staff must focus on both English language acquisition and home language development as well as including culturally and linguistically appropriate materials (U.S. Department of Health and Human Services, 2016). In contrast, for kindergarten classrooms, there are no specified regulations for engagement with families or teachers of publicly funded kindergarten classrooms (Education Commission of the States, 2018). Research has shown that family engagement in a child's education and learning at home results in children being more successful at all grade levels (Henderson & Mapp, 2002; Jeynes, 2003). Currently, there is a gap in literature in describing educator's perceptions of family engagement with families of DLLs and family engagement practices, specifically in the early childhood years.

While researchers have examined educational needs of older students, less is known about the learning needs of students from preschool children who are DLLs. There are limited but growing number of studies that have examined family engagement practices with DLLs. Without better knowledge, early childhood educators' perceptions and practices of family engagement with families of DLLs may be unable to meet the distinct needs of multilingual children who are often part of a marginalized population (McWayne et al., 2013; McWayne, Melzi, Limlingan, & Schick, 2016). This mixed methods study examines preschool and kindergarten teachers' perceptions of family engagement with families of DLLs, current practices of family engagement, parent involvement, and any perceived barriers to family engagement.

Purpose of the Study

This study will address teacher-family engagement practices with families of Dual Language Learners (DLLs)/ Emergent Bilinguals (EBs). As this study addresses pre-school and kindergarten students who are acquiring English as they simultaneously developing and function in their home language, the terms DLLs and EBs will be used interchangeably. The purpose of this two-phase study is to examine the relationship between pre-K and kindergarten teachers' perceptions and practices of family engagement with families of students who are EBs, and any challenges teachers may face with family engagement practices. An explanatory sequential mixed methods design will be used in which quantitative data and qualitative data are collected in phases, analyzed separately, and then merged (Creswell & Plano-Clark, 2018). In the quantitative phase of the study, survey data from Head Start pre-K, OSR pre-K and kindergarten teachers at Thomas City (pseudonym), Bonnie City (pseudonym) and Sunny County (pseudonym) will address the frequencies, challenges, and teacher preparation of teacher-participants' family engagement practices with families of DLLs. The qualitative phase will be conducted through face-to-face interviews with pre-K and kindergarten teachers as a follow-up to the quantitative results to explain aspects of family engagement with DLLs. The qualitative data will allow further exploration of family engagement perceptions and practices with Head Start pre-K teachers, OSR pre-K teachers and kindergarten teachers at Thomas City, Sunny County and Bonnie City.

Research Questions

This multiple case study will follow an explanatory sequential mixed method design, and the mixed methods question will be guided by the following central question and sub-questions:

Central Mixed Methods Research Question

How do pre-K and kindergarten teachers engage families of all their students and families of students who are emergent bilinguals?

Quantitative Research Questions:

- How do pre-K and kindergarten teachers feel they are prepared to work with families of DLLs?
- How comfortable do pre-K and kindergarten teachers feel working with families of DLLs?
- How confident in their skills do pre-K and kindergarten teachers feel working with families of DLLs?

Quantitative Sub-Questions:

1. Is there a difference in the amount of family engagement that pre-K and kindergarten teachers are implementing within districts and grades?
2. How much college coursework have teachers had on family engagement with all families and families of DLLs?

3. How much professional development within districts and grades have teachers received on family engagement with all families and families of DLLs?

Qualitative Research Questions

1. How do pre-K and kindergarten teachers define parent involvement with families of all their students and families of DLLs?
2. How do pre-K and kindergarten teachers define family engagement with families of all students and families of DLLs?
3. How do pre-K and kindergarten teachers engage families of all students?
4. How do pre-K and kindergarten teachers engage families of their students who are DLLs?
5. What challenges do teachers face with family engagement with all families and families of DLLs?

Benefits

This study can benefit general education classroom teachers, teachers of students who are DLLs or EBs, school and district administrators, policy makers and especially pre-K and kindergarten students who are DLLs or EBs. Moreover, this study will add to the current body of knowledge of what early childhood educators know about engaging with families of students who are learning English. The study addresses challenges that early childhood educators face in engaging all families and families of DLLs. Finally, identifies any misconceptions that teachers may have about students who are learning English.

Definition of Terms

The purpose of this section is to define key terms and their definitions in the context of this study. The definition explains the meaning of each term as it pertains to this study.

DLL: any preschool child, birth to five years of age, who is learning two or more languages at the same time (U.S. Department of Health and Human Services, 2007).

EB: children who acquire English as they simultaneously function in their home language and become bilingual.

Early Childhood: children between infancy and eight years old.

English Dominant: students or families who speak only English.

EL: student who comes from a home in which English is not the primary or sole language spoken.

ESL: older term describing school programs for students who are non-native English speakers

Family: a group of two people or more (one of whom is the householder) related by birth, marriage, or adoption, and residing together (U.S. Census Bureau, 2017).

Family Engagement: shared responsibility between program staff and families, family members, and their children to build positive and goal-oriented relationships (U.S. Department of Health and Human Services, 2016).

Head Start: a national program that provides early childhood education, health, nutrition, and parent involvement services to enrolled children and their families.

IMPACT-PD: a federally funded professional development grant for improving preschoolers' acquisition of language through coaching teachers and professional

development.

Latinx: a person from Latin America

NAEYC: National Association for the Education of Young Children

OSR First Class Pre-K: The Office of School Readiness First Class Pre-K. The state of Alabama provides pre-K education for children through grant funded classrooms.

PACT Time: Parent and Child Together Time.

Parent: biological, adoptive, and step-parents, as well as primary caregivers, i.e. grandparents, adult family members, and foster parents (U.S. Department of Health and Human Services, 2016).

Parent Involvement: when parents participate in activities at their child's early care and learning setting.

Assumptions

The assumptions of the study were as follows:

1. Preschool teachers were defined as teachers currently teaching in a pre-K (four-year-old) full-day childcare center setting.
2. Participants' responses during the interviews will be honest and reflective.

Limitations

Limitations of the study included a small sample size. The study was conducted in three school districts from one state in the Southeast of the United States of America. The generalized findings may not fully represent all perspectives of teachers in all states and publicly funded pre-K and kindergarten classrooms. Teachers' travel distance and

availability played a part in being able to conduct the qualitative strand of the study. The limited availability of studies on family engagement and parental involvement with DLLs, revealed the need for further research about teachers' perspectives and practices with engagement in working with families of EBs. One of the survey questions was open-ended which led to a great variability in responses.

This study examined teachers' perceptions and practices of family engagement with families of DLLs. This study is a follow up to two prior studies on family engagement. The researcher examined findings of previous studies and current studies to explore teachers' perceptions and practices of family engagement in pre-K classrooms and kindergarten classrooms with families of students who are DLLs.

Delimitations

Delimitations for the study included the majority of survey questions were closed-ended which provided direct responses from teacher-participants. The three districts were selected due to the high population of DLLs and the likelihood of teacher-participants having worked with DLLs and their families.

Organization of the Study

In Chapter I, the researcher delivered an introduction to the justification and need to the research study. In Chapter II, the researcher presented a review of the literature related to the research area. In Chapter III, the researcher explained the methodology used for the research study. In Chapter IV, the researcher presented the quantitative findings from the first phase of the study. In Chapter V, the researcher presented the

qualitative research findings from the second phase of the study. Conclusively, in Chapter VI, the researcher presented the discussion and integration of findings.

CHAPTER II

LITERATURE REVIEW

This chapter provides a review of the literature that explores the teacher's role in family engagement in preschool and kindergarten, home/family visits, implementing Parent and Child Together time, family dialogue journals, and challenges to family engagement. Joyce Epstein's parent involvement framework (1992; 1995), Carl Dunst's family empowerment theory (1988), Luis Moll's funds of knowledge theory (1992) and Urie Bronfenbrenner's Bio-Ecological systems theory (1979; 1993; 1994) were described as theoretical frameworks for this study. The limited availability of studies, especially those conducted in the southeastern United States on family engagement and parental involvement with DLLs, demonstrated the need for further research about teachers' perspectives and practices with engagement in working with families of EBs.

Theoretical Framework

In the early 19th century, American communities greatly determined the school calendar and employment of teachers, which also influenced the curriculum (Epstein, 2011). However, in the late 19th century and early 20th century, patterns began to change in family-school relations and teachers became more engaged in their content pedagogy, becoming more independent from the student's home (Epstein, 2011). Towards the end of the 20th century, family-school relations again shifted with increased demands for

more accountability from schools for the academic, social, and moral education of children (Weiss, Bouffard, Bridglall & Gordon, 2009). As explained by Epstein (2011), the “overlapping spheres of influence integrates and extends ecological, educational, psychological, and sociological theories and perspectives on social organization and relationships” (p.44). Both spheres of family and school simultaneously affect children’s learning and development. Epstein’s (1992, 1995) framework for family involvement includes the following: (a) parenting, (b) communicating, (c) volunteering, (d) learning at home, (e) decision making, and (f) collaborating with the community. Parenting involves parent education, such as workshops on helping families create a home learning environment that supports their child’s education. Schools must be assisted in supporting families’ experiences, cultures, and goals for children. In order for strong school-to-home and home-to-school communications to occur, teachers must design effective forms of communicating with families of students, such as home visits, access to language translators, weekly folders, and conferences. Volunteering is another component of involvement, which includes volunteers serving to help teachers, administrators, students, and other parents (Epstein, 2011). Moreover, teachers must provide information for families on how they can learn at home with their child. Decision-making includes parents’ voices in school decisions and representatives for all families. Finally, when teachers collaborate with the community, they can integrate resources from the community and strengthen home-school-community partnerships. This framework allows family, schools and communities to develop strong partnerships resulting in community-based schools (Epstein, 1995).

According to Dunst and Trivette (1997), there are two contrasting worldviews

when thinking about early childhood intervention and family support: the traditional and capacity-building paradigm. The traditional worldview portrays children and their families as having deficits and weaknesses that need professional treatment to correct problems (Dunst, 2005). The deficit views of families and their capacity to support learning have “reinforced the view that schools alone are where children learn” (Weiss et al., 2009, p. 8). On the other hand, a capacity building worldview considers children and families as having strengths and assets, which are supported positively by professionals. Furthermore, the capacity-building framework employs a model for implementing child, parent, and family intervention practices (Dunst, 2005). Families have capabilities that must be identified and built upon rather than the focus being placed on deficits or weaknesses. Moreover, families are more likely to respond positively to this type of intervention, and the chances of making a positive difference on the family are significantly enhanced (Dunst, Trivette, & Deal, 1988).

According to Moll (2014), a funds of knowledge theoretical approach provides an understanding of a child from the cultural-historical basis of a student’s household life, family practices, and cultural resources. As soon as a teacher taps into a student’s funds of knowledge, they gain a deeper understanding of the child’s life experience. Vélez-Ibañez (1988) and Greenberg (1990) advanced the concept “funds of knowledge” to include a broad range of familial, household, neighborhood and social contexts. This also refers to a child’s body of developed social networks that interconnect with the assets of household knowledge their family maintains, and includes knowledge, skills, and labor that are essential for survival under social and economic circumstances (Moll, Amanti, Neff, & Gonzalez, 1992). Moll et al. (1992) points out that as teachers take time to study

students' household knowledge and draw upon this knowledge, they can develop curricular goals and strengthen family-school relationships.

Bronfenbrenner's Ecological Systems Theory (1979) highlights that children grow and develop in context in their environment. Bronfenbrenner later adapted the Ecological Systems Theory to the Bio-Ecological Systems (1993, 1994) which encompasses the child's biological factors within development. He presents five layers of interaction: (1) microsystem, (2) mesosystem, (3) exosystem, (4) macrosystem, and (5) chronosystem. The microsystem contains a child's direct contacts, such as family members, teachers, school, community, neighbors, and peers. The second system of influence, mesosystem, represents the child's recognition of the interactions between the influences of the microsystem. This system represents the quality of the relationships and contacts a child has within the microsystem. The next level, exosystem, encompasses indirect influences, such as a parent's employer requiring additional work hours and taking away from time with their child. The fourth level is the macrosystem, containing influential sociocultural beliefs, such as race, ethnicity, language, religion, socioeconomic status, and location. Lastly, the chronosystem provides time period influences, such as media, historical events, or world events. Bronfenbrenner's theoretical perspective on family-school relationships views child development in a "two-way communication, a balance of power, and multiple linkages (i.e. more than one person who is active in both settings)" (Powell, Seung-Hee, File, & San Juan, 2010, p.272). The child is placed at the center of the concentric systems. In describing contexts of behavior and development, Bronfenbrenner (1979) focuses on family size, single- versus two-parent households, homecare versus daycare, parents versus peers, and variation by social class or ethnic

background. Bronfenbrenner's (1979, 1993, 1994) theoretical framework of the personal and environmental factors influencing child development and learning are central to the foundation for family engagement during the early childhood years. For optimum early childhood development, teachers, administration and policy makers must take each layer of influence into consideration when constructing family engagement opportunities for all learners.

Dual Language Learners and Emergent Bilingual Learners

The term Dual Language Learners (DLLs), as used by the National Association for the Education of Young Children (NAEYC) and the Office of Head Start, refers to any preschool child, birth to five years of age, who speaks a language other than English at home (Nemeth, 2014). García, Kleifgen and Falchi (2008) stated that these children are in fact, Emergent Bilinguals (EBs), because they acquire English, simultaneously function in their home language, to become bilingual. These students' home language depends on their parents' country of origin and the predominant language spoken with their family. Nemeth (2014) reported that at least 25% of young children are learning in two or more languages in the United States. In fact, according to the U.S. Census Bureau (2017), the number of Latinx students has grown by a 102% increase in the last 20 years, and by 4.8 million from 2006-2016. In 2015-2016, the Office of English Language Acquisition (OELA) reported that English Learners (ELs) graduated from high school at a lower rate, 66.9%, in comparison to the national average of 84.1% of all students. Gandara (2017) estimated by 2023 almost one in three students will be Latinx, referring to individuals who are from Central or South America. Matthews and Ewen (2006)

affirmed that children born to immigrant parents frequently face risk factors, making participation in early childhood educational programs critical to their success. Early childhood programs with a strong focus on family engagement provide a smoother transition for students and their families into not only American society but also the education system. Staehr Fenner (2014) reported the importance of family engagement in advocacy for DLLs. Because many teachers do not feel fully equipped to educate children who are not fully proficient in English, family engagement with DLLs is a critical area of research.

Parent Involvement

Some of the earliest settlements in the Americas regarded parent involvement to be an instrumental cornerstone for a child's education (Jeynes, 2011). Parent involvement has been measured in several ways, including attendance of school events, reading at home, volunteering in the school, and helping with homework (Epstein, 1995). The term involvement typically refers to activities that promote a child's well-being (Koralek, Nemeth, & Ramsey, 2019). Some parental involvement activities have the potential to support a teacher's understanding of a parent's goals for their child (Powell et al., 2010). Yet, many times parent involvement makes parents feel like classroom helpers following the teacher's instructions rather than playing a significant role in their child's education (Koralek et al., 2019). Examples of parent involvement activities include open house, donuts, providing classroom snacks, report card conferences, and school-parent meetings. Families of all cultural backgrounds, education, and income levels care and have the capacity to support their children's learning if they are given tools to guide their children

towards academic success (Dauber & Epstein, 1989; Ferrer, 2011; Henderson & Mapp, 2002; Henderson et al., 2007). Immigrant families and students, specifically Hispanic DLLs, would benefit from such academic tools.

A meta-analysis of 21 studies (Jeynes, 2003) measure the impact of parental involvement on the academic achievement of nearly 12,000 minority children and reported that overall parental involvement has a significant positive impact on children across race and across academic outcomes. This study measured academic achievement using grades, standardized tests, academic behaviors and attitudes. The results indicated that the impact of parental involvement is significant for all minority groups included in the study: African Americans, Latinos, and Asian Americans. Parent involvement had a positive effect size on all of the groups, which was measured through attendance, parental style, expectations, reading with the child in the past and present, communication, and rules regarding homework for African Americans. Moreover, there was a positive effect size for Latino parents reading with their child in the past and present. For all groups, parental involvement, as a whole positively affected overall student academic achievement, GPA, standardized tests and other measures positively.

Becker and Epstein (1982) surveyed a large sample of approximately 3,700 public school elementary teachers and 600 elementary school principals in more than 600 schools in Maryland. Of the respondents, 28% were first-grade teachers, 30% third grade, 29% fifth grade, and 13% reading, math, or parent involvement specialists. The survey found that over 95% of teachers reported that they “talk with children’s parents, send notices home and interact with parents on open-school nights” (p.98). This was a standard type of parent-teacher communication that has become acceptable as home-

school communication. The survey presented 14 specific teaching techniques involving parents learning with their child at home. These techniques were organized into five categories: (1) techniques that involve reading and books (2) techniques that encourage parent-child discussions (3) techniques that specify informal home learning activities (4) teacher-parent contracts that specify parent roles in their child's school lessons or learning activities (5) techniques that develop parents' tutoring, helping, teaching or evaluation skills. Results from the survey indicated that these parent involvement techniques were more likely to be used by teachers of students in earlier grades. Parent and child reading activities drastically declined as grade level increased. Moreover, teachers' responses to the questionnaire indicated that they "do not know how to initiate and accomplish the programs of parent involvement that would help them most" (Epstein & Becker, 1982, p.99). This survey also reported that principals generally support parent involvement and 76% (n=456) of the 600 principals indicated that they personally encouraged teachers to ask parents to read to their child or listen to their child read at home. Of the principals, 95% indicated that they hold PTA or PTO meetings and hold parent advisory meetings associated with Title I. Overall, this study indicated that teachers do not feel fully prepared to initiate the most effective parent involvement techniques and teachers who have a principal that encourages a particular parent involvement technique are slightly more likely to implement that same technique in their classroom.

While parent involvement encourages parent participation in school activities, it does not form true reciprocal partnerships nor reach the depth of collaboration between school, home, and community that can be formed through family

engagement practices. To build strong, equitable partnerships with families and support qualities of families of all learners, family members need to be empowered in decision making in their child's education (Epstein, 2011; Dunst & Trivette, 1988). By providing multiple family engagement opportunities such as, family dialogue journals, family visits, family engagement nights, and PACT time, educators can draw upon families' culture and practices to deepen classroom instruction and connections to home learning for all families (Moll, 1992; Bronfenbrenner, 1979, 1994; Weiss et al., 2009).

Family Engagement

As contended by García and Frede (2010), the United States strives to ensure that all children succeed. Two influential factors for this are children's families and circumstances. The federal law, No Child Left Behind (NCLB), passed in 2001 mandated that every state identify school and student performance; however, the new federal law, Every Student Succeeds Act (ESSA), signed in December 2015, includes more opportunities which acknowledge the state's role in serving diverse student populations (Council of Chief State School Officers, 2018). ESSA replaced the NCLB term, "parent involvement" with "parent and family engagement" (Henderson, 2016). The current legislation requires school districts to not only engage parents and families, but to "develop evidence-based strategies for school improvement in partnership with parents and school staff" (Association for Supervision and Curriculum Development, 2015, p.5).

One of the most pressing issues in the field of education is early childhood teachers' practice and employment of family engagement with families of DLLs. Not only is the presence of family engagement in early childhood years essential, but many

consider family engagement to be even more critical for children who are EBs (McWayne et al., 2013). Family engagement resulted in better student achievement for DLLs whose family members were engaged (Staehr Fenner, 2014). Yet, family engagement is a pivotal strategy that not only promotes student achievement but also empowers families and communities by preparing all learners for college and careers (Ferlazzo, 2011; Levesque, 2013). In the early childhood years, high levels of family engagement were associated with positive outcomes for children's literacy, language, math, and social skills (Bulotsky-Shearer, Wen, Faria, Hahs-Vaughn, & Korfmacher, 2012).

Not only is the term family engagement more inclusive of the contributions of all members who play a part in children's education, such as grandparents, aunts, uncles, and siblings, but Ferlazzo (2011) emphasized that it originates from the verb to engage, which signifies to come together and interlock. Engage implies "doing with," rather than involve which implies "doing to" (Ferlazzo, 2011, p.2). Since all students' families are not the same, family engagement provides opportunities for all family members to move from being a volunteer to an empowered leader in their child's education. The terms family engagement and parental involvement should not be used interchangeably. In this study, family engagement was defined as home/family visits, parent-student conferences, phone calls, and involving families in student learning inside and outside of the classroom. All of these opportunities help teachers form partnerships with family members and connect them with useful resources.

Family Visits

The term home visit is traditionally a more accepted term for the family engagement practice of building meaningful relationships with students' families by visiting homes (Allen, 2010). The term, home visit, is often associated with government agencies and can be intimidating for immigrant families. Allen (2010) suggested using the term family visit instead. Family visits emphasize building upon all family members' wealth of knowledge while meeting at a convenient and comfortable location for both the teacher and family members. According to Allen (2010), several starting points must take place before, during and after family visits. First, the teacher explains to the family that they are eager to meet with them to get to know their child. Next, the teacher and family members arrange a convenient time and location. Extended family members or interpreters are welcomed to join. During the visit, the teacher can simply ask the family members to tell about their child as a reader or writer. This is an opportunity for the teacher to share his or her own interests. The teacher can encourage family members to use the language spoken in their home. After the visit, the teacher can write down and think of ways to include the family's funds of knowledge in the classroom. González, Moll, and Amanti (2005) explained that when teachers foster a funds of knowledge approach to education, they gain an understanding of the important lived experiences of the student and their family. "[Teachers] can reach out to these families to get to know them better within their own comfort zones, increase their trust, and build bridges between home and school" (Staehr Fenner, 2014, p. 122). This ultimately leads to stronger partnerships with families, promotes academic achievement, and overall more

involvement from the family.

Parent and Child Together (PACT) Time

Recent studies asserted that Parent and Child Together (PACT) time is one of the high-performing family engagement practices for culturally diverse families (National Center for Families Learning, 2013). During this time, parents join their child in their classroom and establish a regularly scheduled session during school hours for 30 minutes up to 4 times a week, allowing family members to engage in first-hand experiences with classroom instruction (Levesque, 2013). Family members can observe teacher expectations, classroom routines, learn strategies to support their children's learning while learning how to extend and take this knowledge back to their homes. According to National Center for Families Learning (2013), PACT time usually includes the following stages: (1) pre-brief (2) observe (3) interact (4) debrief. During the pre-brief, the teacher describes to the family member what they will see and to look for during the short mini-lesson. While the lesson is taking place, the family member observes. They may jot down any notes or questions they may have about the lesson. Next, the family member can interact by working one-on-one with their child. This is an opportunity for the teacher to provide feedback as needed. After the lesson has been completed, the teacher debriefs with the family member by answering any questions and provide suggestions on connecting the activity to home learning. Brizius and Foster (1993) explained that the conceptual framework of PACT time began in the 1980s with the development of the Parent and Child Education (PACE) program in Kentucky and the Kenan Trust Family Literacy programs in Kentucky and North Carolina. This effective way of engaging

diverse parents in their child's education symbolizes a trusting lifetime commitment to learning between parents and children (Jacobs, 2004; National Center for Families Learning, 2013). PACT time empowers parents, builds their self-efficacy by understanding the vital role they play as their child's first teacher and helps family members understand school curriculum (Mikulecky, Lloyd, & Brannon, 1994). National Center for Families Learning (2013) conducted a study with 34 teachers, 25 of which completed surveys. Sixteen parents also completed surveys about their experiences in the Learning English and Parenting Skills (LEAPS) Family Literacy Program, which implemented PACT time. Results suggested strong benefits from PACT time in parents' knowledge, confidence and role in their child's learning (National Center for Families Learning, 2013). When teachers leverage families' strengths and support the family's own abilities to practice and develop children's skills outside of school hours, a school-family partnership is strengthened (Edwards, 2016).

Family Dialogue Journals

Family dialogue journals afford families to have a voice in their child's learning and contribute to curriculum. These journals serve as an authentic writing opportunity that fits the needs of the classroom and teachers can use the most appropriate form of journaling notebooks for the students. In the beginning, teachers can write an introduction letter sharing the purpose, process, and providing tips for writing with children. A typical family dialogue entry can consist of a student writing down a question for a family member, the family member writes down a response, and the teacher provide an additional response. Students and families of DLLs may write in their home language.

The benefits of employing family dialogue journals with DLLs and all students are manifold. Students build confidence in speaking and listening through sharing, classroom communities are strengthened, student-teacher-family deepen relationships, and students who are DLLs can develop biliteracy. Families can connect to their child's classroom and build an equitable partnership with the teacher (Allen, 2015). Furthermore, family dialogue journals are a catalyst for family engagement nights. Through these types of partnerships, teachers foment equitable learning experiences for all students (Souto-Manning, 2013).

Challenges to Family Engagement

Both teachers and families face challenges that affect family engagement and collaboration. Challenges to family engagement may include: (a) communication to family members of EBs, (b) home-school partnerships, (c) work schedules, (d) knowledge of the school system, (e) lack of self-efficacy or (f) parents' own negative experiences in school as a child (Antunez, 2000; Gonzalez-De Hauss & Willems, 2003; Decker, L. Decker, V., Boo, Gregg, & Erickson, 2000; Greenwood & Hickman, 1991; Hoover-Dempsey & Sandler, 1997). In general, if an individual has a strong sense of self-efficacy, they tend to put forth greater effort in a challenging situation and approach difficulties as challenges to be mastered (Bandura, 1989). Epstein (1986) suggested that a child's parents, regardless of their educational background, have a desire to be engaged in their child's education. Despite this desire, Jacobs (2004) suggested that not all family members instinctively know what constitutes engaging parent-child interactions. Families with stress factors face challenges to participating in the school community. Stress factors

of low-income families can include higher levels of emotional strain, mental health problems, schedule conflicts, and lack of transportation (Weiss et al., 2009). Educators that respond to the individual needs of culturally, linguistically and socio-economically diverse families are the most effective. Furthermore, educators need to have a strong understanding of the cultural knowledge of their students from all ethnicities, including but not limited to African American, Latinx, Caucasian, and Asian. All educators do not take the necessary steps to involve parents of students from culturally, linguistically, and socio-economically diverse backgrounds.

In addition to family challenges, there are teacher-perceived challenges, further precluding family engagement with students who are EBs including: (a) teacher's self-efficacy, (b) fear of being judged by families, (c) high-stakes testing, (d) scheduling, (e) access to technology, (f) job limitations, (g) providing communication in languages other than English to families about volunteer opportunities, (h) identifying community resources, and (i) lack of training in working with families of EBs (Epstein, 2011; Mapp 2003; Trumbull, Rothstein-Fisch, & Hernandez, 2003). Edwards (2016) stated that unless teachers have a deep understanding of the community diversity in terms of cultural linguistic and socioeconomic diversity, they have trouble reaching out and collaborating with families.

Previous studies asserted that literacy development is a much easier task for children from homes that prepare children for classroom discourse (Jordan, Snow, & Porche, 2000; Snow, Barnes, Chandler, Goodman, & Hemphill, 1991). When supporting families of DLLs, the teacher must take the initiative to tap into the student's funds of knowledge to take steps towards understanding students' households, home language,

family practices, and cultural resources (Moll, 2014). A child's home language and culture define their ethnic identity and pride (Delgado-Gaitan, 2004). In addition, the teacher can bolster the child's academic success by incorporating the child's culture and home language in the curriculum (Delgado-Gaitan, 2004). Furthermore, the teacher can provide home surveys at the beginning of the year, invite parents to write letters in the language they feel most comfortable in, and overtly value the family's cultural identity.

In a study by Jordan et al. (2000), the literacy program, Project EASE (Early Access to Success in Education), offered home and school activities for kindergarteners and their families. The teacher trained families in developing literacy skills with their children and sent home literacy activities for families. In one year, 248 kindergarteners and their families who were engaged made significant gains in their language skills.

Additionally, U.S. Department of Health and Human Services (2001) examined 17 Early Head Start sites with approximately 3,000 children and family members. As early as two years old, children in the program scored higher on cognitive development assessments, had vocabularies that were more extensive and used more grammatically complex sentences. Additionally, parents scored significantly higher on certain aspects of the home environment, parenting behavior, and infant-toddler development knowledge. In sum, outcomes from this study included Early Head Start families were more likely to experience reductions in parenting stress, reduction in family conflict, and a higher tendency to attend school or job trainings.

McWayne et al. (2016) conducted a study with 650 Latino caregivers of children in Head Start between the ages of 18-75 years. The majority (81%) of the participating caregivers were mothers, 11% were fathers, and 8% were other family members. Fifty-

eight percent of the participants were not working outside of the home, 22% were fully employed and 19% were working part time. Fifty-three percent of the participants had not completed high school, 47% had a high school diploma and 24% had some college education. The research goals were to identify patterns of family engagement practices among Spanish- and English- speaking low-income Latino families and to examine any relationship between the patterns and demographics, language and social skills. Of the 650 Latino caregivers, 465 selected the Spanish questionnaire, *Participación Educativa de Familias Latinas*, and 185 selected the English version of the questionnaire, *Parent Engagement of Families from Latino Backgrounds*. This 43-item questionnaire explored foundational education, supplemental education, school participation and future oriented teaching aspects of parent engagement. Results indicated that 18% of Spanish-speaking caregivers were highly engaged, whereas 48% of English-speaking caregivers were reported to have high levels of family engagement. These findings suggest that there is a gap between English-speaking caregivers and Spanish-speaking caregivers and in the amount of participation in family engagement activities.

Summary

The literature has examined the relationship between family engagement with minority students and the positive academic outcomes (Epstein, 2011; Dunst & Trivette, 1997; Moll, 1992; Bronfenbrenner, 1979; Jeynes, 2003; Jordan et al., 2000; U.S. Department of Health and Human Services, 2001; McWayne et al., 2016; National Center for Families Learning, 2013). Chapter II explored family engagement practices, perceived teacher challenges to family engagement, family challenges to family engagement, and the

theoretical framework of this study. This mixed methods explanatory sequential design study and proposed research questions will investigate teacher's perceptions and teaching practices of family engagement with families of students who are DLLs. The rationale for using a mixed methods explanatory sequential design was explained in the next chapter.

CHAPTER III

METHODOLOGY

In this chapter, the researcher discusses the mixed methods explanatory sequential design for the study and proposed measures. This study used a Mixed Methods design. Quantitative using Explanatory Sequential study and Qualitative using a Multiple Case Study approach. Mixed methods research is defined as research in which the investigator collects and analyzes both qualitative and quantitative data rigorously, integrates and organizes the two strands of data and their results, and finally frames these procedures within theory and philosophy (Creswell & Plano-Clark, 2018). The goal of mixed methods is to draw from strengths while minimizing the schism between quantitative and qualitative research (Onwuegbuzie & Leech, 2004). Mixed methods research can provide answers to questions that go beyond what qualitative or quantitative can provide alone (Creswell & Plano-Clark, 2018). In this chapter, the researcher presents the design of the study, including findings of the two previous studies, philosophical assumptions, procedural issues, materials and instrument design, sites and participants, sampling procedures, data collection and analysis, legitimation, ethical considerations, role of the researcher, feasibility of the study, and reporting of the study.

Research Design

The purpose of this mixed methods study is to explore teachers' perceptions and practice of family engagement in preschool and kindergarten classrooms in urban and sub-urban areas in north-central Alabama. This is a follow up study from two previous studies, *Redefining family engagement for culturally and linguistically diverse families through Parent and Child Together (PACT) time: Understanding teacher perceptions* (submission pending) and *Redefining Family Engagement for Culturally and Linguistically Diverse Families through Family Visits: Understanding teacher perceptions* (submission pending). Both of these qualitative studies collected perceptions of family engagement from pre-service and in-service teachers before and after participating in the IMPACT-PD Summer EL-PD Institute, which was based at Thomas City (pseudonym). This site will be used again in the current mixed methods study.

Results from *Redefining family engagement for culturally and linguistically diverse families through Parent and Child Together (PACT) time: Understanding teacher perceptions* indicated that the more ESL coursework that a teacher had taken, the more likely they were to implement family engagement practices in their teaching. Also, before the treatment of family engagement trainings and experiences, several of the teachers perceived communication to be their greatest challenge for family engagement with families of EBs. After the treatment, teachers indicated that by learning some of the child's native language, providing multiple opportunities for parents to know their input matters, and implementing PACT time overcame the communication barrier.

Results from *Redefining family engagement for culturally and linguistically*

diverse families through family visits: Understanding teacher perceptions indicated that teachers with more training had more positive perceptions of students' families and their ability to engage in their child's learning. The pre-and in-service teachers with more training on family engagement practices were more likely to perceive the families as assets in comparison to teachers with less training or coursework.

In the current study, the site Thomas City was included due to its high population of DLLs. Thomas City was an urban Title I school serving pre-K-12 and the population consisted of low-socioeconomic status families with 61% Black students, 35% Hispanic, and 4% Caucasian. The district site contained 3 schools serving approximately 1,093 students. Thomas City was the smallest site in this study containing 1 elementary school which served approximately 305 elementary students. In addition, it contained two Head Start classrooms, one Office School Readiness (OSR) pre-K classroom, and five kindergarten classrooms. The larger site, Bonnie City (pseudonym), was an urban Title I school district serving grades pre-K-12 and the population consisted of 95% Black, 4% Hispanic, and 1% Caucasian. Eighty-eight percent of students qualify for free or reduced-price lunch. There were 43 schools within Bonnie City (pseudonym) serving approximately 25,104 students. The district contained 18 elementary schools and ten kindergarten-eighth grade schools. Bonnie City (pseudonym) was the largest district in this study containing 38 pre-K classrooms and 52 kindergarten classrooms. The third site, Sunny County (pseudonym), was a smaller sized suburban pre-K-12 site serving approximately 22,809 students. The district contained 15 elementary schools, including 13 pre-K classrooms and 75 Kindergarten classrooms. Six of the elementary schools in

Sunny County (pseudonym) were Title I. The pre-K-12 student population consisted of 72.5% Caucasian, 14.47% Black, 8.75% Hispanic, 2.3% Asian, and 1.98% other race.

In 2011-2012, National Center for Education Statistics reported 16,990 public school districts containing the following district sizes: 33.6% with one school, 25.4% with two-three schools, 15.9% with four-five schools, 13.6% of districts six-nine schools, 7.2% of districts containing 10-19 schools, and 4.3% of districts containing 20 or more schools. Prior research reported that larger school districts can often provide a greater range of opportunity, yet each student has a reduced chance to participate (Fox, 1981). Due to the uniqueness of the sites included in this study, each school districts offered a different perspective.

By employing the explanatory sequential design of mixed methods, the researcher will collect and analyze quantitative survey data and use the results to develop the qualitative interview protocol (Creswell & Plano-Clark, 2018). Both qualitative and quantitative criteria were applied to assess the trustworthiness of the study (Creswell, 2013).

Sampling occurs in the quantitative phase and in the qualitative phase. Participants from the initial quantitative results will be selected based upon criteria to provide more detail about the quantitative results. The criteria used in the purposive sampling for the quantitative survey included school district and grade level (Hatch, 2002). The criteria used in the mixed purposive sampling will include: (a) participant's consent to be interviewed, (b) pre-K or Kindergarten (c) years of teaching experience, and (d) level of confidence in working with families of DLLs. Results will be triangulated, which can lead to valid conclusions about teachers' practice and

perspectives of family engagement with families of DLLs. Due to challenges with traveling time constraints for focus groups in Phase Two, individual interviews were conducted instead of in focus groups.

Philosophical Assumptions

Philosophical assumptions can provide a foundation for conducting research. All researchers must acknowledge and be aware of assumptions made about gaining knowledge during their study (Creswell & Plano-Clark, 2018). In all research, philosophical assumptions or paradigms consist of a “basic set of beliefs or assumptions that guide inquiries” (Guba & Lincoln, 2005, p.109). There are five types of paradigms: constructivism, transformative, pragmatism, positivism, and post-positivism (Teddlie & Tashakkori, 2009). The constructivist paradigm is typically related to qualitative research, which works from multiple meanings under a social and historical construction (Creswell & Plano-Clark, 2018). Whereas, the transformative paradigm is typically focused on social realities and pursuit of human justice. Positivism is typically related to the quantitative research indicating that research is conducted in an objective environment. Post-positivism is a revised form of positivism that still maintains an emphasis on quantitative methods. Post positivists acknowledge that their value systems play an important role in conducting research and interpreting findings (Teddlie & Tashakkori, 2009). Pragmatism includes perspectives from both the positivism and constructivism paradigm debate. Howe (1988) described pragmatism as “the compatibility thesis supports the view, beginning to dominate practice, that combining

quantitative and qualitative methods is a good thing and denies that such a wedding is epistemologically incoherent” (p.10).

The researcher of this study aligned herself with the pragmatist worldview, which is typically associated with mixed methods. Teddlie and Tashakkori (2009) pointed out that pragmatism “embraces superordinate ideas gleaned through consideration of perspectives from both sides of the paradigms debate in interaction with the research question and real-world circumstances” (p.73). As noted by Creswell and Plano-Clark (2018) and Teddlie and Tashakkori (2009), each paradigm differs in broad philosophical elements of epistemology, axiology, rhetoric, methodology and ontology. Epistemology may be defined as the relationship between the research and participant. For this study, the researcher personally interviewed 16 teachers because it was not possible to engage with all pre-K and kindergarten teachers in each school district. There was face-to-face communication and closeness between the researcher and participants. The element, axiology, refers to the role of the values of the researcher. For this study, I acknowledged my role as the researcher and any biases that the researcher may have towards family engagement practices. After recognizing these biases, the researcher presented and crosschecked all participants’ perspectives on the topic to ensure they had been accurately represented.

The research employed formal and informal styles of research language, which is called rhetoric. Moreover, the methodology is the process of research. Pragmatism embraced an interaction of quantitative and qualitative research, which was used in this study. Ontology describes the nature of reality. The overall goal for this study was to understand the perspectives and practices of individual teachers and the general

population of teachers from three school districts. By exploring single and multiple perspectives of the entire sample population, the researcher gained a stronger understanding of the nature of reality for teachers in the study. For the purpose of this study, the researcher will utilize the pragmatic approach since it allows researchers to assume a pluralistic stance of gathering several types of data to best answer the research questions (Creswell & Plano-Clark, 2018).

Procedural Issues

The researcher specifically sought assistance from the principal at Thomas City to collect surveys from the pre-k and kindergarten teachers. The principal indicated that emails from unknown email addresses may have mistakenly arrived to the participants' junk folder. In this study, focus groups were initially selected for the qualitative phase of the study. Due to participants' travel distance and availability, face-to-face interviews were a more accessible means for data collecting. Mixing of the strands occurred after the quantitative data had been collected. The findings from phase one allowed the researcher to fully develop the semi-structured interview protocol for the qualitative data collection. The qualitative results explained some of the quantitative findings. Figure 3.1 illustrates and describes the intricate design of the research study (Creswell & Plano-Clark, 2018).

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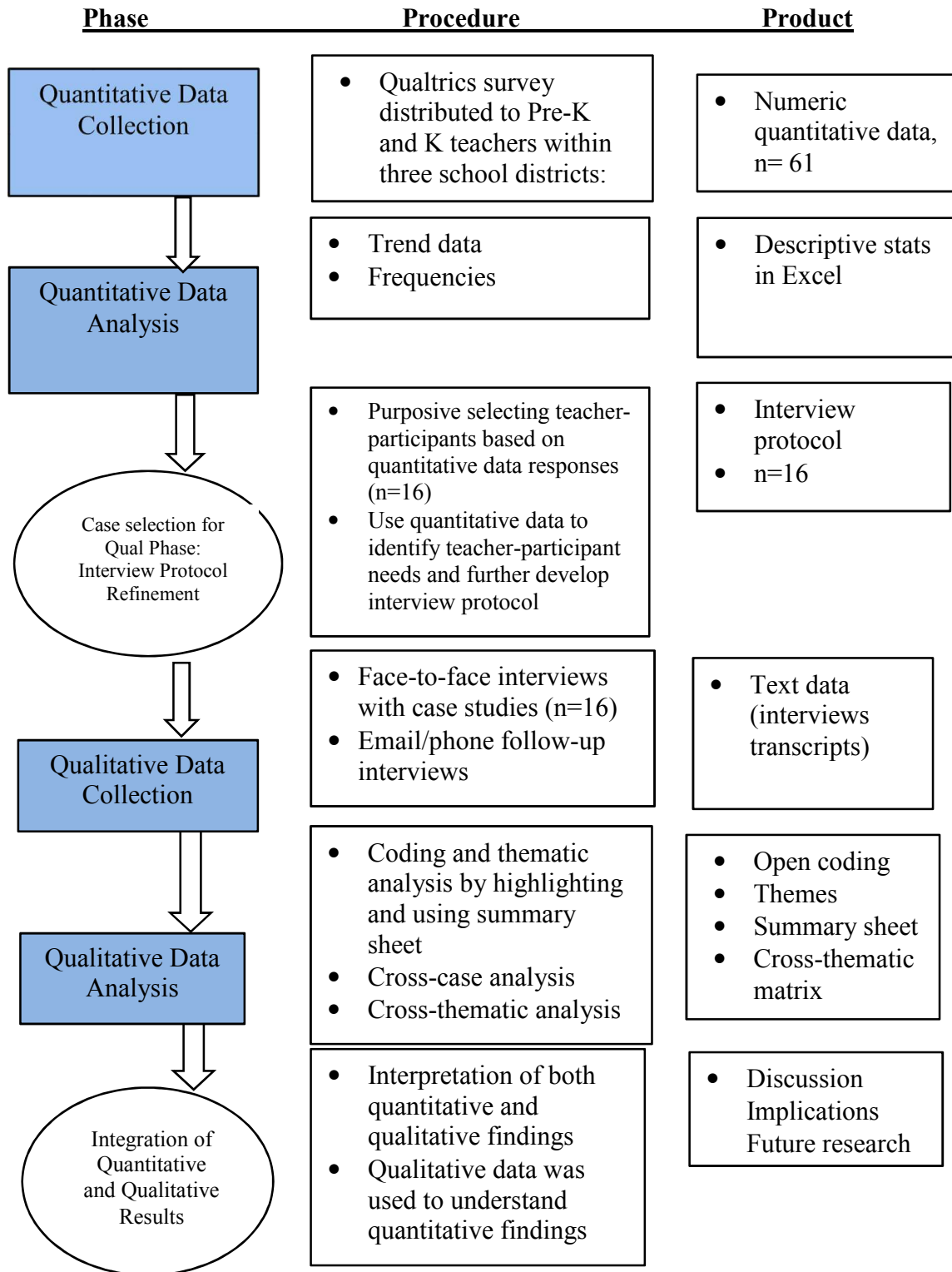


Figure 3.1 Explanatory Sequential Study Diagram. Adapted from Creswell & Plano-Clark (2018), p. 85.

Phase One: Quantitative Research

Prior to beginning any research, Institutional Review Board approval was granted on February 13, 2019 (See Appendix A). During the quantitative phase of the study, data was gathered by administering a survey (see Appendix B) to pre-K and kindergarten teachers in two urban school districts: Thomas City (pseudonym), Bonnie City (pseudonym), and one suburban school district, Sunny County (pseudonym), to gain teachers' perspectives from districts of different populations and sizes. All district sites met the following criteria:

1. Included a high population of DLLs,
2. Housed a pre-K or four-year old program, and
3. Allowed for teacher participation.

Permission was obtained from superintendents and principals to collect pre-K and kindergarten teachers' email addresses from all districts. From the provided emails, teachers were emailed the survey link to voluntarily participate in the research study. Bonnie City (pseudonym) was a large district containing 38 Office School Readiness pre-K classrooms and over 52 kindergarten classrooms. Sunny County (pseudonym) was a large suburban district containing 13 pre-K classrooms and 75 kindergarten classrooms. In comparison, Thomas City (pseudonym), contained one OSR pre-K Program, two Head Start classrooms, and five kindergarten classrooms. Thomas City (pseudonym) was a site that is used for a Summer-EL PD Institute, which is a component of the IMPACT-PD Grant, funded through the Office of English Language Acquisition. Early childhood teachers, none of whom are employed at Thomas City, are trained to work with EBs by certified English as a Second Language (ESL) teachers. The Summer- EL PD Institute is

a free summer program offered to children between the ages of pre-K and second grade in Thomas City.

The quantitative strand was designed to conduct an analysis of teachers' perspectives, implementation, and perceived levels of competency in family engagement with families of all students and specifically families of students who are DLLs. The survey consists of 27 questions (see Appendix B). Descriptive statistics such as age, race, years of teaching, highest degree were used to analyze teachers' level of preparation in working with families of DLLs, comfort in working with families of DLLs, amount of family engagement being implemented, coursework and amount of professional development on family engagement and level of confidence in working with families of DLLs. The quantitative data identified frequencies in the research phenomenon and test for any differences between groups.

Quantitative Data Measures and Sampling Procedures

During the quantitative strand, the researcher distributed the survey instrument to 65 kindergarten teachers, 42 Lead OSR pre-K teachers and one Lead-substitute OSR pre-K teacher in Bonnie City school district. In addition, the survey instrument was distributed to 77 kindergarten teachers, six OSR pre-K teachers in Sunny County school district. Lastly, the survey was distributed to five kindergarten teachers, one OSR pre-K teacher and two Head Start teachers in Thomas City school district. Thomas City (pseudonym) was a site that is used for a Summer-EL PD Institute, which is a component of the IMPACT-PD Grant, funded through the Office of English Language Acquisition. Through this survey data, participants' responses indicated (a) the current school district,

(b) how many DLLs are currently in their classroom, (c) how many DLLs they typically work with each year, (d) years of teaching experience, (e) amount of coursework and professional development they received on family engagement in general and with families of DLLs, (f) family engagement requirements by principal and district, (g) levels of comfort and preparation in working with all families and with families of DLLs, (h) perceived challenges to family engagement with all families and families of DLLs, (i) classrooms.

The survey provided an option for participants to opt-in to participating in individual interview. The results from the data were used to further develop the interview questions by focusing on the participants' areas of need. Through purposive sampling, pre-K and kindergarten teachers were selected to participate in the qualitative phase of the study in which grounded theory will be used. Lincoln and Guba (1985) explained that purposive sampling can be pursued in ways that will maximize the investigator's ability to apply grounded theory that takes account of "local conditions, local mutual shapings, and local values (for possible transferability) (p.40)." Grounded theory methodology was used to gain new understandings and construct theory from data collected from participants. As previously mentioned, the selection criteria for the second strand of data included: (a) participant's consent to be interviewed, (b) pre-K or Kindergarten (c) years of teaching experience, and (d) level of confidence in working with families of DLLs.

Quantitative Data Collection

The survey was distributed to 65 kindergarten teachers, 42 Lead OSR pre-K teachers and one Lead-substitute OSR pre-K teacher in Bonnie City school district. The

survey was distributed to 77 kindergarten teachers, six OSR pre-K teachers in Sunny County school district. The survey was distributed to five kindergarten teachers, one OSR pre-K teacher and two Head Start teachers in Thomas City school district. All surveys were emailed with a brief introduction, explanation of the purpose of the survey, to state that it was voluntary, and that there was a second phase to the study that they may voluntarily opt-in to participating. Teachers provided demographic information in the survey that helped identify participants for the second phase of the study.

Quantitative Data Analysis

The quantitative survey provided frequency data that was entered into a data set in Excel 2016. Teddlie and Tashakkori (2009) described the goal of descriptive statistical methods, “to be able to understand the data, detect patterns and relationships, and better communicate the results” (p.258). Descriptive statistics were used to analyze frequency in teacher preparation in working with families of DLLs, teacher comfort and confidence levels in working with families of DLLs, amount of coursework on family engagement, amount of professional development on family engagement, and the overall amount of family engagement that was being implemented in the classroom. Each variable was coded with an assigned numeric value. The three districts were separated by grade level in order to analyze differences between districts and grade levels. Findings were used to further develop the interview protocol. The researcher added additional questions regarding coursework, professional development, support from administration in working with DLLs and their families, communication with families of DLLs, and ways of encouraging families to engage in their child’s learning.

Of the 61 participants, 34 participants opted-in to participate in the second phase of the study; all met the sampling criteria. A total of 18 from Bonnie City, 11 from Sunny County, and five from Thomas City agreed to participate in follow-up interviews. All participants that opted-in to the second phase were contacted with potential interview dates via email. After the email communication, 16 participants responded and scheduled interviews. A total of seven from Bonnie City responded. Five participants were OSR pre-K teachers and two were kindergarten teachers. Of the 11 participants from Sunny County, four participants responded and scheduled interviews. Three participants were kindergarten teachers and one was an OSR-pre-K teacher. Of the five participants that opted-in from Thomas City, all scheduled interviews with the researcher. Three participants were kindergarten teachers, one OSR pre-K teacher and one Head Start teacher.

Phase Two: Qualitative Research

Interviews were conducted from all groups: Head Start pre-K, OSR pre-K and kindergarten teachers from all three school districts. Six teachers from Bonnie City were interviewed, including four pre-K teachers and two kindergarten teachers. Four teachers from Sunny County were interviewed, including one pre-K and three kindergarten teachers. Five teachers from Thomas City were interviewed, including one pre-k, one Head Start, and three kindergarten teachers. The interview took place at the school location scheduled after school hours and through phone calls (See Appendix D).

In this study, grounded theory was used to provide flexibility and legitimacy for developing theories to understand the world (Charmaz, 2006). In order for the researcher

to assume an inductive stance and develop meaning from the interviews of pre-K teachers and kindergarten teachers, grounded theory was utilized and guided by theoretical sampling, in which the researcher “jointly collects, codes, and analyzes... data and decides what data to collect next and where to find them, in order to develop... theory as it emerges” (Glaser & Strauss, 1967, p.45). The qualitative phase of this study was aimed at gathering rich descriptive narrative data for understanding the beliefs and views of individual teachers in different grade levels and districts through semi-structured interviews. Merriam (1988) added that the role of the investigator in qualitative research is comparable to a detective. There must be a tolerance for ambiguity in case study research, meaning there are no definite procedures that one follows step by step and that protocols will be idiosyncratic with each researcher (Merriam, 1988; Hatch 2002). Patton (2002) described qualitative methods as “highly personal and interpersonal, because naturalistic inquiry takes the researcher into the real world where people live and work (p.407). Stake (1995) described qualitative inquiry as subjective that should not be seen as an element that needs to be eliminated but rather an essential element to understanding the phenomenon.

Nature of Qualitative Inquiry

Qualitative inquiry seeks to understand and make sense of how individuals live within the contexts of their natural settings (Hatch, 2002). Patton (1990) contended that, “in qualitative inquiry, the researcher is the instrument” (p. 14). The nature of qualitative inquiry selected for this study was a multiple case study approach. This approach enabled the researcher to explore multiple cases showing different perspectives on the issue. Yin

(2009) expounded upon the five components of case studies which should include: (1) a study's questions, (2) its propositions, if any, (3) its unit(s) of analysis, (4) the logic linking the data to the propositions, and (5) the criteria for interpreting the findings. The study's qualitative questions must be precisely defined for case studies. Its proposition directs attention towards something that must be analyzed by the researcher within the study. The unit(s) of analysis are the cases that are going to be defined in the study, which have been defined by the research questions. The logic linking the data to the propositions is a way to connect the data by relating certain pieces of information. In this study, the case studies were linked together by the school district of the teacher-participants. The same three school districts were included in the quantitative phase and qualitative phase of the study. Yin (2009) stated that there is not a precise way of setting criteria for interpreting findings. However, in this study, findings were interpreted by gaining a richer understanding of teachers' family engagement perceptions and practices, which were embedded within theoretically important issues. Stake (1995) explained that "qualitative research tries to establish an empathetic understanding for the reader, through description, sometimes rich description, conveying to the reader what experience itself would convey" (p.39). This type of research places an emphasis on holistic interpretation of a phenomenon (Schwandt, 1994). Thick description, experiential understanding and multiple realities are typical of qualitative case studies. The multiple cases represented at least one case from each school district and grade level. By developing a detailed analysis of more than one case, the researcher, gained a better understanding of the nature of family engagement perceptions and practices of the teachers in the study.

Qualitative Sampling Procedures

During the qualitative strand, the researcher conducted sixteen 20-30-minute interviews with pre-K and kindergarten teachers from all 3 districts. Purposive sampling criteria included: (a) participant's consent to be interviewed, (b) pre-K or kindergarten (c) years of teaching experience, and (d) level of confidence in working with families of DLLs. The sample included one Head Start pre-K teacher, seven OSR pre-K teachers, and eight kindergarten teachers who had a range of years of teaching experience and levels of confidence in working with families of DLLs. All interviews were recorded using both an iPhone Voice Memo App and iPad voice recorder. The recordings were immediately transcribed by hand by the researcher and through a transcription service for analysis. The transcribed interviews were emailed to participants to make sure all data accurately represents participants' responses and to serve as member checking. During the analysis, data was coded and themes emerged. With this mixed method explanatory sequential design, the researcher incorporated measurement of key understandings through both general population of teachers and rich descriptive dialogue to identify the nature of reality for the teachers. There was an emergence of data triangulation by the power of combining multiple data sources and analysis procedures (Teddlie & Tashakkori, 2009). This allowed the reader to gain a more comprehensive understanding of family engagement practices and teachers' perceptions of family engagement. Finally, cross-case analysis was used between the districts and grade levels between the teacher groups.

Qualitative Data Collection

The initial data collection took place in the first phase of this study. A survey was distributed to all pre-K and kindergarten teachers in Bonnie City, Sunny County, and Thomas City School Districts. This survey provided an insight into teachers' level of confidence in working with families of DLLs, the number of family engagement hours provided monthly, if they face any challenges when implementing family engagement with all students and with DLLs, and their over level of confidence in providing a quality educational experience for DLLs in their classroom.

After the survey data had been analyzed, face-to-face interviews were employed for data sources. Creswell (2013) indicated that the key idea behind qualitative research is to learn about the problem or issue from participants and engage in the best practices to obtain that information (p.47). Merriam (1988) explained that case study research is a vehicle of investigating complex social units, which can consist of multiple important variables. In this study, there were several important variables including family engagement practices, challenges to family engagement practices with all families and families of DLLs, parent involvement, communication with families of DLLs, encouraging family members to engage in child's learning, and confidence level in working with DLLs and family members.

Qualitative Data Analysis

During the data analysis process, the researcher used a systematic search for meaning (Hatch, 2002). The key objectives to conducting qualitative interviews were: (a) to explore participants' current family engagement practices with all families and

families of DLLs and (b) to explore participants' perceptions of family engagement with all families and families of DLLs.

The qualitative data analysis began with the researcher organizing and transcribing all interviews at the conclusion of the second phase of the design. The researcher transcribed all interviews, which were recorded through audio, by hand and through a transcription service for analysis. After the researcher prepared and analyzed the text data from each transcript, each transcript was organized and numbered by district site and grade levels. Pseudonyms were assigned to all participants and sites. Next, the research created a table on Microsoft Excel for each participant which served as a summary sheet for common themes. Data was coded by highlighting in different colors on the transcripts and entering each summary into the summary sheet. The location of each code was noted on the summary sheet. The researcher looked for patterns and regularities between district cases and grade level cases. Data excerpts were selected to support findings. All responses were crosschecked with participants as a means of remaining unbiased and served as member checking.

Establishing Qualitative Credibility

When using a multiple case study protocol, there are procedures that must be followed in using the instrument in order to increase the reliability of the case study research (Yin, 2009). The case study protocol should include the following: (a) an overview of the case study project (b) field procedures (c) case study questions (d) guide for the case study report. The overview of the case will communicate to the participant the purpose and setting for the case study. Field procedures will vary between each study

but include gaining access to interviewees, having appropriate resources and quiet setting while in field, creating a clear schedule of the data collection, and affording time for unforeseeable changes in the availability of interviewees (Yin, 2009). To establish credibility in the qualitative data collection, several strategies were employed: prolonged engagement, member checks, triangulation techniques, external audits, and thick descriptions. Prolonged engagement is important in qualitative research because the researcher spends an adequate amount of time in the field to build trust. The researcher established trusting relationships with participants by first communicating through email, face-to-face, and phone. Member checks is a strategy for ensuring data quality. The researcher used exact words of the participants in the qualitative data and emailed each of the participants a transcript of his or her interview. Participants checked for accuracy and were asked to clarify on any of their responses. This served as cross-checking and determined credibility of the researcher's interpretation of the participants' perceptions (Teddlie & Tashakkori, 2009). Triangulation of methods were included by using both quantitative and qualitative data sources. External audits, who were doctoral committee members, provided agreement and questions for the researcher's interpretations. Finally, rich, thick descriptions for case studies were used. Denzin (1989) explained that "thick description does more than record what a person is doing. It establishes the significance of an experience . . . the voices, feelings, actions, and meanings of interacting individual's area heard" (p.83). These strategies served as a means of providing credibility to the study.

Legitimation

Due to overuse of the term validity, Onwuegbuzie and Johnson (2006) employed the term legitimation to address all aspects of quality in mixed methods research. Teddlie and Tashakkori (2009) explained that the difficulty with legitimation consisted of, “obtaining findings and/or making inferences that are credible, trustworthy, dependable, transferable, and/or confirmable” (p.310). In order to assess quality and overcome threats to validity, Onwuegbuzie and Johnson presented 9 types of legitimation. The first type was sample integration, which is optimized when the researcher identifies, “appropriate inquiry purposes and questions, broad inquiry strategies and designs, sampling preferences and logic, criteria of quality for both methodology and inference and defensible forms of writing and reporting” (Greene, 2006, p. 93). The next legitimation type is inside-outside. Inside-outside distinguishes the extent to which the researcher adequately and accurately includes both insider’s and the researcher-observer’s views for understanding explanations. Both insider (*emic*) views and outsider (*etic*) views were incorporated in this study. Insider (*emic*) views were included by using the exact words of the participants in the qualitative data sample as well as cross-checking with participants. Outsider (*etic*) views included external audits who were doctoral committee members. Onwuegbuzie, Johnson and Collins (2011) suggested using emic and etic perspectives to report findings in a systematic examination of both perspectives. To address weakness minimization, quantitative and qualitative strands were utilized in this study. Relationships that were found in a quantitative phase can be explained more deeply or broadly in a qualitative phase (Madey, 1982). Moreover, to address sequential legitimation, the design of this study was sequential meaning that mixing of data occurs,

“across chronological phases of the study, questions or procedures of one strand emerge from or depend on the previous strand” (Teddlie & Tashakkori, p.151). Conversion is a fifth type of legitimation, which is the extent quantitizing or qualitzing are used to transform data. To prevent over-weighting or under-weighting themes, the researcher did not qualitize the quantitative data nor quantitize the qualitative data (Onwuegbuzie et al., 2011). Quantitizing is the process of transforming coded qualitative data into quantitative data and qualitzing is the process of converting quantitative data to qualitative data (Teddlie & Tashakkori, 2009). Paradigm mixing legitimation is when meta-inferences are made based on the two distinct sets of findings. According to Onwuegbuzie and Johnson (2006), mixing of paradigms can be conceptualized as lying on a continuum ranging from weak paradigmatic mixing to strong paradigmatic mixing, which depends upon the underlying components from both the quantitative and qualitative phases of the study. To address paradigm mixing, both quantitative and qualitative viewpoints were employed in this study. Commensurability legitimation involves the assumption that the quantitative and qualitative paradigms are compatible through combination or mixing (Onwuegbuzie & Johnson, 2006). The researcher has to make “Gestalt switches” or a perceptual transformation by going back and forth between quantitative lens to a qualitative lens multiple times (Kuhn, 1996). Both lenses were included in this study. Mixed research integrates qualitative and quantitative approaches, which included multiple validities. To address multiple validities legitimation was addressed through quantitative reliability and validity as well as establishing qualitative credibility and trustworthiness. Lastly, political legitimation was addressed in this study by identifying and evaluating, “the extent to

which the study's findings are viewed as useful by the community of researchers and practitioners" (Onwuegbuzie & Johnson, 2006, p.1266).

In order to minimize validity threats, there are strategies that can be employed in an explanatory sequential design. Purposive sampling was used to select the qualitative sample while using the quantitative results to identify participants who could provide the best explanations (Creswell & Plano-Clark, 2018). Secondly, the qualitative data collection was designed to examine surprising and contradictory quantitative results (Creswell & Plano-Clark, 2018). Both of these strategies minimized validity threats to the research study.

It was surprising to the researcher that 89.3% (n=25) of Bonnie City, 69.2% (n=18) of Sunny County, and 100% (n=7) of Thomas City reported to believe there were difference between parent involvement and family engagement which led the researcher to believe that most participants had received family engagement training. However, very few participants, 3.6% (n=1) Bonnie City, 7.5% (n=2) Sunny County and zero participants from Thomas City felt extremely prepared to work with DLLs. Likewise, very few had received coursework on engaging families of DLLs. Additionally, a majority of participants from all districts had received little to no professional development on engaging families of DLLs. Finally, it was surprising to the researcher that an overwhelming number of teacher-participants did not ask parents of DLLs to speak their home language with their child. These contradictions allowed the researcher to revise and further develop the interview protocol to uncover answers to the contradictions. This study provided answers to how pre-K and kindergarten teachers

engage families of all students and families of students who are emergent bilinguals.

Ethical Considerations

Before approval from the Institutional Review Board (IRB) was received, the researcher sought out the gatekeepers. The gatekeepers were the superintendents of the three school districts. Emailed consent was obtained from each superintendent to conduct research with teachers within the school district. After obtaining consent from gatekeepers, IRB-exempt research reviewal process took place. Along with the informed consent document, survey questionnaire, interview protocol, and consent emails, IRB approval was received on February 13, 2019 (Appendices A-E)

The researcher individually emailed elementary principals of each elementary school explaining the study and requesting assent for distributing the quantitative survey (Appendix B) to all pre-K and kindergarten teachers at the school. Teachers were invited to voluntarily participate in both phases of the study (Appendix C). Full disclosure of research intentions and an explicit message that participation was voluntary was made prior to the study. The researcher outlined the benefits and any risks associated with the research study beforehand. According to Creswell and Plano-Clark (2018), the researcher must decide how the data collection process and outcomes will benefit the community and participants being studied, which reflects the ethical issue of reciprocity. The researcher informed participants that they would not benefit directly from participating in the study but the information provided would be of great value to the critical area of educational research. Printed copies of the consent form were provided to each participant to ensure that they completely understood their purpose and participation in

the study. Participants were considered to be at minimal risk since they experienced, “no stress beyond what they might experience in their everyday lives” (Teddlie & Tashakkori, 2009, p.199). Participants who only completed the survey were not compensated; however, participants that completed both phases of the study received a gift card as a small token of appreciation.

Confidentiality and anonymity were two rights held by all participants in this study. Through the informed consent document and face-to-face conversations, participants knew that all identifying information would be replaced with a pseudonym. Names of the school district, school sites, colleagues, and their own name were replaced with a pseudonym. All data collected from both phases of the study were stored on a password-protected computer and locked desk.

Role of the Researcher

Prior to becoming a grant coordinator for IMPACT-PD, the researcher was an ESL instructor in the elementary school setting where family engagement with all families played a leading role in overall student success. As a grant coordinator, the researcher gained a stronger understanding of the barriers and different family engagement requirements between pre-K and kindergarten teachers. These experiences and perspectives influenced the nature of the research questions. All responses were emailed back to participants as a method of remaining unbiased and as a cross-checker during the coding process. Participants were asked to review all responses and expand or clarify if needed. This procedure served as verification to accurately portray the insider-

view of the participants' experiences.

Feasibility of Study

This study was feasible since the researcher had access to the materials needed to conduct the research study. Peer-reviewed articles, prior research, qualitative research, and mixed methodology texts from the UAB Mervyn H. Sterne Library were used to research this topic. After collaborating with my doctoral committee, the research topic was fully developed. The primary researcher gained access to the school districts that were to be included in the study. Participants were limited to schools and teachers within the district who were willing to participate in the study and who fit the sampling criteria. The study took eleven months to complete. After gaining IRB approval, the researcher sought out the gatekeepers to gain access to participants. The gatekeepers were the superintendents of each school district in the study. Next, each school principal was notified about the study and asked if the teachers of their school could voluntarily participate. Since this study targeted a specific population, there were several advantages and disadvantages to this research. The researcher had experience in working with pre-K teachers and family engagement practices, which made the teachers' experiences and practices more explicable to the researcher.

Reporting of the Study

The quantitative data were reported in tables, figures and in narrative form. Since this was an explanatory sequential design typology, the qualitative data received the most weight. Multiple case studies were written with thick, rich descriptions to gain a deeper

understanding and reality of each case. The case studies were organized in a retrievable manner. In multiple case study, there are within-case analysis and cross-case analysis (Merriam & Tisdell, 2016). The multiple cases represented at least one case from each school district and grade level. Case studies were analyzed within-case and then cross-case analysis lead to generalizations about teachers' perceptions and practices of family engagement.

CHAPTER IV

QUANTITATIVE FINDINGS

Quantitative Questions

The quantitative questions guided the first phase of this study. The data collection and analysis process of the first phase of the study provided answers to the following quantitative research questions and sub-questions:

1. How do pre-K and kindergarten teachers feel they are prepared to work with families of DLLs?
2. How comfortable do pre-K and kindergarten teachers feel working with families of DLLs?
3. How confident do pre-K and kindergarten teachers feel working with families of DLLs?

Quantitative Sub-Questions

1. Is there a difference in the amount of family engagement that pre-K and kindergarten teachers are implementing?
2. How much coursework have teachers had on family engagement with all families and families of DLLs?
3. How much professional development have teachers received on family engagement with all families and families of DLLs?

Setting

The setting for this research study were three school districts in central Alabama. According to the U.S. Census Bureau (2010), Bonnie City's total population was 212,237 people. The county had 71.6% Black, 24.6% White, 1.3% two or more races, 0.8% Asian, 0.2% American Indian. Bonnie City (pseudonym) school district has a total of 43 schools, which includes 28 elementary schools. Sunny County's total population was 195,085 people. The county had 82.8% White, 13.1% Black, 2.3% Asian, and 1.4% two or more races, 0.4% American Indian and Alaska Native, 0.1% Native Hawaiian and Pacific Islander. The district contained 13 pre-K classrooms and 75 Kindergarten classrooms. Thomas City's total population was just over 6,000 people, In Thomas City, 51.1% of the population was Black, 34.5% White, 1.9% American Indian and Alaskan Native, 1.3% Asian, 1.2% Native Hawaiian and Other Pacific Islander, and 1.2 % two or more races. The county was 8.2% Hispanic or Latino. Thomas Elementary served students within three schools, two Head Start classrooms, one Office School Readiness (OSR) pre-K classroom, and five kindergarten classrooms. These sites were selected for comparison between smaller and larger school populations.

Participants

For the quantitative phase of the study, there were 90 possible teacher participants from Bonnie City, 83 possible teacher participants from Sunny County, and 8 possible teacher participants from Thomas City. All possible participants received the survey via email. There were 134 kindergarten classrooms and 47 PreK classrooms including both OSR pre-K and Head Start. From the three districts, a total of 61 teachers

completed the survey for a response rate of 34%. The survey was emailed to participants and re-emailed to unresponsive participants for a total of three times. Principals from unresponsive schools were emailed an additional email.

Descriptive data was collected from the total sample with the following characteristics: (1) grade level currently teaching, (2) highest level of education, (3) years of teaching experience, (4) years of experience teaching kindergarten or pre-K, (5) number of DLLs in the classroom this year (6) number of DLLs typically in the classroom and (7) race. These data provided an overall representation of the teachers' experience in the classroom and picture of their current classroom.

Grade level. Participants were pre-K or kindergarten teachers (Figure 4.1). OSR, Head Start, and pre-K Special Education teachers fell under the category of pre-K teachers. Bonnie City participants comprised of 16 OSR pre-K, one Head Start, two Preschool Special Education and nine kindergarten teachers in the study. Sunny County had three OSR pre-K and 23 kindergarten teachers participate. Thomas City had one OSR pre-K, one Head Start Pre-K, and five kindergarten teachers participate.

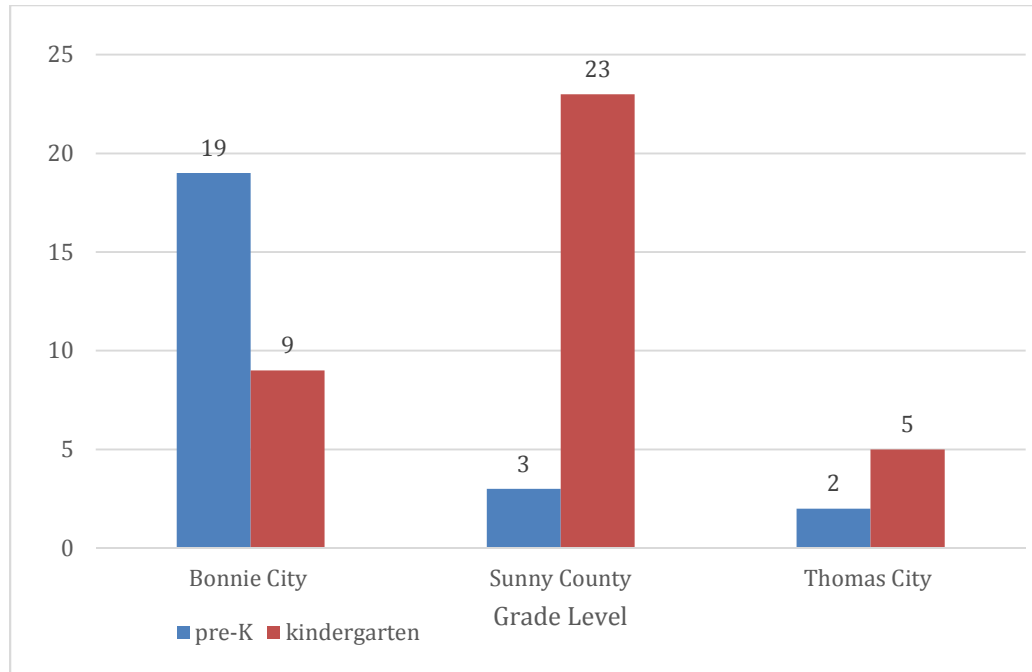


Figure 4.1. Participants' grade level.

Level of education. In addition to identifying the grade level of each teacher, each participant indicated their level of education. There was a variety in the level of education among the sample of teachers (Figure 4.2). In Bonnie City, the majority, of pre-K teachers 58% (n=11) held a Master's degree. There were 26% (n=5) who held a Bachelor's degree, 11% (n=2) teachers of the sample held a PhD or Education Specialist degree, and 5% (n=1) held an Associate's degree. The majority of the kindergarten teachers 66% (n=6) held a Master's degree and 34% (n=3) held a Bachelor's degree. In Sunny County, all of the pre-K teachers 100% (n=3) held their Bachelor's degree. The majority of the kindergarten teachers 63% (n=14) held a Master's degree and 37% (n=9) held their Bachelor's degree. In the third district, Thomas City, 50% (n=1) of the pre-K teachers held an Associate's degree and 50% (n=1) held a Master's degree. The majority of the kindergarten teachers 80% (n=4) held a Bachelor's degree and 20% (n=1) held a

Master's degree.

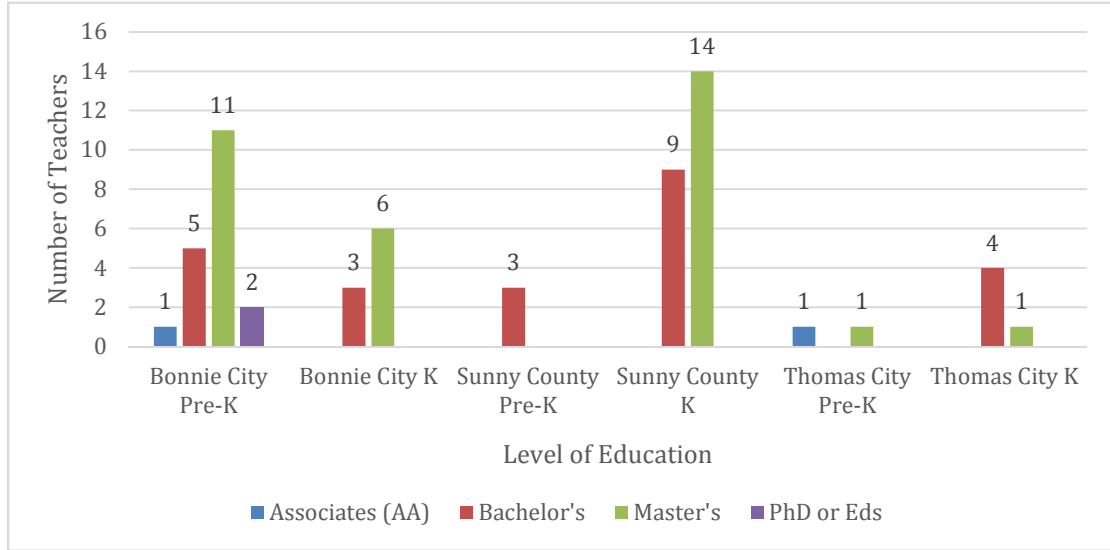


Figure 4.2. Participants' level of education.

Years of teaching experience. In order to understand each teacher participants' levels of experience in teaching, each participant indicated their number of teaching years. There were various levels of teaching experience in the sample of teachers (Figure 4.3). In Bonnie City, 42% (n=8) of pre-K participants had between zero - five years of teaching experience, 26% (n=5) had six-ten years, 26% (n=5) had 20 or more years and 5% (n=1) had 11-19 years of teaching experience. 33% (n=3) of kindergarten participants had six-ten years, 33% (n=3) participants had 11-19 years, 22% (n=2) participants had zero - five years and 11% (n=1) participant had 20 or more years of teaching experience. In Sunny County, 100% (n=3) of pre-K teachers had between zero - five years of teaching experience. 39% (n=9) of kindergarten teachers had six-ten years of teaching experience, 22% (n=5) had zero-five years, 22 % (n=5) had 20 or more years, and 17 % (n=4) had 11-19 years. In Thomas City, all of the pre-K teachers 100% (n=2) had 20 or more years of teaching experience. 80% (n=4) of kindergarten teacher participants had

zero - five years of teaching experience and 20% (n=1) had 11-19 years.

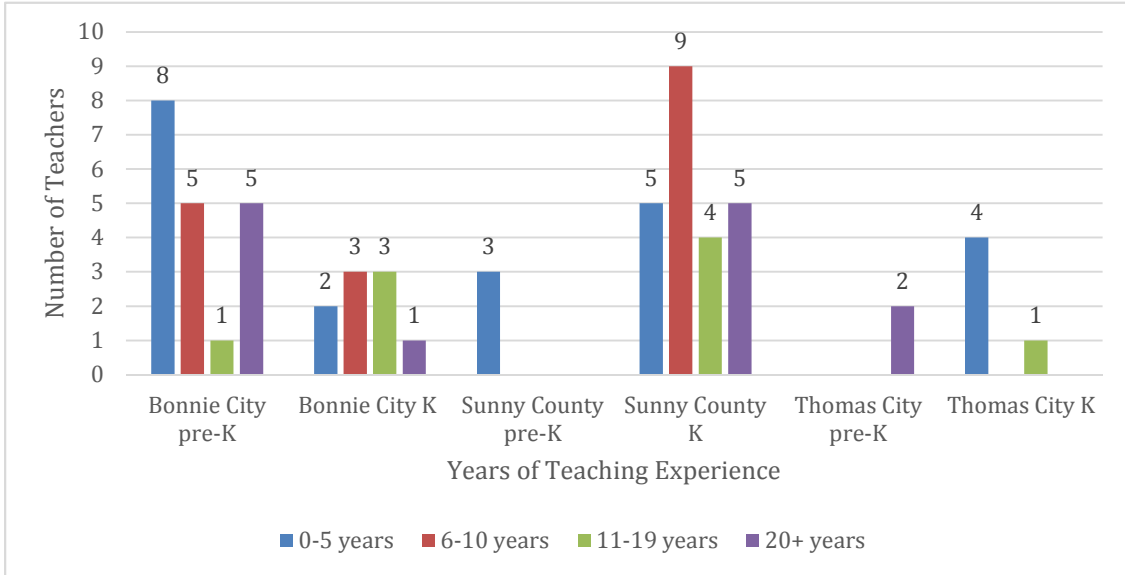


Figure 4.3. Participants’ years of teaching experience.

Years of teaching experience in pre-K or kindergarten. Figure 4.4 illustrated the number of years each teacher participant had been teaching in pre-K or kindergarten. In Bonnie City, 79% (n=15) of the pre-K teachers had zero-five years of teaching experience in pre-K or kindergarten, 11% (n=2) had six-ten years, 5% (n=1) had 11-19 years, and 5% (n=1) had 20 or more years of teaching experience in pre-K or kindergarten. Additionally, 56% (n=5) of the kindergarten teachers had between zero-five years, 22% (n=2) had six-ten years and 22% (n=2) had 11-19 years of teaching experience in pre-K or kindergarten. In Sunny County, all pre-K teachers 100% (n=3) had zero- five years of experience in pre-K or kindergarten. Additionally, 35% (n=8) of Sunny County Kindergarten had zero-five years of experience in pre-K or kindergarten, 30% (n=7) had six-ten years, 22% (n=5) 11-19 years, and 13% (n=3) had 20 or more years of experience. One kindergarten participant indicated they had taught OSR pre-K

for seven years and kindergarten for three years. In Thomas City, 50% (n=1) of the pre-K teachers had zero-five years and 50% (n=1) had more than 20 years of teaching experience in pre-K or kindergarten. Additionally, 80% (n=4) of kindergarten teachers had zero-five years of teaching experience in pre-K or kindergarten and 20% (n=1) had 11-19 years of experience teaching in pre-K or kindergarten.

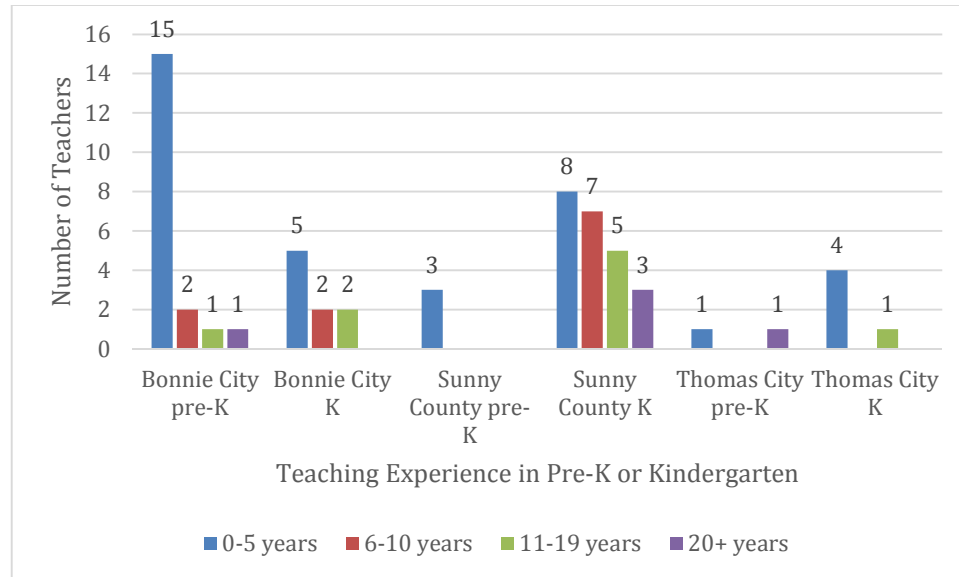


Figure 4.4. Participants’ years of teaching experience in pre-K or kindergarten.

Number of DLLs in classroom. To gain insight into how much experience each participant had in working DLLs, it was helpful to know the number of DLLs in their classroom this year (Figure 4.5). In Bonnie City, 42% (n=8) of pre-K teacher participants had one-three DLLs, 37% (n=7) had 0 DLLs, 5% (n=1) had 11 or more DLLs in his/her classroom this year and 16% (n=3) did not provide a response. Additionally, 56% (n=5) of kindergarten teachers reported 1-3 DLLs in the classroom this year, 22% (n=2) had zero DLLs, 11% (n=1) had 4-6 DLLs, and 11% (n=1) had seven-ten DLLs in their classroom this year.

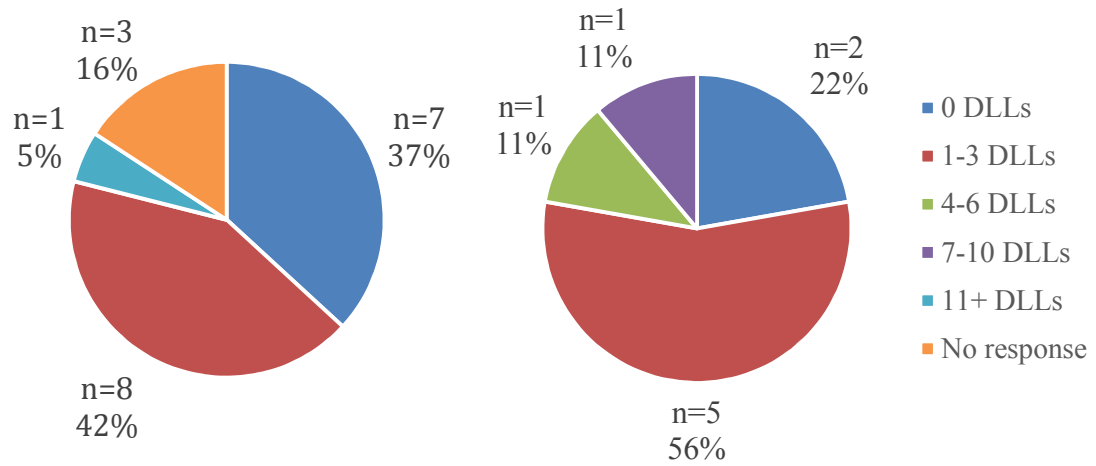


Figure 4.5. Number of DLLs served by participants from Bonnie City Pre-K (left) and Kindergarten (right).

In Sunny County, 66.7% (n=2) of the pre-K participants had 0 DLLs and 33.3% (n=1) had 1 DLL in their classroom this year. However, 31% (n=7) of the kindergarten participants had between one-three DLLs, 26% (n=6) had 4-6 DLLs, 21% (n=4) had zero DLLs, 9% (n=2) had between seven-ten DLLs, and 17% (n=4) did not provide a response to this question (Figure 4.6).

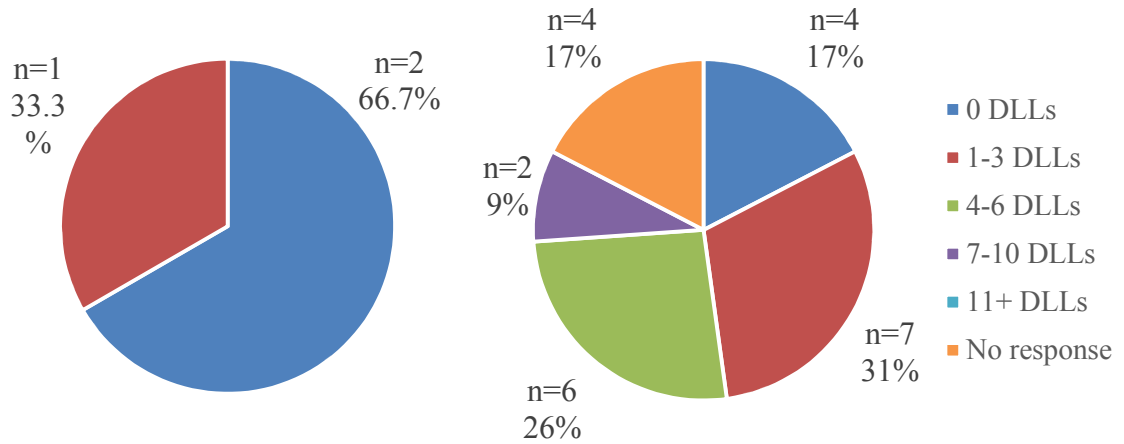


Figure 4.6. Number of DLLs served by participants from Sunny County Pre-K (left) and Kindergarten (right).

In Thomas City, 50% (n=1) of the pre-K teachers had between two-three DLLs in their classroom this year and 50% (n=1) had between four-six DLLs. Whereas 40% (n=2) of the kindergarten teachers had between two-three DLLs, 40% (n=2) had between four-six DLLs, and 20% (n=1) had seven-ten DLLs in their classroom (Figure 4.7).

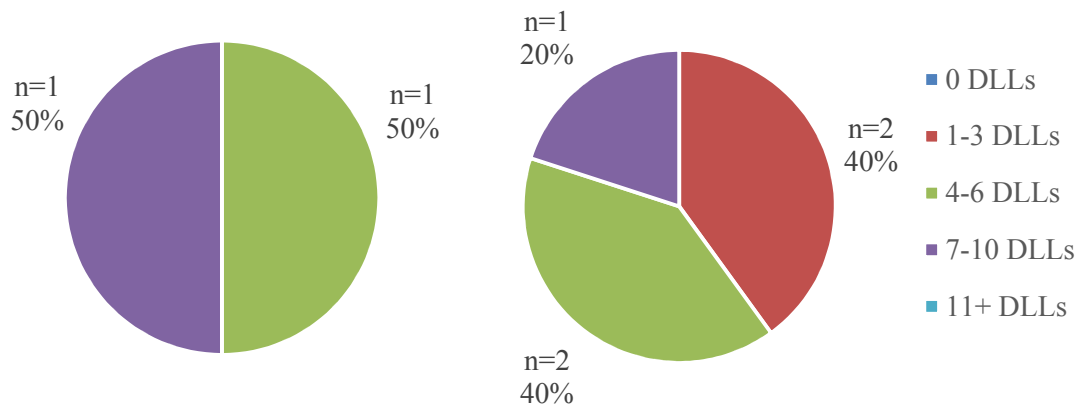


Figure 4.7. Number of DLLs served by participants from Thomas City Pre-K (left) and Kindergarten (right).

Number of DLLs typically in classroom. Figure 4.8 illustrated the number of DLLs each teacher typically had in their classroom. This information provided a more holistic representation of each participant’s experience with DLLs. In Bonnie City, 42% (n=8) of the pre-K teachers typically had between one-three children who are DLLs in their classroom, 32% (n=6) typically had zero DLLs, 11% (n=2) had between four-six DLLs each year, and 16% (n=3) did not provide a response to this question. Kindergarten participants reported 44% (n=4) had between one-three DLLs, 33% (n=3) had between four-six, and 22% (n=2) had zero DLLs.

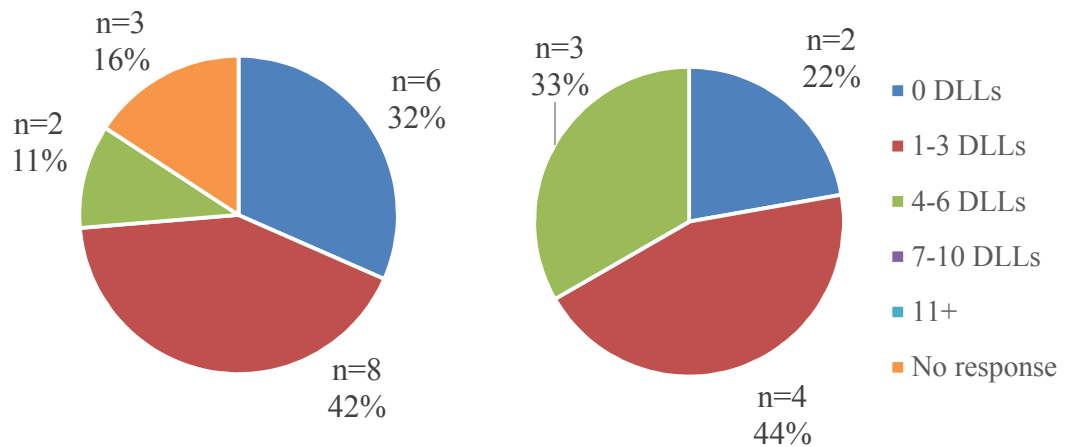


Figure 4.8. Number of DLLs typically in classroom each year of participants from Bonnie City Pre-K (left) and Bonnie City Kindergarten participants (right).

Figure 4.9 illustrated 67% (n=2) of the pre-K teachers in Sunny County had between one-three DLLs in their classroom and 33% (n=1) had zero DLLs. Additionally, 39.1% (n=9) of the kindergarten teachers typically had between one-three DLLs, 21.7% (n=5) had four-six DLLs, 17.4% (n=4) had zero DLLs, 4.3% (n=1) typically had seven-ten DLLs typically in their classroom, and 17.4% (n=4) Sunny County kindergarten teachers did not provide a response to this question.

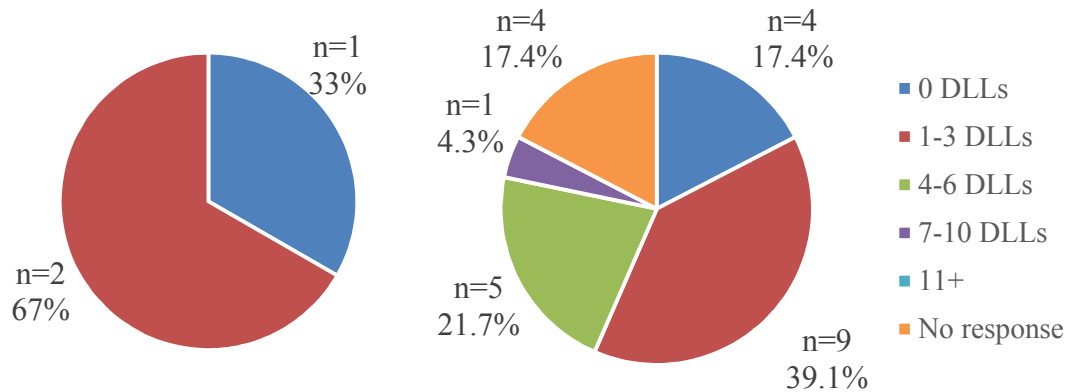


Figure 4.9 Number of DLLs typically in classroom each year of participants from Sunny County Pre-K (left) and Sunny County Kindergarten participants (right).

Figure 4.10 illustrated Thomas City, 50% (n=1) of the pre-K teachers had between one-three DLLs typically each year in their classroom and 50% (n=1) typically had between four-six DLLs each year. 40% (n=2) of the kindergarten teachers typically had between one-three DLLs each year in their classroom, 40% (n=2) had between four-six DLLs, and 20% (n=1) had between seven-ten students who were DLLs in their classroom.

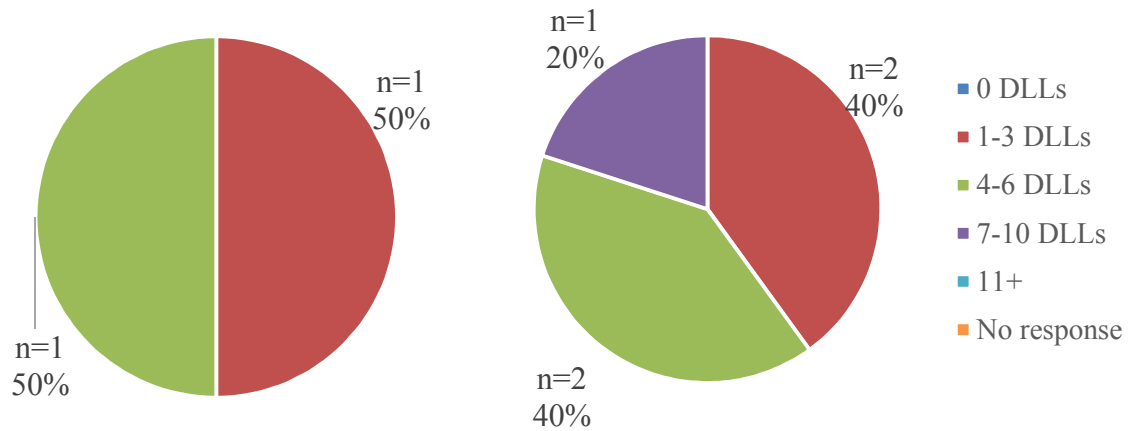


Figure 4.10 Number of DLLs typically in classroom each year of participants from Thomas City Pre-K (left) and Thomas City Kindergarten participants (right)

Race. In Bonnie City, 58% (n=11) of pre-K teachers were Black or African American and 42% (n=8) were White or Caucasian. 66.66% (n=6) of Bonnie City Kindergarten teachers were Black or African American and 33.33% (n=3) were White or Caucasian. 100% (n=3) of Sunny county pre-K teachers were White or Caucasian. 92% (n=21) of Sunny County Kindergarten teachers were White or Caucasian, 4% (n=1) Black or African American, and 4% (n=1) Native American. 50% (n=1) of Thomas City Pre-K were Black or African American and 50% (n=1) of Thomas City were White or Caucasian. 100% (n=5) of Thomas City Kindergarten teachers were Caucasian.

Between Districts

In addition to descriptive data, participants responded to survey questions regarding level of preparation, comfort, and confidence. First, data was analyzed between the school districts. Table 4.1 below illustrated the frequencies in responses by participants in each school district. *BC- Bonnie City; SC-Sunny County; TC-Thomas City; Mis-Missing data*

Table 4.1 Frequencies of Level of Preparation Between Districts

Variable	Response	BC Pre-K and K (n=28)	SC Pre-K and K (n=26)	TC Pre-K and K (n=7)	
1. How well prepared do you feel to work effectively with families of Dual Language Learners?	Not well at all	2 (7.1)	0	1 (14.3)	
	Slightly well	7 (25)	2 (7.7)	3 (42.9)	
	Moderately well	8 (28.8)	9 (34.6)	1 (14.3)	
	Very well	7 (25)	9 (34.6)	2 (28.6)	
	Extremely well	1 (3.6)	2 (7.7)	0	
	Missing	N (%)	3 (10.7)	4 (15.4)	0
2. Do you believe there are differences between family engagement and parent involvement ?	No	N (%)	0	4 (15.38)	0
	Yes	N (%)	25 (89.3)	18 (69.2)	7 (100)
	Missing	N (%)	3 (10.7)	4 (15.4)	0
3. Have you ever had any coursework on family engagement?	No	N (%)	5 (17.9)	11 (42.3)	3 (42.9)
	Yes	N (%)	20 (71.4)	11 (42.3)	4 (57.1)
	Missing	N (%)	3 (10.7)	4 (15.4)	0
4. Have you ever had any coursework	No	N (%)	12 (42.9)	11 (42.3)	5 (71.4)

on family engagement with Dual Language Learners?	Yes			
	N (%)	13 (46.4)	11 (42.3)	2 (28.6)
	Missing			
	N (%)	3 (10.7)	4 (15.4)	0
5. Have you had any previous professional development (PD) on engaging families of English Dominant students?	None at all	4 (14.3)	3 (11.5)	2 (28.6)
	A little	5 (17.9)	5 (19.2)	3 (42.9)
	A moderate amount	8 (28.6)	8 (30.8)	2 (28.6)
	A lot	2 (7.1)	3 (11.5)	0
	A great deal	5 (17.9)	3 (11.5)	0
	Missing			
	N (%)	3 (10.7)	4 (15.4)	0
6. Have you had any previous PD on engaging families of students who are Dual Language Learners?	None at all	12 (42.9)	4 (15.4)	1 (14.3)
	A little	6 (21.4)	9 (34.6)	5 (71.4)
	A moderate amount	3 (10.7)	7 (26.9)	1 (14.3)
	A lot	3 (10.7)	1 (3.8)	0
	A great deal	1 (3.6)	1 (3.8)	0
	Missing			
	N (%)	12 (42.9)	4 (15.4)	0
7. What language do you ask parents to speak at home with their child?	I do not ask parents to use a particular language	18 (64.3)	13 (50)	6 (85.7)
	Both English and home language	4 (14.3)	6 (23.1)	1 (14.3)
	Home language	2 (7.1)	2 (7.7)	0

English	1 (3.6)	1 (3.8)	0
Missing N (%)	3 (10.7)	4 (15.4)	0

Level of preparation in working with families of DLLs. Participants' level of preparation between districts was measured by examining: (1) how prepared the participant felt to work effectively with families of DLLs, (2) beliefs between family engagement and parent involvement (3) amount of coursework the participant had taken on family engagements (4) amount of coursework the participant had taken on family engagement with DLLs, (5) amount of professional development (PD) on engaging families of English Dominant students (6) amount of professional development (PD) on engaging families of DLLs, and (7) home language use (Table 4.1). In Bonnie City, 28.8% (n=8) of participants felt moderately well prepared to work with families of DLLs, 25% (n=7) felt slightly well, 25% (n=7) felt very well, 7.1% (n=2) felt not well at all, and 3.6% (n=1) felt extremely well to work with families of DLLs, and 10.7% (n=3) teachers did not provide a response. In Sunny County, 34.6% (n=9) of participants felt very well prepared, 34.6% (n=9) felt moderately well, and 7.7% (n=2) felt extremely well prepared, and 7.7% (n=2) felt slightly well prepared to work with families of DLLs, and 15.4% (n=4) did not provide a response. In Thomas City, 42.9% (n=3) of participants felt slightly well prepared to work with families of DLLs, 28.6% (n=2) felt very well prepared, 14.3% (n=1) felt moderately well prepared and 14.3% (n=1) did not feel at all

prepared to work with families of DLLs.

Beliefs between parent involvement and family engagement. In Bonnie City, 89.3% (n=25) of participants believed there were differences between family engagement and parent involvement and 10.7% (n=3) of participants did not respond to this question. In Sunny County, 69.2% (n=18) of participants did not believe there was a difference between the terms. Whereas 15.4% (n=4) believed there was a difference between the terms, and 15.4% (n=4) of participants did not respond to this question. In the third site, Thomas City, 100% (n=7) of participants believed there was a difference between the terms. Additionally, participants' preparation in engaging families was measure by analyzing the amount of coursework received on family engagement.

Amount of coursework taken on family engagement. In Bonnie City, 71.4% (n=20) of participants had coursework on family engagement, 17.9% (n=5) had not had any coursework on family engagement. Three (n=3) 10.7% Bonnie City Pre-K teachers did not provide a response. In Sunny County, 42.3% (n=11) of participants had taken coursework on family engagement, 42.3% (n=11) had not taken any coursework, and 15.4% (n=4) did not provide a response. In Thomas City, 57.1% (n=4) of participants had taken coursework on family engagement and 42.9% (n=3) had not taken any coursework on family engagement.

Amount of coursework received on family engagement with DLLs. In Bonnie City, 46.43% (n=13) of participants had taken coursework on family engagement with DLLs

and 42.86% (n=12) had not taken coursework. Three teachers (n=3) 10.71% did not provide a response. In Sunny County, 42.31% (n=11) of participants had not had any coursework on family engagement with DLLs, 42.31% (n=11) had taken coursework and 15.38% (n=4) did not provide a response. In Thomas City, 71.43% (n=5) of participants had not taken coursework on family engagement with DLLs and 28.57% (n=2) had taken on family engagement with DLLs.

Amount of professional development received on family engagement. In Bonnie City, 28.6% (n=8) of participants received a moderate amount of PD on engaging families, 17.9% (n=5) a little, 17.9% (n=5) a great deal, 14.3% (n=4) none at all, and 7.1% (n=2) a lot of PD. Three participants 10.7% (n=3) did not provide a response. In Sunny County, 30.8% (n=8) of participants received a moderate amount of PD on family engagement, 19.2% (n=5) received a little, 11.5% (n=3) received a lot, 11.5% (n=3) received a great deal, 11.5% (n=3) received none at all, and 15.4% (n=4) did not provide a response. In Thomas City, 42.9% (n=3) of participants had received a little amount of PD on family engagement, 28.6% (n=2) a moderate amount, 28.6% (n=2) none at all.

Amount of professional development received on family engagement with DLLs. In Bonnie City, 42.9% (n=12) of participants had not received PD on engaging families of DLLs, 21.4% (n=6) had received a little amount, 10.7% (n=3) a moderate amount, 10.7% (n=3) a lot, and 3.6 % (n=1) a great deal, and 10.7% (n=3) did not provide a response. In Sunny County, 34.6% (n=9) of participants had received a little amount of PD on family engagement with DLLs and 26.9% (n=7) a moderate amount, 15.4% (n=4)

none at all, 3.8% (n=1) a lot, 3.8% (n=1) a great deal, and 15.4% (n=4) did not provide a response. In Thomas City, 71.4% (n=5) of participants had received a little amount of PD on engaging families of DLLs, 14.3% (n=1) a moderate amount, and 14.3% (n=1) none at all.

Home language use. In Bonnie City, 64.3% (n=18) of teacher participants did not ask parents to use a particular language when speaking with their child in the home, 14.3% (n=4) asked parents to speak both English and the home language, 7.1% (n=2) asked parents to speak the home language, 3.6% (n=1) asked parents to speak English, and 10.7% (n=3) did not provide a response. Additionally, in Sunny County, 50% of participants (n=13) did not ask parents to use a particular language in the home, 23.1% (n=6) asked parents to speak both English and the home language, 7.7% (n=2) asked parents to speak the home language, 3.8% (n=1) asked parents to speak English, and 15.4% (n=4) did not provide a response. Furthermore, in Thomas City, 85.7% (n=6) did not ask parents to use a particular language in the home and 14.3% (n=1) asked parents to speak both English and the home language. In addition to level of preparation, several questions were asked to determine teachers' level of comfort and confidence when engaging families of all learners and families of DLLs.

Table 4.2 Frequencies of Comfort and Confidence Between Districts

Variable	Response	BC Pre-K and K (n=28)	SC Pre-K and K (n=26)	TC Pre-K and K (n=7)
1. How comfortable do you feel	Extremely uncomfortable (%)	1 (3.6)	0	0

working with families of English Dominant students?	Somewhat uncomfortable (%)	1 (3.6)	0	0
	Somewhat comfortable (%)	5 (17.9)	6 (23.1)	3 (42.9)
	Extremely comfortable (%)	18 (64.3)	16 (61.5)	4 (57.1)
	Missing N (%)	3 (10.7)	4 (15.4)	0
2. How comfortable do you feel working with families of students who are Dual Language Learners?	Extremely uncomfortable (%)	4 (14.3)	0	0
	Somewhat uncomfortable (%)	1 (3.6)	2 (7.7)	2 (28.6)
	Somewhat comfortable (%)	10 (35.7)	13 (50)	3 (42.9)
	Extremely comfortable (%)	10 (35.7)	7 (26.9)	2 (28.6)
	Missing N (%)	3 (10.7)	4 (15.4)	0
3. What is your level of confidence in providing a quality educational experience for Dual Language Learners in your classroom? (click on slider) - Not confident (0)- Very confident (10)	Mean of district	6.2	7.9	6
	N	25	22	7
	Missing N	3	4	
	St. Deviation	2.5	1.8	1.5

Level of comfort in working with ED families. In Bonnie City, 64.3% (n=18) felt extremely comfortable working with families of English Dominant students, 17.9% (n=5) felt somewhat comfortable, 3.6% (n=1) felt somewhat uncomfortable, 3.6% (n=1) felt extremely uncomfortable, and 10.7% (n=3) did not provide a response. In Sunny County, 61.5% (n=16) felt extremely comfortable working with families of ED students, 23.1% (n=6) felt somewhat comfortable, and 15.4% (n=4) did not provide an answer. In Thomas City, 57.1% (n=4) felt extremely comfortable working with families of ED students and 42.9% (n=3) felt somewhat comfortable.

Level of comfort in working with families of DLLs. In comparison, 35.7% (n=10) of Bonnie City teacher participants felt extremely comfortable working with families of DLLs, 35.7% (n=10) felt somewhat comfortable, 3.6% (n=1) felt somewhat uncomfortable, 14.3% (n=4) felt extremely uncomfortable, and 10.7% (n=3) did not provide a response. In Sunny County, 50% (n=13) felt somewhat comfortable working with families of DLL students, 26.9% (n=7) felt extremely comfortable, 7.7% (n=2) felt somewhat uncomfortable, and 15.4% (n=4) did not provide a response. In Thomas City, 42.9% (n=3) felt somewhat comfortable working with families of DLLs, 28.6% (n=2) felt extremely comfortable, and 28.6% (n=2) felt somewhat uncomfortable.

Level of confidence when working with families of DLLs. Teacher participants indicated their level of confidence when working with families of DLLs on a sliding scale from (0) Not confident – (10) very confident. The mean of each district's confidence level was measured. In Bonnie City, teachers (n=25) held had a confidence level of 5.96.

Three participants did not provide a response. The standard deviation was 2.5 which indicated that the responses were spread out from the average. In Sunny County, teachers (n=22) held a confidence level of 7.9. Four participants did not provide a response. The standard deviation between responses was 1.8. In Thomas City, teachers (n=7) held a confidence level of 6 and a standard deviation of 1.5. In addition to these questions, an additional quantitative sub-question was answered in the table below.

Table 4.3 Frequencies of Amount of Family Engagement Between Districts

<i>Variable</i>	<i>Response</i>	<i>BC Pre-K and K (n=28)</i>	<i>SC Pre-K and K (n=26)</i>	<i>TC Pre-K and K (n=7)</i>
1. How many hours of family engagement are you currently implementing per month with families of your students? (i.e. home visits, parent-student conferences, phone calls, engaging families inside the classroom, etc.)	Less than 1 hour (%)	2 (7.1)	3 (11.5)	0
	1-2 hours (%)	5 (17.9)	6 (23.1)	5 (71.4)
	3-4 hours (%)	6 (21.4)	6 (23.1)	1 (14.3)
	5-6 hours (%)	1 (3.6)	2 (7.7)	0
	7-8 hours (%)	3 (10.7)	1 (3.8)	0
	9 or more (%)	4 (14.3)	0	1 (14.3)
	Not sure (%)	1 (3.6)	1 (3.8)	0
	As much as possible (%)	1 (3.6)	0	0
	Other	2 (7.1)	3 (11.5)	0
	Missing N (%)	3 (10.7)	4 (15.4)	0

Amount of family engagement. Since this was an open-ended question, a variety of responses were provided by participants (Table 4.3). The open-ended responses allowed for text data to be collected. Family engagement was defined as family visits, parent-student conferences, phone calls, engaging families inside the classroom, and any other opportunity that they participant may consider family engagement. Of the 28 participants in Bonnie City, 21.4% (n=6) of participants implemented between three-four hours of family engagement per month, 17.9%% (n=5) one-two hours, 14.3% (n=4) 9 or more hours, 10.7% (n=3) seven-eight hours, 7.1% (n=2) less than one hour, 3.6% (n=1) five-six hours, 3.6% (n=1) not sure how many hours, 3.6% (n=1) as much as possible, and 10.17% (n=3) did not provide a response. Furthermore, 7.1% (n=2) other responses included one participant stating that they implemented “12 hours per year”. Another teacher noted that they implemented “16 conferences per semester, daily phone calls, classroom activities, parents come to eat with child”. Of the 26 participants in Sunny County, 23.1% (n=6) of participants implemented three-four hours of family engagement per month, 23.1% (n=6) implemented one-two hours, 11.5% (n=3) less than one hour, 7.7% (n=2) implemented five-six hours, 3.8% (n=1) seven-eight hours, 3.8% (n=1) not sure, and 15.4% (n=4) did not respond to this question. Additionally, 11.5% (n=3) other responses included one participant that stated that they implemented family engagement “as needed”. Another participant indicated that they implemented “Five-eight [hours], some more than others”. An additional Sunny County participant indicated that they did not implement a set amount of family engagement. Of the seven participants in Thomas City, 71.4% (n=5) implemented one-two hours of family engagement per

month, 14.3% (n=1) three-four hours, and 14.3% (n=1) nine or more hours.

Between Grades

Table 4.4 Frequencies of Level of Preparation Between Grades

Variable	Response	Pre-K (n=24)	K (n=37)	
1. How well prepared do you feel to work effectively with families of Dual Language Learners?	Not well at all	1 (4.2)	2 (5)	
	Slightly well	6 (25)	6 (16)	
	Moderately well	9 (37.4)	9 (25)	
	Very well	4 (16.7)	14 (38)	
	Extremely well	1 (4.2)	2 (5)	
	Missing	N (%)	3 (12.5)	4 (11)
2. Do you believe there are differences between family engagement and parent involvement?	No	N (%)	2 (5)	
	Yes	N (%)	19 (79.2)	
	Missing	N (%)	3 (12.5)	4 (11)
3. Have you ever had any coursework on family engagement?	No	N (%)	3 (12.5)	16 (43)
	Yes	N (%)	18 (75)	17 (46)
	Missing	N (%)	3 (12.5)	4 (11)

4. Have you ever had any coursework on family engagement with Dual Language Learners?	No		
	N (%)	10 (41.7)	18 (49)
	Yes		
	N (%)	11 (45.8)	15 (40)
	Missing		
	N (%)	3 (12.5)	4 (11)
5. Have you had any previous professional development (PD) on engaging families of English Dominant students?	None at all	1 (4.2)	8 (21.6)
	A little	6 (25)	8 (21.6)
	A moderate amount	7 (29.1)	11 (29.7)
	A lot	3 (12.5)	2 (5.4)
	A great deal	4 (16.7)	4 (10.8)
	Missing		
	N (%)	3 (12.5)	4 (10.8)
	None at all	6 (25)	11 (30)
	A little	7 (29.1)	13 (35)
	A moderate amount	5 (20.8)	6 (16)
	A lot	2 (8.4)	2 (5)
	A great deal	1 (4.2)	1 (3)
6. Have you had any previous PD on engaging families of students who are Dual Language Learners?	Missing		
	N (%)	3 (12.5)	4 (11)
	Both English and Home language	5 (20.8)	6 (16)
7. What language do you ask parents to speak at home with their child?	I do not ask parents to use a particular language	13 (54.2)	24 (65)
	Home language	2 (8.3)	2 (5)

English	1 (4.2)	1 (3)
Missing		
N	3	4
(%)	(12.5)	(11)

Level of preparation in working with families of DLLs. In addition to frequency data between districts, frequency data between grade levels was examined. Participants' level of preparation between grades was measured by examining: (1) how prepared the participant felt to work effectively with families of DLLs, (2) beliefs between family engagement and parent involvement (3) amount of coursework the participant had taken on family engagements (4) amount of coursework the participant had taken on family engagement with DLLs, (5) amount of professional development (PD) on engaging families of English Dominant students (6) amount of professional development (PD) on engaging families of DLLs, and (7) home language use (Table 4.4).

Of the pre-K teacher participants, 37.4% (n=9) felt moderately prepared to work effectively with families of DLLs, 25% (n=6) slightly well, 16.7% (n=4) very well, 4.2% (n=1) extremely well, 4.2% (n=1) not well at all, and 12.5% (n=3) did not respond to this question. In comparison, 38% (n=14) of kindergarten teachers felt very well prepared to work with families of DLLs effectively, 25% (n=9) felt moderately well, 16% (n=6) felt slightly well, 5% (n=2) extremely well, 5% (n=2) not well at all, and 11% (n=4) did not provide an answer.

Beliefs between parent involvement and family engagement. In order to gain insight into participants' perceptions and practices of parent involvement and family engagement, each participant reported if there were differences between the terms. 79.2%

(n=19) of pre-K participants indicated yes, 8.3% (n=2) no, and 12.5% (n=3) did not respond to the question. Whereas, 84% (n=31) of kindergarten participants reported yes, 5% (n=2) no, and 11% (n=4) did not respond to the question.

Amount of coursework received on family engagement. 75% (n=18) of pre-k participants reported yes to having taken coursework on family engagement, 12.5% (n=3) of participants reported no, and 12.5% (n=3) did not respond to the question. In comparison, 46% (n=17) of kindergarten participants reported yes, they had taken coursework on family engagement, 43% (n=16) reported no, and 11% (n=4) did not respond to the question.

Amount of coursework received on family engagement with DLLs. 45.8% (n=11) of pre-K participants reported yes on having taking coursework on family engagement with DLLs, 41.7% (n=10) reported no, and 12.5% (n=3) did not respond to the question. Whereas, 49% (n=18) of kindergarten participants reported no, they had not taken coursework on family engagement with DLLs, 40% (n=15) indicated yes, and 11% (n=4) did not respond to the question.

Amount of professional development received on family engagement. 29.1% (n=7) of pre-K participants indicated they had received a moderate amount of professional development (PD) on engaging families of English Dominant students, 25% (n=6) a little, 16.7% (n=4) a great deal, 12.5% (n=3) a lot, 4.2% (n=1) none at all, and 12.5% (n=3) did not respond to the question. In comparison, 29.7% (n=11) of kindergarten

participants received a moderate amount, 21.6% (n=8) a little, 21.6% (n=8) none at all, 10.8% (n=4) a great deal, 5.4% (n=2) a lot, and 10.8% (n=4) did not respond to the question.

Amount of professional development received on family engagement with DLLs.

29.1% (n=7) of pre-K participants reported they had received a little amount of PD on engaging families of students who were DLLs, 25% (n=6) none at all, 20.8% (n=5) a moderate amount, 8.4% (n=2) a lot, 4.2% (n=1) a great deal, and 12.5% (n=3) did not respond to this question. In comparison, 35% (n=13) of kindergarten participants indicated that they had received a little amount of PD on engaging families of students who were DLLs, 30% (n=11) none at all, 16% (n=6) a moderate amount, 5% (n=2) a lot, 3% (n=1) a great deal, and 11% (n=4) did not respond to the question.

Home language use. 54.2% (n=13) of pre-K participants indicated they did not ask parents to use a particular language at home with their child, 20.8% (n=5) reported both English and the home language, 8.3% (n=2) home language, 4.2% (n=1) English, and 12.5% (n=3) did not respond to the question. In comparison, 65% (n=24) of kindergarten participants indicated they did not ask parents to use a particular language at home with their child, 16% (n=6) reported both English and the home language, 5% (n=2) home language, 3% (n=1) English, and 11% (n=4) did not respond to the question.

In addition to level of preparation, pre-K and kindergarten teacher participants indicated (1) level of comfort working with families of English Dominant students (2) level of comfort working with families of Dual Language Learners (3) level of

confidence in providing a quality educational experience for DLLs in the classroom.

Table 4.5 illustrated responses between pre-K and kindergarten participants.

Table 4.5 Frequencies of Comfort and Confidence between Grades

Variable	Response	Pre-K (n=24)	K (n=37)
1. How comfortable do you feel working with families of English Dominant students?	Extremely uncomfortable	1 (4.2)	0
	Somewhat uncomfortable	0	1 (3)
	Somewhat comfortable	2 (8.3)	12 (32)
	Extremely comfortable	18 (75.0)	20 (54)
	Missing N (%)	3 (12.5)	4 (11)
2. How comfortable do you feel working with families of students who are Dual Language Learners?	Extremely uncomfortable	1 (4.2)	3 (8)
	Somewhat uncomfortable	1 (4.2)	4 (11)
	Somewhat comfortable	12 (50)	14 (38)
	Extremely comfortable	7 (29.1)	12 (32)
	Missing N (%)	3 (12.5)	4 (11)
3. What is your level of confidence in providing a quality educational experience for Dual Language Learners in your classroom? (click on slider) - Not confident (0)- Very confident (10)	Mean of groups	6.1	7.3
	N	21	33
	Missing N	3	4
	St. Dev.	2.4	2.0

Level of comfort in working with ED families. 75% (n=18) of pre-K participants felt extremely comfortable working with families of English Dominant students, 8.3% (n=2) felt somewhat comfortable, 4.2% (n=1) felt extremely uncomfortable, and 12.5% (n=3) did not provide a response to this question. While, 54% (n=20) of kindergarten participants felt extremely comfortable working with families of English Dominant students, 32% (n=12) felt somewhat comfortable, 3% (n=1) felt somewhat uncomfortable, and 11% (n=4) did not respond to this question.

Level of comfort in working with families of DLLs. 50% (n=12) of pre-K participants felt extremely comfortable working with families of DLLs, 29.1% (n=7) felt somewhat comfortable, 4.2% (n=1) felt extremely uncomfortable, 4.2% (n=1) felt somewhat uncomfortable, and 12.5% (n=3) did not provide a response. In comparison, 38% (n=14) of kindergarten participants felt somewhat comfortable, 32% (n=12) felt extremely comfortable, 11% (n=4) felt somewhat uncomfortable, 8% (n=3) felt extremely uncomfortable, and 11% (n=4) did not provide a response to the question.

Level of confidence teachers feel when working with families of DLLs. The mean confidence level for pre-K teacher participants (n=21) was 5.8. Three participants did not provide a response to the question. The mean confidence level of kindergarten participants (n=33) was 7.3. Four kindergarten participants did not provide a response. Additionally, the amount of family engagement sub-question was answered in the table below.

Table 4.6 Frequencies of Amount of Family Engagement Between Grades

Variable	Response	Pre-K (n=24)	K (n=37)
1. How many hours of family engagement are you currently implementing per month with families of your students? (i.e. home visits, parent-student conferences, phone calls, engaging families inside the classroom, etc.)	Less than 1 hour	1 (4.2)	4 (10.8)
	1-2 hours	5 (20.8)	12 (32.4)
	3-4 hours	5 (20.8)	7 (18.9)
	5-6 hours	1 (4.2)	2 (5.4)
	7-8 hours	2 (8.3)	2 (5.4)
	9 or more	3 (12.5)	2 (5.4)
	Not sure	1 (4.2)	1 (2.7)
	As much as possible	1 (4.2)	
	Other	2 (8.3)	3 (8.1)
	Missing N (%)	3 (12.5)	4 (10.8)

Amount of family engagement. To measure pre-K and kindergarten participants' amount of family engagement, they reported how many hours of family engagement was implemented per month. 20.8% (n=5) pre-K participants reported three-four hours of family engagement per month, 20.8% (n=5) one-two hours, 12.5% (n=3) nine or more hours, 8.3% (n=2) seven-eight hours, 4.2% (n=1) five-six hours, 4.2% (n=1) less than one hour, 4.2% (n=1) as much as possible, 4.2% (n=1) not sure how many hours, 12.5%

(n=3) did not provide a response. Furthermore, 8.3% (n=2) other responses included “12 hours per year” and “16 conferences per semester, daily phone calls, classroom activities, parents come to eat with child”. In comparison, 32.4% (n=12) of kindergarten participants implemented one-two hours of family engagement per month, 18.9% (n=7) three-four hours per month, 10.8% (n=4) less than one hour, 5.4% (n=2) seven-eight hours, 5.4% (n=2) five-six hours, 5.4% (n=2) nine or more hours, 2.7% (n=1) not sure, and 10.8% (n=4) did not provide a response. Additionally, 8.1% (n=3) provided other responses which include “as needed”, “five-eight, some more than other”, and “not a set amount”.

Summary

Overall, the quantitative data provided important descriptive information on the participants’ grade level currently teaching, highest level of education, years of teaching experience, years of experience teaching kindergarten or pre-K, number of DLLs in the classroom this year currently, number of DLLs typically in the classroom and race. In addition, the survey data revealed important information about pre-K and kindergarten teacher participants’ level of preparation, level of comfort and confidence in working with families of English Dominant students and families of DLLs from three unique school districts. The majority of survey questions were close-ended which provided direct responses. One open-ended question provided a variability in responses regarding the amount of family engagement each participant implemented each month. Finally, the data identified if there was a difference in the amount of family engagement between grades, amount of coursework taken and professional development received by

participating teachers.

Several questions were asked to determine teachers' preparation level. There was great variability in the responses from all districts. Foremost, of the 61 participants, 18 of participants felt very well prepared and 18 felt moderately well prepared to work effectively with families of DLLs. A smaller number of participants felt not well at all, or conversely, extremely well prepared. Moreover, 50 of the 61 participants believed there were differences between family engagement and parent involvement. 35 participants indicated they had taken coursework on family engagement and 19 had not taken any. In comparison, 26 participants had taken coursework on family engagement with DLLs and 28 had not taken any. Furthermore, of the 61 participants, eight indicated they had received a great deal of PD on engaging families of English Dominant students and nine indicated having received none at all. In comparison, two participants indicated having received a great deal of PD on engaging families of DLLs and 17 had received none at all. These findings were consistent with Epstein (2011) that many teacher education courses focus on schools without attending to their connections with families and communities. Schools must support and understand families' culture, background, and goals for children through parenting. In addition, teacher education programs and administration must prepare teachers by providing coursework and consistent professional development on working with families from culturally and linguistically diverse backgrounds. Lastly, teacher participants indicated which language they ask parents to speak at home with their child.

It was surprising to the researcher a majority of all teacher-participants believed there were difference between parent involvement and family engagement. This led the

researcher to believe that most teacher-participants had received family engagement training. However, 43% (n=12) of Bonnie City had not taken any coursework on engaging families of DLLs. More surprisingly, 71% (n=5) of Thomas City had taken family engagement coursework. Sunny County remained consistent between teacher-participants that had taken coursework on family engagement with all students and taken coursework on family engagement with families of DLLs. Additionally, a majority of participants from all districts had received none to a little amount of PD on engaging families of DLLs. 64% (n=18) of Bonnie City had received none to a little amount of PD on engaging families of DLLs. 50% (n=13) of Sunny County had received none to a little amount of PD on engaging families of DLLs. 86% (n=6) of Thomas City had received none to a little amount of PD on engaging families of DLLs. Finally, it was surprising to the researcher that an overwhelming number of teacher-participants did not ask parents of DLLs to speak their home language with their child. These contradictions allowed the researcher to revise and further develop the interview protocol to uncover answers to the contradictions. Of the 61 participants, 37 indicated they do not ask parents to use a particular language. Four participants indicated they asks parents to speak their home language with their child at home. This was problematic because as explained by Fillmore (1991), as children start to develop their English proficiency, they tend not to maintain or develop their home language even if it is the only language their family members know. This can lead to harmful consequences, such as loss of cultural identity and inability to communicate with immediate family members. Families need to be reassured by the teacher that maintain the home language is critical. The quantitative data

provided important information and insight into misconceptions, which guided the interview protocol for the qualitative phase of the study.

CHAPTER V
QUALITATIVE FINDINGS

The qualitative research questions of this study were:

Qualitative Research Questions

1. How do pre-K and kindergarten teachers define parent involvement with families of all their students and families of DLLs?
2. How do pre-K and kindergarten teachers define family engagement with families of all students and families of DLLs?
3. How do pre-K and kindergarten teachers engage families of all students?
4. How do pre-K and kindergarten teachers engage families of their students who are DLLs?
5. What kind of challenges do teachers face with family engagement with all families and families of DLLs?

Setting

Teacher participants represented each school district and each grade level. Three school districts represented a large urban, large suburban and smaller urban. Each district was unique and offered a different perspective for this study. Four schools consisting of five OSR pre-K and two kindergarten participants were represented from the large urban district, Bonnie City (pseudonym). Three schools consisting of one OSR pre-K

participant and three kindergarten participants were represented from the large suburban district, Sunny County (pseudonym), and one Head Start, one OSR pre-K and three kindergarten participants were represented from the elementary school in the smaller urban district, Thomas City (pseudonym). The same three school settings were used in the second phase of the study.

Participants

The teacher participants selected for the qualitative case studies were purposefully selected from three school districts. Seven participants from Bonnie City (pseudonym), 4 participants from Sunny County (pseudonym), and 5 participants from Thomas City (pseudonym) participated in the qualitative case studies of this research.

In Bonnie City, all pre-K participants were OSR pre-K teachers. Two pre-K participants taught at Beverly Elementary (pseudonym), one pre-K participant taught at Amelia Elementary (pseudonym), one pre-K participant taught at Peter Academy (pseudonym), one pre-K participant taught at Guin Elementary (pseudonym), and two kindergarten participants taught at Guin Elementary. Four pre-K participants held a Master's degree and one held an Educational Specialist degree. Two kindergarten participants held a Master's degree. Years of teaching experience for pre-K participants varied greatly from 1.5 to 23 years of experience. Years of teaching experience for two kindergarten participants ranged from nine to ten years. Years of teaching pre-K or kindergarten experience for pre-K participants ranged from one to seven years. Years of teaching pre-K or kindergarten experience for two kindergarten participants ranged from four to eight years. The number of DLLs in pre-K participants' classroom ranged from 0-

12 DLLs. The number of DLLs in two kindergarten participants' classrooms ranged from three-eight DLLs.

In Sunny County, one OSR pre-K participant taught at Ivy Elementary (pseudonym), one kindergarten participant taught at Ivy Elementary, one kindergarten participant taught at Callie Elementary, and one kindergarten participant taught at Over Look Elementary. The pre-K participant held a Bachelor's degree and three kindergarten participants held a Master's degree. The pre-K participant had two years of teaching experience. Three kindergarten participants had between 6 to 21 years of teaching experience. The pre-K participant had 1 year of teaching pre-K or kindergarten experience. Three kindergarten participants had between four to seven years of teaching pre-K or kindergarten experience. The pre-K participant had 1 DLL in the classroom and the 3 kindergarten participants had between three to eight DLLs in the classroom.

In Thomas City, two pre-K teacher participants and three kindergarten teacher participants taught at Thomas Elementary. One pre-K participant was a Head Start teacher and held an Associate's degree; one pre-K participant was an OSR pre-K teacher and held a Master's degree. All three kindergarten participants held a Bachelor's degree. The Head Start-pre-K teacher participant had 40 years of teaching experience and 30 years of teaching pre-K or kindergarten experience. The OSR-pre-K participant had 20 years of teaching experience and three years of teaching pre-K or kindergarten experience. Three kindergarten participants had between one to five years of teaching experience and one to four years of teaching pre-K or kindergarten experience. One Head Start Pre-K participant had four DLLs in the classroom. One OSR pre-K participant had two DLLs in the classroom. Three kindergarten participants had between three to seven

DLLs in the classroom. Table 5.1 illustrated teacher participants who participated in the second phase of the study.

Table 5.1 Teacher Study Participants

<i>Case Study</i>	<i>Teacher (Pseudonym)</i>	<i>District</i>	<i>School</i>	<i>Grade</i>	<i>Level of Education</i>	<i>Years of Teaching Experience</i>	<i>Years of Teaching Pre-K or K</i>	<i>DLLs in classroom this year</i>
1	Jackie	BC	Beverly Elementary	pre-K	Master's	23	2	0
2	Katie	BC	Beverly Elementary	pre-K	Master's	1.5	1	1
3	Melanie	BC	Amelia Elementary	pre-K	EdS	18	7	2
4	Isobel	BC	Peter Academy	pre-K	Master's	7	4	0
5	Jill	BC	Guin Elementary	pre-K	Master's	1.5	1.5	12
6	Kathy	BC	Guin Elementary	K	Master's	10	4	3
7	Deborah	BC	Guin Elementary	K	Master's	9	8	8
8	Kendra	SC	Ivy Elementary	pre-K	Bachelor's	2	2	1
9	Jordan	SC	Ivy Elementary	K	Master's	21	4	8

10	Kathryn	SC	Over Look Elementary	K	Master's	6	5	3
11	Nora	SC	Callie Elementary	K	Master's	7	7	5
12	Janet	TC	Thomas Elementary	Head Start	Associate's	40	30	4
13	Hillary	TC	Thomas Elementary	pre-K	Master's	20	3	2
14	Anna	TC	Thomas Elementary	K	Bachelor's	1	1	3
15	Maranda	TC	Thomas Elementary	K	Bachelor's	4	4	7
16	Shannon	TC	Thomas Elementary	K	Bachelor's	5	4	4

Table 5.2 illustrated the central themes that emerged from the qualitative data from the case studies. *PI- Parent Involvement; FE- Family Engagement; HL- Home Language*

Table 5.2 Case Study Themes

	District and Grade Level	Differences b/t PI and FE	Misconceptions b/t PI and FE	FE training	Lack of FE training	Teacher challenges to FE	Family challenges to FE	HL support provided	HL misconception	Access to FE resources	Lack of FE resources	Support from admin.	Lack of support from admin.
1. Jackie	BC-OSR PK		X		X	X					X		X
2. Katie	BC-OSR PK	X		X		X	X	X		X		X	
3. Melanie	BC-OSR PK		X	X		X	X	X				X	
4. Isobel	BC-OSR PK	X			X	X	X				X		X
5. Jill	BC-OSR PK	X		X		X	X	X		X			X
6. Kathy	BC- K		X		X	X	X		X		X	X	
7. Deborah	BC- K	X		X			X	X					X
8. Kendra	SC-OSR PK		X		X	X	X				X		
9. Jordan	SC- K	X		X			X	X		X		X	
10. Kathryn	SC- K		X		X	X	X		X	X		X	
11. Nora	SC- K	X		X					X	X		X	
12. Janet	TC- HS		X		X	X			X		X		X
13. Hillary	TC-OSR PK		X		X	X			X		X		X
14. Anna	TC- K		X		X	X		X			X		X
15. Maranda	TC- K		X		X	X					X	X	
16. Shannon	TC- K		X		X	X			X				

Note: Only central themes were included in Table 5.2.

Qualitative Findings

There were sixteen teachers who participated in the case study research. These participants voluntarily opted-in to participating in the second phase of the study. In order to protect each teacher's confidentiality, pseudonyms were used. Interviews were conducted with teachers in their natural setting at school and collected over the phone. To better understand Bonnie City District, seven teachers were interviewed including Jackie, Katie, Melanie, Isobel, Jill, Kathy, Deborah. Five participants were OSR pre-K teachers and two were kindergarten teachers. To better understand Sunny County District, four teachers were interviewed including Kendra, Jordan, Kathryn, and Nora. One participant was an OSR pre-K teacher and three were kindergarten teachers. To better understand Thomas City District, five teachers were interviewed including Janet, Hillary, Anna, Maranda, and Shannon. Participants included one OSR pre-K teacher, one Head Start teacher, and three kindergarten teachers.

Teacher 1: Jackie

Jackie was a 50-59-year-old monolingual female OSR pre-K teacher at Beverly Elementary School (pseudonym) which was part of Bonnie City School District (pseudonym). She had been teaching in pre-K in Bonnie City School District (pseudonym) for two years. She was previously a director at Volvo Day School (pseudonym). She obtained her Master's degree in education many years ago and stated that she had not had any training on working with DLLs. Although she had 23 years of teaching experience, she did not have a lot of experience working with DLLs or have any DLLs in her classroom this year.

Themes. From the interview with Jackie, five themes and multiple subthemes emerged. Themes included: misconception between parent involvement and family engagement, lack of training, teacher-perceived challenges, lack of support from administration, and lack of resources.

Misconception between parent involvement and family engagement. Jackie stated that parental involvement and family engagement could be seen as the same. She described parental involvement as, “Anything from reading to them at home to providing paper plates for the Christmas party. It has a variety of meanings in my opinion.” In terms of parental involvement with families of DLLs, she clarified that:

They have the same opportunities [. . .] that the typical student has, however, there is that language barrier so there has to be an additional step in there from the teacher’s part to communicate what the activity is or what the expectations are for that activity.

When defining family engagement, Jackie stated, “They’re engaged in their child’s experience. I think they are participating, they are reading what you sent home they are communicating actively with their child and teacher.” In order to encourage all families to participate in family engagement opportunities, she indicated that you have to stress the importance at the beginning of the year and educate the families on the importance of being engaged in their child’s learning. When Jackie described her current practice of family engagement in the classroom, she explained:

We try to provide activities all the time for them to be involved as they would

like. If they want to come in once a week to volunteer in our project or get involved in the center; really, it's whatever they're able to do. As most of them work, they aren't able to come in a lot. So, we mostly see them at programs, parties, field trips and things like that. So, we try to schedule activities for them to be in the classroom.

Although Jackie believed that she was currently implementing family engagement opportunities, she held a family engagement misconception and was describing parental involvement activities. She indicated that she was not sure how many hours of family engagement were being implemented each month with all of her students. Jackie's vague answer led the researcher to believe she had a lack of training on family engagement, parent involvement, and working with DLLs.

Lack of training. The subtheme level of confidence in working with families of DLLs emerged. Initially, Jackie indicated that she felt confident knowing that she would be able to come up with the resources necessary to work with families of DLLs. Yet, as we continued to discuss barriers and challenges, she emphasized the fact that she did not feel equipped to working with DLLs:

If you're like me, you got your masters 100 years ago and all you've been doing is continuing education and its been curriculum related or district policy related and you haven't had training related [to working with families of DLLs], you really don't know how to deal with students like that.

It was clear that Jackie did not feel prepared to work with families of DLLs, which could be attributed to her lack of training. When asked how she would communicate with

families of DLLs, she said she would find someone at a local university with training or another teacher who has received training through the IMPACT-PD Grant. She did not feel comfortable and prepared to work with families of DLLs by herself.

Teacher-perceived challenges. Four subthemes emerged from the overall theme of teacher-perceived challenges: teacher anxiety, family work schedule, family's finances, and communication with families of DLLs. Jackie stated that she did not have any anxiety or fear about engaging families of English-Dominant students and that she did not face any challenges in working with families of English Dominant students. Conversely, with families of DLLs inside the classroom, she faced challenges and stated, "Absolutely, and I need to learn more and I'm curious. I think there needs to be more training for teachers in that area." An additional barrier included family's work schedule. Jackie explained that there was "the lack of participation" from families. She stated:

Everyone is working and there may be three or four different people that pick up a child in a period of a week that I see. So, it is very difficult to communicate sometimes. So, we try to use multiple methods: hard copy note, email reminder, all different ways to keep them involved.

It was challenging for Jackie to maintain strong communication with families of all students. She explained that she found the school community to be challenging. She said "I think it's very challenging in this community and having worked in other more affluent areas where everyone is at your door every day and trying to get in to do something this is very different." Beverly Elementary was a Title I School. All 43 schools in Bonnie City are part of a Title I Program. Jackie associated more affluent areas with higher

parent engagement.

Additionally, she faced a communication barrier with families of DLLs. She explained, “If they [families of DLLs] don’t understand what you’re saying and what you’re offering in terms of opportunities they aren’t going to be included or be a part of it.” She also stated, “if it’s a family that doesn’t speak your language, you’ll have to figure out a way to communicate all that to them.” However, Jackie later stated that, “certainly now with technology you can break that barrier and get them the information they need.” Jackie said that she would use Google App to “come up with some translations”.

Lack of support from administration. Jackie expounded upon the awareness for the need of teacher support for working with DLLs received by administration:

I think the PreK administration is catching on finally to the need. Some schools in particular that have a higher population of children who don’t speak English as their native language.

Jackie indicated that she had received a great deal of PD on engaging families of English-Dominant students but had not received any PD on engaging families of DLLs.

Moreover, she was required by Bonnie City to implement family engagement, yet the principal of Beverly Elementary did not require teachers to implement family engagement. She explained that administration is becoming more aware of the need for teachers to receive training on working with DLLs and their families. Furthermore, she stressed that teachers needed more resources for working with DLLs and their families. This was linked to an overall lack of resources.

Lack of resources. Jackie stressed concerns about not having sufficient resources to work with families of DLLs. She explained “you may or may not have ESL in the old days or DLL teacher in your building that may or may not have time/energy to help you with resources. If not, you’re sort of on your own.” Jackie’s description of available resources indicated that she did not feel fully supported or equipped with resources to work with families of DLLs. Although Jackie had never engaged families of DLLs, she held a misconception about working families of DLLs. She said that “it’s easy to engage the families of English-dominant students because it’s less work on the teacher. The teacher is speaking the same language as the family members so there is no barrier.” Due to a lack of training and experience working with DLLs, Jackie did not feel prepared to engaged DLLs and their families.

Summary. Jackie defined parent involvement and family engagement as being very similar and “they could be seen as the same.” She used the terms interchangeably, which indicated a lack of training, coursework, and professional development. Jackie expressed concern about not being adequately prepared to work with families of DLLs. She was unclear about the family engagement that was being implemented with her students. A language barrier with students who were DLLs and their families were her biggest challenge. On a scale from 0-10, Jackie maintained a high confidence level of seven in providing a quality educational experience for DLLs in the classroom. Overall, there was a lack of family engagement being implemented with families of all students and families of DLLs, which led the researcher to believe there was an inconsistency between level of preparation, implementation and level of confidence with the

participant.

Teacher 2: Katie

Katie was a 22-29-year-old Caucasian monolingual female OSR pre-K teacher at Beverly Elementary School in Bonnie City School District (pseudonym). She had been teaching for 1.5 years and this was her first year in pre-K. She recently completed her Master's degree in ESL through the IMPACT-PD Grant at UAB. Katie had a lot of experience working with DLLs. In addition to coursework, she spent several summers working at the IMPACT-PD Summer Institute which focuses on working with DLLs and serving their families. She had one DLL in her classroom this school year. Katie affirmed that she was learning Spanish.

Themes. From the interview with Katie, eight themes and several subthemes emerged. Themes included differences between parent involvement and family engagement, family engagement training, teacher-perceived challenges, family challenges, support from pre-K administration, OSR pre-K required family engagement, family engagement resources and home language support.

Differences between parent involvement and family engagement. PACT time, Home/Family Visits, and Family Dialogue Journals emerged as sub-themes from the overall theme. Katie emphasized that parent involvement and family engagement were different from each other. She described parental involvement as showing up for events, donating items, or even an event, such as Donuts for Dads. She stated, "They're there, but

they're not engaged in their learning.” Her parent involvement activities included parents donating snacks to the classroom for their community snacks or serving as a chaperone on a field trip with the students.

Katie defined family engagement as family members, “actually involved and engaged in their student's learning and like, really getting hands on with their learning.” Her current practices of family engagement consisted of having a minimum of one family doing something per week. She indicated that her goal of having at least one family engaged in the classroom once per month has been successful this year. Katie revealed that she really enjoyed PACT time. She described it as FACT time, referring to Family and Child Together time, to be more inclusive of all family members. Additionally, she stated that she had family visits with her students and described it as, “They're learning about me, I'm learning about them. We're working together to work on our student's education.” Lastly, she incorporated family dialogue journals with her students, which allow her to learn about the students' culture and use their home language. Katie explained, “even if that means extra work for me going into and figuring out what they're saying.” It was obvious from Katie's explanations, that she was very determined to implement multiple forms of family engagement with families of all students but specifically with families of DLLs.

Family engagement training. From the overall theme of family engagement training, two sub-themes emerged IMPACT-PD Grant, coursework, and level of confidence. Katie indicated that she had extensive training through the IMPACT-PD Grant at UAB. As an undergraduate in the education field, the IMPACT-PD Grant

allowed her to take four graduate courses in the Master's track degree program of Teaching English as a Second Language. Upon graduation of a Bachelor's degree, it allowed her to obtain her Master's degree in Teaching English as a Second Language from the University of Alabama at Birmingham. She discussed how the learning opportunities through IMPACT-PD provided multiple resources and she stated, "ways to implement meaningful education experiences for all learners, including our dual language learners."

Teacher-perceived challenges. Two sub-themes, family work schedule conflicts and teacher anxiety communication with families of DLLs, emerged from the overall theme. Katie stated that one fear she had about engaging families of DLLs was language barriers. "It makes it a lot more stressful", she explained. Katie indicated that she speaks enough Spanish to communicate with her Spanish-speaking DLLs and their families, but when she has DLLs with other languages, "it makes it a little tougher". In addition, she said she "did not want to step on anybody's toes by making them feel like they have to do something." However, Katie said that IMPACT-PD Grant has given her a lot of family engagement resources to overcome those communication barriers.

Family challenges. The overall theme of family challenges had one sub-theme, cultural differences. According to Katie, one of the family challenges were cultural differences and expectations, which can sometimes hinder strong family engagement. She stated:

A lot of students may have different cultural expectations of what it means to be

engaged in the school. And so that's a big challenge, is making sure that you're not stepping on their toes and that y'all [teacher and DLL student] understand how/what family engagement means to them and to you.

Moreover, Katie talked about how family engagement brings the students' culture and family into the class, which is extremely important. This indicated that Katie viewed family engagement as a way to break-down the family barrier of cultural differences.

Support from pre-K administration. Katie described the strong support that she received from the pre-K department and alluded to strong communication with the pre-K department. She stated:

The Pre-K department's really good about being there for us. We also have an OSR coach, which has been super helpful because they can focus more on just us. And they're there for our individual needs, so it's really great that we can email them or whatever and they can send us resources over.

Katie felt comfortable reaching out to Bonnie City's Pre-K Department for resources. Furthermore, this linked to resources that she used to implement family engagement.

OSR pre-K required family engagement. Katie said that as an Office of School Readiness Pre-K teacher, 12 hours of family engagement per school year by each student's family is expected. Typically, Katie implemented between two-five hours of family engagement each month with family members. She had family members of a DLL complete 25 hours of family engagement this year but other families had completed approximately 40-50 hours per year because she has provided numerous family

engagement opportunities. She explained “I have some learners who have up to 40 or 50 hours... their family has come in once a week to do FACT time.” Katie mentioned the importance for each teacher to take those necessary steps to implement family engagement.

Home language support. Katie explained that she includes DLL students’ home languages in the classroom. She explained that she lets her DLL students use their home language “even if that means extra work for me going into and figuring out what they’re saying.” Additionally, she used family dialogue journals as a way to learn about the family’s culture and as a way for families and students to use their home language. She spoke with family members when they were dropping off in the morning or picking up their child in the afternoon. She also utilized Remind App that translates messages in the family’s home language. With all of these resources, alongside strong support from Bonnie City’s Pre-K Department, she has successfully overcome many challenges when engaging families of DLLs.

Summary. Overall, Katie felt extremely comfortable and prepared to work with families of DLLs. Her preparation rooted from all of the training and coursework that she had received on family engagement. Some of the family engagement activities implemented in her classroom included: PACT Time, Family Visits, and Family Dialogue Journals. She indicated that she asks parents of DLLs to speak their home language with their child. In addition, she stressed that family engagement is just as important if not more important with DLLs than engaging monolingual speaking

students. Katie stated that when you are learning a second language along with your first language in pre-K, it is really tough on the students. It makes it so much easier when your family's engaged and everyone feels comfortable and it's a welcome environment. She emphasized that she received strong support from Bonnie City's Pre-K Department and extensive training from the IMPACT-PD Grant at UAB. On a scale from 0-10, Katie maintained a confidence level of seven in providing a quality educational experience for DLLs in the classroom.

Teacher 3: Melanie

Melanie was a 40-49-year Caucasian female OSR pre-K teacher at Amelia Elementary School (pseudonym) in Bonnie City School District (pseudonym). After teaching sixth grade for two years, she taught kindergarten for three years, and had been with pre-K for seven years. She held a dual elementary and early childhood Bachelor degree and held her Educational Specialist degree. Although Melanie stated that she did know some Spanish and held a minor in Spanish as an undergraduate student, she indicated that she mainly communicates in English with DLL students and their families. Melanie explained that she had very positive experiences with DLLs and their families. This year she had two DLLs in her classroom.

Themes. From the interview with Melanie, seven themes and several subthemes emerged. Themes included: misconception between parent involvement and family engagement, family engagement training, teacher-perceived challenges, family challenges, support from pre-K administration, OSR pre-K required parental

involvement, and home language support.

Misconception between parent involvement and family engagement. Melanie believed that parent involvement and family engagement were the same thing and used the terms interchangeably. She shared:

Parent involvement, to me, is getting the parents to be involved in their child's education at the school. Family engagement is, well I guess it's very similar in that it would be coming, yea, I guess it's the same, coming to the school to be engaged with their child.

She described family activities that she sent home with students and explained, "it's kind of getting the kids to do some type of educational activity from school but it's bringing it home for them to do with parents." Although Melanie considered parent involvement and family engagement to be synonymous, it was clear that she was implementing parent involvement and family engagement opportunities. When asked about parent involvement activities, Melanie described a family engagement opportunity. She explained:

What I try to do with parent involvement is I give the families activities to do at home, whether it be with a dice for them to roll to identify by look at the dice [...] It's [...] getting the kids to do some type of educational activity from school but it's bringing it into the home for them to do with parents.

When asked how she engaged families of all students, Melanie stated:

Because it is pre-K, we get to see them in the morning when they drop off and in the afternoons when they pick up. They can come to breakfast with us, they can

come any time during the day for lunch, just to observe, go on field trips. They bring in goodies at random times, celebrate a birthday. There are many opportunities that they can come in. Actually, most of my parents do, whether they are monolingual or dual learners, English speakers. They're very cooperative. To be honest, you really can't see a difference in my classroom among any of the kids' parents because they're just involved. I do love it.

Furthermore, later in the interview, Melanie explained that when she does engage families she wants them to find it meaningful. She stated “I want them to want to come and find it meaningful for them to take off from their job or come from the house and come into the classroom and learn something themselves. I always try to keep it fresh and stuff.”

Melanie described a few family engagement opportunities and ways for families to extend learning home. She stated, “It’s also beneficial to the parents when they do come in or when we do go and perform in a program. They can see how their child compares, a little bit.”

Family engagement training. Two sub-themes emerged from the overall theme of training: IMPACT-PD Grant Training and level of confidence. She also expressed that she had participated in the Summer Institute component of the IMPACT-PD Grant. She stated:

I think back to that it was, when I was with IMPACT-PD [. . .]. That was a good eye-opener for me to make sure that I taught correctly. Everything that you [IMPACT-PD Grant] taught us was actually really beneficial and you can take

what we learned and apply it to our own school settings. It's just easier for me because I only have one or two dual language learners. That was more challenging, at the time, because there were more who did not speak English and I was not able to flub it [half-heartedly attempt], to get by as well as I can at my school, just based on the numbers.

Melanie mentioned that she had received some training through the IMPACT-PD Grant but that she didn't have a very high population of DLLs in her classroom this year so serving her DLLs wasn't as much of a priority this year. She maintained a level of confidence of 8 in providing a quality educational experience for DLLs in the classroom.

Teacher-perceived challenges. One sub-theme, teacher anxiety gaining parents' trust, emerged from the overall theme. Melanie explained:

I guess at the beginning of the year. I always have a little bit more anxiety at the beginning because you don't know the parents. The parents don't know you, so you're trying to gain their trust, whether it be that you're a safe person, that whatever they say is going to be kept confidential. That they can tell you whatever they need to tell you and it won't go any further than that. There's always that anxiety at the beginning of the year.

Family engagement practices build trust with family members. Melanie expressed that towards the middle and end of the school year, her anxiety decreases. She is more anxious talking to parents than her students.

Family challenges. Two sub-themes, cultural differences and some access to

resources emerged from the overall theme of family challenges. Melanie stated that language was her most challenging barrier with families of DLLs. She explained, “It is a different culture, so you try to make it more relevant but that’s often hard because I don’t know other cultures fully.” When asked how she communicates with families of DLLs, she explained, “Mainly in English. It’s terrible ... I find I do slow down more because I [tend to] talk quickly.” She saw parents in the morning and a few would join the class for breakfast. Melanie said that they can come at any point during the day since she maintained an open-door policy. Melanie said that there was a Spanish speaking translator but she quickly questioned if it was her or the ESL teacher who spoke Spanish. This indicated that Melanie did not use the translator as a resource. However, Melanie said that she did send all information home in English and Spanish to families of DLLs, which signified that she had access to translation resources.

Support from pre-K administration. Melanie shared that she receives support from the pre-K administration that provided professional development on working with DLLs. Moreover, she indicated that there is a teacher for DLLs at her school who provided support to kindergarten classroom teachers but not to pre-K students. Melanie stated, “One goes through the process of, I don’t want to say IEP but whatever that is, where they go to the class or get pulled out.” From the description provided, Melanie was referring to ESL services provided by Bonnie City School District. Children are identified at age five for receiving ESL services from the district.

OSR pre-K required parental involvement. Melanie reported that OSR pre-K

teachers have required parent participation hours. She stated:

In pre-K, per the OSR grant, they have to do 12 parent involvement hours for the whole year. My class, I just did that today, earlier, the totals. Most of them have like 40 to 65; it's crazy! It is great. But you get an hour for going to the parent involvement meetings which are held every other month at Amelia Elementary at the school library and then they go on field trips, they can bring in birthday stuff, you can get an hour for that. You have lunch with the kids, breakfast with the child. They can work in the classroom at any time.

When Melanie described how many hours of family engagement that she was implementing per month, she stated “16 conferences each semester, daily phone calls as needed, parent included in classroom activities, and all parents come to meals with their children and other programs held at school.” It was clear from Melanie’s description that she was using the terms parent involvement, family engagement, and family participation interchangeably.

Home language support. Melanie stated that home language support was provided in her classroom. She explained that she believed one of her students who was a DLL was afraid to use her home language inside the classroom. Melanie stated:

she's probably thinking that 'I can do that at home but this is school and I shouldn't... I'm confused. Why am I saying this here when my mom and dad said only English at school?' I encourage both languages at home, also, because that's their native language. They need to be able to talk to grandparents and family members too who may not know English.

Melanie emphasized the importance of DLLs maintaining their home language. She expressed that in her classroom, children were willing to take risks with language. She stated:

We use, let's say Spanish, in our classroom. There's a Doctor Jean song, Hands on My Head, that conveys the "ojos", "orejas", all that. It encourages those children, which ironically, she would not sing it at the beginning, which I found very odd, but the other kids were more willing to take the risk at saying the words wrong compared to the person who knows how to say it correctly.

This was evidence in her training on home language support for DLLs. Melanie indicated that she asked parents to speak both English and their home language with their child.

Summary. Overall, Melanie was extremely positive and receptive to family engagement practices. She had an open-door policy, supported home language, and had a steady level of confidence in her family engagement practices. On a scale from 0-10, Melanie maintained a confidence level of eight in providing a quality educational experience for DLLs in the classroom. Yet, from the interview data, it was clear that Melanie was not only describing parent involvement activities but was using parent involvement and family engagement synonymously.

Teacher 4: Isobel

Isobel was a 30-39-year-old African American monolingual OSR pre-K teacher at Peter Academy (pseudonym) in Bonnie City School District (pseudonym). She held her Master's degree and was in progress of obtaining her Education Specialist degree in early

childhood education. She had been teaching for seven years and had spent four of those years teaching pre-K. Although she did not currently have any students who were DLLs in her classroom, she had previously worked with students who were DLLs. She typically has 1-3 DLLs in her classroom. She was currently implementing 12 hours of family engagement per month with families of students.

Themes. From the interview with Isobel, eight themes and several subthemes emerged from each theme. Themes included differences between parental involvement and family engagement, professional development hours, lack of family engagement training, teacher-perceived challenges, family challenges, lack of support from pre-K administration, lack of resources, and OSR pre-K required family involvement.

Differences between parental involvement and family engagement. Isobel did believe that there was a difference between family engagement and parent involvement. She stated that parent involvement entailed parents coming into the classroom and participating in tasks such as helping the teacher move furniture. Furthermore, Isobel stressed, “The parents who came in and helped me move furniture, it’s just that they didn’t have anything to do with the kids.” It was clear that Isobel knew that there was a difference between these two terms. When defining family engagement, she described parents being more active in their child’s learning. She explained, “I have had parents who come in and read stories and make bracelets with the kids and reach out to other parents.” Isobel stated that Bonnie City Pre-K had 12 required family involvement hours. However, she ensured that the family involvement activities encouraged students and

parents to work together. She explained, “So, each month, really, each week, I provide a way for the parents to come inside the classroom and not just sit there but be engaged in there with us.” In order to encourage family members to engage in their child’s learning, Isobel stated that she would use the Remind App, show visuals, show pictures, and talk to parents at pickup and drop off. It was clear that Isobel understood there was a difference between the two terms but was not currently implementing multiple family engagement strategies inside or outside of the classroom.

Required professional development hours. Isobel stated, “We’re required with pre-K to have at least 30 professional development hours per year, which I usually do over 30 hours.” “I think, right now, I may have about 58 hours of professional development”, she clarified. According to OSR pre-K recommendations, every lead teacher must complete at least 30 hours yearly of professional development and training. Isobel did not specify the topic of professional development but she had already exceeded the expectations.

Lack of family engagement training. Isobel indicated that she had never had in-depth training. She explained that when she started her EdS program, she took one class on engaging families and English Language Learners. Before taking that class, she had not received any training or coursework. She indicated that she would be interested in taking classes on learning a different language so she could communicate with families of DLLs.

Teacher-perceived challenges. Teacher anxiety emerged as a sub-theme from the overall theme. Isobel stated:

Only, I'll be sad if I can't fully communicate, like if I only speak English and they only speak Spanish. So, I just ask that, 'Oh God, how are we going to communicate?' But sometimes, it's like, the kid is there to help translate, but I never treat them like a translator. So, that would give me anxiety. But, I'm still open to communicating. I'm not going to not talk anymore because we both speak a different language.

It was evident that Isobel encountered a challenge when communicating with families of DLLs. She noted that she was still open to communicating with families of DLLs but it was clear that she lacked resources to overcome this challenge.

Family challenges. One sub-theme emerged from the overall barrier theme: communication with teacher. It was apparent that Isobel was eager to learn more about supporting DLLs and their families. She indicated that she felt sad when she wasn't able to fully communicate with families of DLLs. She states, "the kid is there to help translate, but I never treat them like a translator." Isobel explained that she feels very open to still communicating even if the family speaks another language. She indicated that she does not ask parents to use a particular language when speaking with their child at home.

Lack of support from administration. Isobel had not received support from administration in working with DLLs. She stated that an assistant director would show her ways to communicate with families of DLLs. She indicated that her administration

had not provided any type of training or professional development opportunities. Isobel was obtaining an Educational Specialist degree and the only training on family engagement was through one course in EdS course track.

Lack of resources. The three resources Isobel mentioned using were the Remind App, the assistant director to communicate with families, and a bilingual parent. All of these resources have helped her somewhat overcome the communication barrier with families of DLLs. She stated that in her prior experience, she had a room parent who was Hispanic that would translate for the children who spoke Spanish. Isobel explained, “I didn't know what she [the parent] was saying, but I knew it wasn't anything that was going to not be good for the kids.” Isobel also mentioned that one of the directors was bilingual so she would occasionally ask her to translate. It was evident that Isobel lacked family engagement resources in her teaching practice.

OSR pre-K required family involvement. Isobel explained:

We have to have 12 family involvement hours. But, I make sure it's activities that have to do with the teachers and the parents and the students working together.

So, each month ... really, each week, I provide a way for the parents to come inside the classroom and not just sit there but be engaged in there with us.

Although Isobel indicated that she is required to implement 12 hours per year by OSR requirements, on the survey Isobel indicated that she implemented 12 family engagement hours per month with her students.

Summary. Overall, Isobel was receptive to family engagement and eager to learn more. She had taken one class on working with DLLs and had received little professional development on engaging families. Isobel explained that she felt confident in her abilities but she would like to take a class on speaking an additional language in order to communicate with DLLs and their families. She stated, “I never just had an in-depth training.” She did not feel like she was effectively prepared to work with DLLs and their families. On a scale from 0-10, Isobel maintained a confidence level of five in providing a quality educational experience for DLLs in the classroom.

Teacher 5: Jill

Jill was a 22-29-year-old Caucasian monolingual English speaking OSR pre-K teacher at Guin Elementary School (pseudonym) and had been teaching there for a year and a half. Guin Elementary is part of Bonnie City School District. She taught kindergarten for half of a year, pre-K for a full year and worked in a summer program with first, second, and third graders. She recently completed a master’s degree in ESL from UAB through the IMPACT-PD Grant. Jill indicated that she had a lot of experience with children who were learning English as their second language. She had 12 students who were DLLs in her classroom this year. She said that she spoke a little Spanish but did not know enough to fully converse.

Themes. From the interview with Jill, eight themes and several subthemes emerged from the themes. Themes included: differences between parent involvement and family engagement, family engagement training, teacher-perceived challenges, family

challenges, lack of support from administration, challenges of home language support, OSR pre-K required parent participation, and family engagement resources.

Differences between parent involvement and family engagement. Jill expressed that yes, there was a difference between parental involvement and family engagement. Two sub-themes, parent involvement activities and family engagement resources, emerged from the overall theme. She indicated that involvement is anything that parents do besides engagement activities at the child's school. When asked to define parent involvement, she stated that it is a volunteer opportunity and "is anything you have the parent come in to do like cut things out or Doughnuts for Dads." She had an open-door policy and was always inviting parents to come into the classroom. Jill defined family engagement as "when you are working with [the] child and parent". Additionally, she stated that family engagement is "the teacher learning more about the family too that's equally as important as the teacher giving the families resources the families give the teachers lots of resources too and you don't really get that when you do family involvement but you get a lot more when you're really engaging with the families."

Jill explained that she employed several family engagement resources, which included: translation applications, PACT time, family engagement nights, including all family members, and bilingual colleagues. Jill stated that she uses an Application on her phone called Remind App which allows her to send out messages in several different languages. Jill expressed that she implements family engagement nights and PACT time for family engagement opportunities. These are opportunities for her to provide families with resources to support their child's learning. She utilizes parents who are bilingual to

communicate important messages to other parents who speak a language other than English. Moreover, she included all family members in family engagement night opportunities. She stated:

One thing [...] is that we can't [...] [allow] them to bring their sibling during the school day but on the engagement and literacy nights I made sure that they knew they could bring their whole family and siblings so that they whole family could learn together. I thought that was really important.

Furthermore, she seeks assistance from a colleague in the classroom nearby who speaks Spanish. These resources assist in overcoming the communication barrier with families of Dual Language Learners. Jill referred to the extensive training that she had received from coursework in the ESL Master's Degree program at UAB and through a teacher professional development grant, IMPACT-PD.

Family engagement training. One sub-theme emerged from the overall theme of training: IMPACT-PD Grant. Jill indicated that she had a significant amount of training through the master's degree program at UAB and through the IMPACT-PD Grant at UAB. She stated:

Due to all of the training that I have had, I do have a lot of strategies and scaffolding techniques. I'm confident in my ability. I don't have any anxiety in engaging the kids per se, it's more engaging the parents and family members is when I become more nervous and get anxiety.

Jill's anxiety working with families of DLLs rooted from the language barrier and Jill's comfort level when working with families of DLLs.

Teacher-perceived challenges. A sub-theme that emerged from teacher-perceived barriers was anxiety in engaging families of DLLs. Jill explained that it was much easier to engage English-speaking families. “I do I guess feel a little more nervous when I start talking to my ESL families because I’m scare they misheard me and I’m not sure if I got the correct information across.” Jill expressed that it was more stressful for her to ensure that families of DLLs have understood what she is telling them.

Family challenges. Communication with families of DLLs emerged as a sub-theme to family challenges. Jill explained:

For Parent and Child Together (PACT) time in our literacy block, when parents come in and they would work with their child and I would have those activities, it was hard to do the debrief section where she would explain difficulties to me and I would give her strategies and scaffolding techniques. That’s more difficult for me when I didn’t have the translator there to go back and forth and explain what each other were saying. That would be my biggest difficulty to relay the information when I didn’t have a translator there to help me.

Jill also indicated that English-speaking family members are more likely than families of DLLs to attend family engagement opportunities inside the classroom. She noticed that more families are likely to attend when she employs whole group engagement opportunities rather than individual family members.

OSR pre-K required volunteer hours. Jill explained that as a pre-K requirement, there are 12 volunteer hours for all students' family members per year. In order to meet these requirements and part of her current family engagement opportunities, Jill employs family engagement nights and PACT time inside the classroom. In order to encourage families to engage in their child's learning, Jill stated that she will "get the kids really excited about it by saying hey your mom and dad are coming to learn with you. They'll go home and talk about it. I try to send letters in home language if I can. I remind them verbally."

Lack of support from administration. Jill explained that there was a lack of support from administration. She clarified:

I don't think that I received great services from my school but I've reached out to other people to receive that help that I've really needed. The co-teacher that I spoke about helps me translate my letters. The administration really didn't do much for me.

She communicated that she was reaching out to find the resources to engage family members by herself. Jill was frustrated at the lack of support and indicated that it influenced her family engagement. She was unable to communicate with some family members about how to work and support their child academically at home.

Home language support. Jill emphasized that she has had to find resources herself and that providing home language support is challenging. She stressed that the administration did not really help her with resources. She said that she tried to send letters

home in the students' home language. Jill indicated that there were bilingual parents of students in her classroom. She explained "I do have a few parents that are almost completely bilingual. Their English is pretty strong. Sometimes I will use them to translate among parents when I need to relay information to all of the parents." This was a way for Jill to overcome the communication barrier. She was attempting to build a social community between the family members of students.

Summary. Overall, Jill felt very engaged with all family members of her students. She indicated that she had extensive training through professional development opportunities with the IMPACT-PD Grant at UAB. On a scale from 0-10, Jill maintained a confidence level of six in providing a quality educational experience for DLLs in the classroom.

Teacher 6: Kathy

Kathy was a 30-39-year-old African American monolingual female kindergarten teacher at Guin Elementary (pseudonym) in Bonnie City School District (pseudonym) and had 10 years of teaching experience. She had been teaching kindergarten for 4 years and had experience teaching students in 3rd- 5th grades and special education. She had her Master's degree in elementary education. Currently, she had 3 DLLs in her classroom and indicated that her first experience in working with DLLs was 4 years ago when she began teaching at Guin Elementary.

Themes. From the interview with Kathy, eight themes and several subthemes

emerged. Themes included: misconception between parental involvement and family engagement, lack of family engagement training, teacher-perceived challenges, family challenges, some support from administration, lack of resources, lack of family engagement, and home language misconception.

Misconception between parental involvement and family engagement. Kathy did believe that there was a difference between the terms parent involvement and family engagement. She defined parent involvement as focusing on the parent and how they can be involved with the academic process of the child. Kathy defined explained that, “family engagement involves the parent and the children and they might be doing activities that are necessarily pertaining to academic success. They’re doing bonding activities.” She stated that she doesn’t really have family engagement in her classroom. Kathy explained, “They love to come at lunch with their child. It doesn’t even have to be a special program that they are coming to”. She believed that DLL families were more involved than English speaking families. Kathy’s definition of family engagement became more inclusive of all family members when she stated, “Sometimes it doesn’t even have to be monetary. It’s just the support they give. The aunt, sister or brother.” Although Kathy did not provide specific details about the support provided for families of DLLs, she indicated that she tried to make sure that families of DLLs have the same opportunities as English-speaking families.

Lack of family engagement training. Kathy indicated that the administration has provided training but it wasn’t extremely effective. However, she also stated that she had

never received any type of professional development on engaging families. Furthermore, she had never taken any coursework on engaging families. She stated, “until you’re actually working with the child in the classroom you can only make assumptions.”

Teacher-perceived challenges. Kathy explained that the language barrier prevents her from building a good connection with students who are DLLs. She stated:

Sometimes I see their child come to kindergarten and their very smart and they know a lot of things in Spanish but when you test them in English they go from being super high to low because they’re having to learn a new language.

She indicated that she was worried about miscommunication because, “I don’t want to be offensive to them. I want them to feel welcome”. Kathy contended that she had used assistance from bilingual teachers to translate for her.

Lack of resources. Kathy indicated that she uses Google translate and different phone applications to communicate with families of DLLs. Kathy explained:

I try to use Google translate and different apps but sometimes the translation is a little off. I feel like they know I am trying... I haven’t had any problems with them and I just try to be understanding like if I were in their position how I’d want someone to reach out to me.

Additionally, she stated that there were several bilingual colleagues and a bilingual paraprofessional who could translate parent letters for her. Furthermore, Kathy expressed, “Sometimes the kids [DLLs] speak more English than the parents and it’s kind of hard in kindergarten to get them to convey a message but I try to use them.” Schools are required

to provide translation or interpretation services from skilled individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents.

Lack of family engagement. She reported that she doesn't currently implement family engagement opportunities unless it's through the school. Kathy expressed:

I don't think we really have necessarily like family engagement unless it's school sponsored. Sometimes field trips or if they have the carnival at school. Some of them do participate in the parent involvement meeting but outside of that it may be every couple of months but not frequently.

Kathy stated that she felt pretty good about engaging families but wished she could communicate more with the families of DLLs.

Home language misconception. Kathy stated that she believed that it was harder for DLLs because they don't know the language. It was evident that Kathy did not know there are multiple advantages to being bilingual and that children who were DLLs knew a language other than English. Kathy explained, "They come in everyday with a smile on their face. Even though they don't know what you're saying, it's universal." She focused on a deficit model of subtractive bilingualism for DLLs rather than building upon the children's language assets.

Summary. Kathy had not taken any coursework on engaging families and it was evident that she held misconceptions between parent involvement, family engagement,

and home language. She indicated that the administration provided one training. Research tends to support multiple trainings with a mentor overtime will increase family engagement. She stated:

I have a new desire to learn to speak a new language because it always kind of hurts my feelings in the beginning of the year they [DLL students] are kind of inconsolable. Their parents leave and they can't speak English.

This indicated that Kathy was aware of the need for home language support but was not confident integrating it into her classroom. On a scale from 0-10, Kathy maintained a confidence level of six in providing a quality educational experience for DLLs in the classroom.

Teacher 7: Deborah

Deborah was an emergent Spanish speaker and native English-speaking kindergarten teacher at Guin Elementary in Bonnie City School District. She stated that for the past six years at Guin Elementary, she has considered her classroom to be “ESL focused”. “When I worked in Sunny County School District (pseudonym), they separated their children, so I was in an ESL classroom there”, she stated. Deborah obtained her Master’s degree in Teaching English as a Second Language. Deborah had eight DLLs in her classroom this year and stated that she tends to have a high number of DLLs.

Themes. From the interview with Deborah, six themes and several subthemes emerged. Themes included: differences between parent involvement and family engagement, training in working with emergent bilinguals, provided home language

support, overcoming challenges, family challenges, and lack of support from administration.

Differences between parent involvement and family engagement. Sub-themes emerged from the overall theme, which included parent involvement activities, social classroom community, family visits, and equal opportunities. Deborah stressed the difference between parental involvement and family engagement. She explained that parent involvement looked very similar between monolingual students and DLLs. Deborah defined parent involvement as “In the classroom, outside the classroom, before/after school. We do family picnics. They come into the classroom and participate in reading with us but it looks very much like it does with monolingual students.” She defined parent involvement as classroom participation which doesn’t necessarily engage parents in their child’s learning. Deborah further explained, “The parents are invited to participate and support their child’s learning.” She stated, “Whereas, family engagement requires activity and participation from the families. It is an active verb.” Deborah indicated that she engaged families at every opportunity and would do what she needs to do to engage every parent. She encouraged families to engage in their child’s learning by “making it as easy as possible for them [to engage]. When they come in I make it as easy as possible for them to engage by inviting and introducing all my families together.” By building a strong social community within her classroom, Deborah had encouraged all families to engage in their child’s learning. Moreover, Deborah stated that family visits were “so crucial to invite families in.” Lastly, Deborah pointed out:

I think my biggest thing about family engagement in Kindergarten is that we

need to help teachers know that they can't be afraid to go that extra step to engage and that family visits are so crucial to invite families in. Often time there is an apprehension and fear where families don't know that they are invited. Also, teachers don't understand the difference between involvement and engagement.

Training in working with emergent bilingual students. Deborah did not feel anxiety when working with families of DLLs. She stated, "I am more confident about working with my DLL's sometimes than my low [academically struggling] monolingual students because I know they are receiving extra support at home." She believed that some of the families of monolingual students held negative attitudes towards school systems. Furthermore, Deborah stated, "I feel very lucky that I have the education that I have to support them [students who are DLLs] in the classroom".

Home language support. Deborah explained "My DLL families receive as much as possible if not everything in their home language. Also, when I'm trying to do that I utilize them to help me communicate with their child at school." Deborah indicated that by providing home language support, she could have family members help her communicate with their child at school. She explained, "If I try to utilize their home language and try to work with them the best that I can and reach them where they are and attempt. Most of the time, they want an attempt on our part and they will reach back." Deborah was an emergent Spanish speaker and it was noticed that she spoke in Spanish and English in the classroom with the students.

Overcoming challenges. Two subthemes emerged from the overall theme of barriers: DLL families afraid of coming to school and monolingual families' prior negative experience. Deborah explained:

Sometimes I have to overcome some barriers in that sometimes they are afraid of coming to the school or worry about what it means. It has to be a welcoming and open environment and subside some of their fears. It hasn't always been an open environment for them in this country. Especially, depending on how they got here. But being a Kindergarten teacher and I'm their first experience, if I make this a come, come, come experience, they don't know any different. Other than apprehensions, I don't face any challenges.

It was evident that Deborah took every action possible to engage every students' parent.

She contended, "I will do what I need to do to engage every parent if possible."

Furthermore, Deborah explained that she struggled engaging monolingual families because they "tend to be a little bit more jaded towards coming and helping with the school system." In comparison, families of DLL students were "so much more eager to learn and embrace what is happening in the classroom." When asked about families of DLLs working with their child as effectively as monolingual families, Deborah expressed "I honestly sometimes believe more effectively if they are given the right resources and information on what to work on."

Family challenges. From the overall theme, family challenges, two sub-themes emerged. Deborah compared attitudes towards family engagement of families of monolingual students and DLL students. She explained:

Sometimes my monolingual families struggle a little bit more only because I think they... what I've found is that my monolingual students' families tend to be a little bit more jaded towards coming and helping with the school system. Whereas my DLL families are so much more eager to learn and embrace what is happening in the classroom. I can't explain why but it's been every nationality and language variable that I've had within the classroom.

It was evident that Deborah faced challenges and participation when engaging families of monolingual students. Furthermore, Deborah stated that some families have apprehension or a lack of understanding that they are invited into the classroom. She explained "Often time there is an apprehension and fear where families don't know that they are invited."

Lack of support from administration. Deborah explained that she is sometimes "looked at a little strange since I do put so much emphasis on my DLLs." She had received some PD and the school currently maintained a "pull-out system for our EL students right now". It was noticeable that Deborah felt isolated by colleagues in practices with families of DLLs.

Summary. Overall, Deborah had a confident perception of family engagement with families of DLLs. Her perception of working with families of monolingual students was not as positive. She held her Master's degree in ESL and had received extensive training on working with DLLs and their families. However, she indicated that she had received very little professional development from her district on engaging families of DLLs. On a scale from 0-10, Deborah maintained a confidence level of 9 in providing a

quality educational experience for DLLs in the classroom.

Bonnie City Case Findings

While some teacher-participants described differences between parent involvement and family engagement practices, several held misconceptions between them. It was evident the teacher-participants that explained how parent involvement was different from family engagement had received training on engaging and including all families in their child's learning. In addition, it was clear the teacher-participants that had received family engagement training provided home language support for DLLs and their families. Almost all teacher-participants described perceived-challenges to family engagement as well as challenges families of DLLs face when engaging in their child's learning. Many of the teacher-participants lacked support from administration, which was revealed in the diminutive number of teacher-participants that had received PD on engaging families of DLLs. Finally, most of the teacher-participants that lacked support from administration also lacked family engagement resources.

Teacher 8: Kendra

Kendra was a 20-29-year-old Caucasian female monolingual OSR pre-K teacher at Ivy Elementary in Sunny County District. This was her second year teaching pre-K. She has her Bachelor's degree in elementary education and was currently taking an online course on serving DLLs and their families through the IMPACT-PD Grant. Kendra indicated that in her classroom, her DLL students have been from Spanish-speaking countries and Japan. She explained that she has taken time to learn about the

Japanese culture. This year, she had one DLL in her classroom. Additionally, it was interesting that Kendra indicated that parent participation in the classroom was high.

Themes. From the interview with Kendra, five themes and several subthemes emerged. Themes included: misconception between parent involvement and family engagement, lack of training, teacher-perceived challenges, family challenges, and lack of resources.

Misconception between parent involvement and family engagement. Kendra indicated that she believed that there was a difference between parent involvement and family engagement. She stated, “Parent involvement can be activity-based, but also like parent meetings that you have to communicate with the parents, them sending in things, like supplies.” Kendra further explained that the parents of her students were supportive by providing supplies for the classroom and attending meetings. Kendra also defined family engagement as, “activity-based”. She explained that every Friday, a mystery reader parent come into the classroom to read to the class. She has held, “a parenting-day and grandparenting day where they’ve been able to come in and see what we do in our classroom. I also invite parents to all of our parties.” Kendra further clarified that some parents help plan the activities and other parents just come to support and participate. All of the parents in her classroom are required to go on the class field trips. Although Kendra indicated that there was a difference between the terms, family engagement and parent involvement, she only referred to parent involvement activities.

Lack of training. Kendra indicated that she did not feel adequately prepared through coursework to work with DLLs. She stated:

I feel like in college I was preparing more towards Hispanic students and so it's been a learning process with Japanese students just because, obviously, the language is different and the culture's different too.

In Alabama, there is a higher percentage of DLLs who have Spanish as their home language. However, teachers must be prepared to work with students of all backgrounds.

Teacher-perceived challenges. From the overall theme of teacher-perceived challenges, three sub-themes emerged. Kendra explained that she feels nervous when working with families because of her young age and because she doesn't have children of her own. However, once the school year progresses, she said that she is able to build a relationship with parents and that they respect her and her opinion. Kendra stated that she has fear of miscommunicating information to the families of the students. When asked to describe how she communicated with families of DLLs, she stated:

I've found I try to ask them at the beginning of the year the best way. And last year a bunch of my Japanese families used translators, and my Spanish speaking families, we have an in-house translator or in-school translator that would always help with me, communicate things to them. My family this year, my Japanese family, the father prefers email, so just emails.

An additional perceived barrier to engaging families of all students, was the family's work schedule. Kendra stated, "I think it's easy to forget that they're working, too, and whenever they do come to the classroom they're taking time out of their work schedule."

Kendra only mentioned having parents come into the classroom during school hours which is not always feasible for all family members.

Family challenges. Two sub-themes, family's work schedule and families working effectively with child, emerged from the overall theme family challenges. Kendra explained that it was easy for teachers to forget that families have busy schedules and are working too. She stated "Whenever they do come to the classroom they're taking time out of their work schedule. So, I feel like that's the hardest part is working around their time schedule." Kendra only mentioned holding parent involvement activities during school hours. Furthermore, she explained that family working effectively with their child really depended on the family rather than if they were monolingual or families of DLLs. She clarified, "If they are passionate about education, learning to read early, and practicing different skills at home. I feel like even with English speaking families it varies from family to family. So, I feel like with dual language learners, it also varies from family to family."

Lack of resources. Three sub-themes emerged from the overall theme access to resources, which included support from ELL teachers, and communicating with families of DLLs. Kendra stated that she has received the most support from the ELL Teachers at her school. She explained:

I feel like she [ELL Teacher] has been very helpful, especially with my Japanese students. Because, like I said, I didn't have much experience with Japanese students or families before going to Ivy Elementary. And she knows so much

about that culture.

Kendra mentioned that in her coursework, there had been a focus on working with Hispanic families. She lacked training in working with families of DLLs who have a language other than Spanish spoken at home. Kendra said that at the beginning of the year, she asks families about their preferred method of communication. The Japanese family that she works with prefers communicating through email, and that it has helped overcome the communication barrier. Kendra explained, “last year a bunch of my Japanese families used translators, and my Spanish speaking families, we have an in-house translator or in-school translator that would always help me communicate things to them.” It was obvious that Kendra was not actually implementing any family engagement inside the classroom. She was communicating with family members but she did not provide any examples of families engaging in their child’s learning.

Summary. Overall, Kendra received the most support for working and engaging with families of DLLs through the ESL teacher. She had received a little amount of professional development from the district on family engagement. Kendra felt somewhat comfortable working with and engaging families of DLLs. The challenges that she faced included a fear of miscommunicating with families of DLLs and family’s work schedule. On a scale from 0-10, Kendra maintained a confidence level of four in providing a quality educational experience for DLLs in the classroom.

Teacher 9: Jordan

Jordan was a 40-49-year-old Caucasian female monolingual kindergarten teacher

at Ivy Elementary in Sunny County. She had been teaching for 21 years. Before teaching, she wrote grants for family literacy in Sunny County and prior to teaching kindergarten, she was an ESL Teacher. She had been teaching kindergarten for 4 years and currently had 8 DLLs in her classroom. She stated that Japanese, Spanish, Russian and English were the languages represented in her classroom. Jordan indicated that out of her 21 years of experience, she had been teaching Emergent Bilinguals for 12 years. She even recalled her first experience with a child who was the first EB in Sunny County School District. Jordan held her Master's degree in Teaching English as a Second Language from the University of Alabama at Birmingham. Jordan indicated that she tries to find ways to incorporate families in lessons at least once a month. She stated that she goes out of her way to contact parents.

Themes. From the interview with Jordan, eight themes and several subthemes emerged. Themes included: differences between family engagement and parent involvement, training in working with emergent bilinguals, communication with families of DLLs, family challenges, teacher-perceived barrier, access to resources, home language support, and support from administration.

Differences between family engagement and parent involvement. Several subthemes emerged which included parent involvement and home/family visits. Jordan stated that there was a difference between parent involvement and family engagement. She briefly defined parent involvement as anything if the parent is involved. She defined family engagement as, "Families making sure they get their say in the practice."

Additionally, she stated, “Sometimes schools think they are involving parents but the parents aren't engaged and they may want to be but they may not know the avenues of what to do.” She did not have any anxiety towards working with parents and families of DLLs. In fact, she indicated that it is what she thrives in doing.

She stated:

I love parenting, that's the reason I love Kindergarten so much. I feel like parents, monolingual, bilingual, I feel like Kindergarten is one of the stages where they want to be involved and they want to know. They take a little more effort themselves, I just feel like you have more success there. The older they get, they kind of drop back a bit and it's difficult. But I think they all want to be engaged and they don't know how to be engaged. I think it's also communication, just making sure that they understand. Sometimes that means you need to translate something, or call with the translation. Sometimes it's as simple as giving an example.

Furthermore, family visits were part of Jordan’s current family engagement practice and served as an opportunity to tap into family’s funds of knowledge. She explained:

make home visits when that’s feasible. There have been some times when I won’t just because of safety, but if that’s ever feasible I’ll go with my husband or I’ll go with another teacher. If the parent can’t come to school or doesn’t seem to be able to get there for whatever reason, I will make an effort to go.

Jordan clarified that her husband was fluent in Spanish and was the reason for the first EB child in the district being placed in her classroom in order to communicate with her husband in Spanish during lunch time. Finally, Jordan emphasized that she tried to find

ways to tap into students' cultures and bring it into the classroom, such as honoring cultural traditions of the students represented in the classroom.

Training in working with emergent bilinguals. Jordan explained that she had the, "first ESL child in this whole system" which was a learning experience for her. The child was supposed to be in 4th grade and was placed in her 2nd grade class because, "teachers didn't know what to do with him and size wise he was pretty close to second or third grade." Jordan stated that the experience with the child influenced her whole educational journey. She received a lot of her training through the master's degree program in ESL and also has a strong background in family literacy. She stated, "I try to find ways to incorporate my family in my lessons at least once a month if not more often."

Communication with families of DLLs. From the overall theme of communication with families of DLLs, two sub-themes emerged which included comprehensible input and open communication. Jordan stated that in order to effectively communicate with families of DLLs, she had to "Change my wording to be very brief and basic so that it translates easier. I don't do everything like that, but sometimes if there's important things coming up, or information then I will do that." She ensured that she used language that was appropriate for families possibly had a lower proficiency in English. Moreover, Jordan explained that she communicated often with families of DLLs. She expounded, "They contact me about anything. I will say at the end of the year every one of my multilingual parents' text me with any questions." She explained that even this week, a parent who had not communicated at all sent a text message to her about field day. Jordan

did provide her personal email and cell phone number. She clarified that she had never experienced a parent who abused this form of communication. It was evident that Jordan was confident in communicating with families of DLLs.

Family challenges. Two sub-themes emerged from the overall theme of family challenges. These sub-themes included families understanding their role and families' anxiety or fear in engaging. Jordan indicated that some of the challenges included parents becoming too dependent rather than empowered by the teacher. She stated:

Sometimes you get parents that are so dependent on you that they want everything spoon-fed and you just have to let them know that's not the role here. You need to take part, this is what you need to be doing. When there are issues it really involves them to be engaged in. Whether I've not been clear, whether they've not been clear, sometimes they don't know that they don't understand something. And then sometimes you'll get where parents don't want to inter-mingle.

It was evident that Jordan had a negative experience with family members not feeling a sense of self-efficacy in their child's education. Jordan explained that teachers have to make families feel comfortable and feel welcome to come to the classroom. She described that some families may have anxiety or fear in engaging in their child's education. She contended:

I think some of them have some anxiety and fear. Honestly it boils down to they don't want to come across like they don't know what they're talking about. I find it more a self-awareness kind of thing. It's that affective filter. Once you make them feel comfortable, everything's usually fine.

Jordan was aware of some of the family's challenges and demonstrated her knowledge of working with families of DLLs. She knew that she had to make it a welcoming experience for all families and families of DLLs.

Home language support. Jordan emphasized that she sent home translated information for families of DLLs. She stressed that she loved Google Docs Translator because "I can do things in Japanese even though I can't speak Japanese. But I always have to go back and cross-check it and make sure it says what I want to because things do get lost in translation." Jordan explained that she had three languages represented in her classroom this year, including: Japanese, Spanish, and Russian. Jordan provided home language support in Spanish and Japanese, however, she stated "We have one other language, I want to say its Russian. They rely mostly on English and that's what we use. We don't even translate it to Russian for the mom." The lack of home language support for all DLLs was linked to teacher-perceived challenges.

Teacher-perceived challenges. Jordan did not face many challenges with DLLs and families of DLLs. She revealed that she didn't feel like she had enough lesson preparation time or could always "adequately meet the needs of the lesson" for students who are DLLs. She explained:

I feel like I don't have enough time for preparation because I know sometimes what needs to be done in order to give them the connections that they need. But, sometimes I'm able to meet those needs and others I have to depend on ESL teachers support or other people who can help give me the resources.

It was evident that Jordan understood what accommodations needed to be made for DLLs but lacked preparation time. She had access to resources but did not provide equal opportunities to all learners by not providing home language support to her DLL student who had Russian as their home language.

Access to resources. Jordan ensured that translators were available on family nights. She sends everything home in Spanish and English and will use Google Docs translator to send home information in additional languages. She indicated that she condenses information to keep information going home, “very brief and basic so that it translates easier”. It was not clear why Jordan did not provide the DLL student who had Russian as their home language any home language support. This was an inconsistency in her family engagement practice.

Summary. Overall, Jordan was very positive about family engagement and extremely comfortable working with families of DLLs. She had a background in family literacy and teaching both adults and children. Additionally, she had received a great deal of PD on engaging families of DLLs and had a great deal of experience in engaging families of DLLs. She implemented between five-eight hours of family engagement every month. However, it was clear that home language support wasn't provided for all. On a scale from zero-ten, Jordan maintained a confidence level in providing a quality educational experience for DLLs in the classroom as nine.

Teacher 10: Kathryn

Kathryn was a 30-39-year-old Caucasian female kindergarten teacher at Over Look Elementary in Sunny County School District. She had been teaching seven years and five of those years in kindergarten. Moreover, she obtained her master's degree. She had three DLLs this year in her classroom. She indicated that she was beginning to learn Spanish.

Themes. From the interview with Kathryn, seven themes and several subthemes emerged. Themes included: misconception between parent involvement and family engagement, lack of training, teacher-perceived challenges, overcoming family challenges, support from administration, home language misconception, and access to resources.

Misconception between parent involvement and family engagement. Kathryn indicated that she did believe that there was a difference between family engagement and parental involvement. She clarified that she has about two opportunities per semester to engage families of all students. She described these opportunities by clarifying, "At the beginning of the year I have pumpkin stations, just some seasonal things that all the parents are invited to either come help." She explained that the other opportunity was when they have their class party and all parents are invited to attend. Many of the parent sign-up to bring items to the class parties. Two of the three families of DLL students always attended these involvement opportunities. Initially, Kathryn differentiated between parental involvement and family engagement by explaining that family

engagement means more than just showing up and being present. She stated, “I want the parents in here. I want them to see their children learning and thriving in the classroom, to see their best friends, to see how they interact with each other.” Kathryn emphasized that family engagement builds both trust and a relationship between the family and teacher. Moreover, Kathryn stated that family engagement practices at the beginning of the year consisted of open house, orientation and “meet the teacher”. She stated that a translator is available during those opportunities. Additionally, she described a family engagement night:

Last year we actually had an ESL game night or STEM night. So, all of the ESL families from our school were invited. It was a little potluck thing. So, all the families are invited to bring a dish to share. That was so neat. The teachers who volunteered were asked to create some kind of STEM games. Kids could go around and play different games. But to see the community in those families, it was huge.

Kathryn made efforts to tap into each child’s culture by welcoming families to bring a dish of food to share from home. It was apparent that Kathryn was implementing family engagement and parent involvement but was using the terms interchangeably.

Lack of training on family engagement with families of DLLs. Kathryn indicated that some professional development was offered by the ESL Department with Sunny County. She stated that she has learned more about differentiating learning and more about ways that she can learn about her students’ culture. She indicated that the administrators demonstrate a welcoming environment for all families at the school. She

stated “My administration also offers professional development that help teachers just learn more about the environment.” While Kathryn indicated that administration had provided some PD on differentiation and providing welcoming environments, Kathryn was vague about the focus of the training and did not mention specific training on engaging families of DLLs.

Teacher-perceived challenges. Kathryn stated that she was “50/50” on if families of DLLs work with their child as effectively as monolingual families. She stated that it was typically the monolingual families who always turn in their homework. Moreover, she expressed that she has one family continuously checking on their child and then other parents “who necessarily don’t have time or they can’t”. She mentioned having a family engagement night in the evening, which is typically more feasible for families work schedules.

Family challenges. Three sub-themes, earning respect from families of DLLs, family’s work schedule and family’s finances emerged from the overall theme. Kathryn stressed that she lets parents know that she is seeking ways to earn their respect. She stated:

In return, I ask for their respect. I really make sure and I try really hard especially with the DLLs to build that trust in the beginning, to build that foundation and that this classroom is a safe environment.”

Accordingly, Kathryn indicated she not have anxiety or fear of working with families of DLLs. Furthermore, she stated:

When your kid comes in, that is now my student and my child. I am the ‘mom’ at school. So please know that I will treat your baby like my own. I think that has helped build that trust and relationship with families. There is no fear anymore or anxiety.

Kathryn stressed that she made families feel comfortable and lowered family’s anxiety by building a trusting relationship at the beginning of the school year. Also, she explained that family’s work and have to balance their schedules. She said “They try to come as much as possible but some of them do not get a chance.” Additionally, family members’ financial circumstances were a barrier. Kathryn stated that there are events at the school, such as the fall carnival but family members have to purchase a wristband that is unaffordable for many families of DLLs, therefore they do not participate. Kathryn described families of DLL’s participation as “all of nothing”. She emphasized that families of DLL’s were more likely to attend parent involvement events in groups rather than individually.

Support from administration. Kathryn indicated that she received support from administration by their receptiveness to working with families of DLLs. She stressed:

I cannot tell you the amount of love that I've seen from our administration from our assistant principal and principal. Just welcoming any type of family whether it is ESL or Spanish speaking or whatever kind of DLL. But the overwhelming joy that they see too. Many times they do face the language barrier and hugs and nods and thank yous. It provides a trusting environment.

It was apparent that Kathryn felt confident in the support received from administration.

Kathryn reported that both Sunny County and the principal required family engagement to be implemented by teachers.

Access to resources. Kathryn discussed the resources that she used with students' families. She explained:

I talked about Class Dojo so really translating ... if I can translate through Class Dojo that has not been an issue. A lot of times they send home notes that are in English. Either I will have it translated by the translator and send them a Spanish version or I will copy and paste it on Dojo.

In addition to Class Dojo, Kathryn ensured that translators were available for parent involvement events, such as "Meet the Teacher. She explained "I try and make sure to let the parents know that I want to earn their respect." Kathryn valued home language support and employed resources which allowed her to communicate with all families. These resources were linked to providing home language support to families of DLLs.

Home language misconception. Kathryn stated that she empathizes with her students who are DLLs. She explained that she constantly thinks about how a DLL student feels. She said, "I know she's [DLL student] coming into a whole different environment where no one speaks Spanish in the classroom and thinking about what it is like for her." Kathryn reported that most of the school-home communication from the office or from the county was provided in Spanish. Kathryn stressed that even though there was a language barrier with families of DLLs, hugs, nods, and saying thank-you provided "a trusting environment" for DLLs and their families. Kathryn was receptive to

learning a new language but was not providing any home language support in the classroom.

Summary. Overall, Kathryn had a positive perception of family engagement and parental involvement with all families. She taught the ESL Summer Camp at Sunny County. Kathryn was the only teacher from Sunny County to address a financial barrier with DLLs and their families. On a scale from zero-ten, Kathryn maintained a high confidence level of eight in providing a quality educational experience for DLLs. However, it was evident that she did hold a home language misconception and needed further training on the importance of Emergent Bilinguals developing both languages simultaneously.

Teacher 11: Nora

Nora was a 30-39-year old monolingual African American female kindergarten teacher at Callie Elementary in Sunny County (pseudonym) which is a Title One School in the district. She held a Master's degree and had taught in kindergarten for 7 years. Teaching was her second career. She currently had 5 DLLs in her classroom.

Themes. From the interview with Nora, six themes and several subthemes emerged. Themes included: differences between parent involvement and family engagement, training on family engagement, communication with families of DLLs, home language misconception, support from administration and access to resources.

Differences between parent involvement and family engagement. Nora stated that parent involvement and family engagement are “intertwined”. When defining parent involvement, she stated:

This is a teamwork effort. So therefore, as an educator, I can’t do this alone. I need you [the student’s parent] to reinforce some skills and things at home as well, so that’s where parent conferences come in. That’s where you’re coming in, and I have an open-door policy. So therefore, if they have any questions or concerns, ‘Hey, here’s my email, here is my number.’ My motto is within 24 hours, I want to do my best to try to respond back to you.

After explaining how she maintained open communication with all families, Nora defined family engagement as “basically [it] is just a family that is involved, they’re active within their child’s educational career or anything that hey outside of sports, getting them actively involved in things and participating.” Nora explained that family involvement is under one of the action areas for the district Sunny County. She said “our ESL teacher actually is over that action team”. Nora listed communication resources that she uses for parent involvement and family engagement. She said that there are events geared towards families of DLLs so “they don’t feel as if, ‘Okay, I’m in a group and I really don’t know what is going on.’” It was apparent that Nora had received some training on family engagement.

Training on family engagement. Nora stated, “We are a leader in these schools, so therefore, family involvement is under one of the umbrellas there.” She shared that Callie Elementary was a Title I school, which indicated that the student population provides

opportunities during the day and at night for families to be engaged in their child's learning. She said "We have PD's here, and I do the ESL camps during the summer. I plan for those as well." Nora stated that the school and district were very fortunate. Nora emphasized that the students spend more time with her during the week at school than they spend with their own families. Nora was inclusive of all students and their families. She stated "We are a family and what can we do to successfully move your child to the next level and meet them where they are".

Support from administration. Nora reported that Sunny County school district provides a lot of support for families of DLLs and for the teachers. She stated, "Our system helps these individuals and their families, our school does as well. We have two ESL teachers within a building." Moreover, Nora indicated that there were interpreters and a county worker who provide professional development on site in the district. She stated "I mean when it comes down to support, I hand it over to them." Overall, Nora spoke very positively about the support received from administration in Sunny County.

Communication with families of DLLs. Nora felt very confident in her ability to engage families of DLLs. She did not feel any anxiety in working with families of DLLs and stated that having a translator lowered any anxiety during parent conferences. Nora explained that she did encounter a language barrier. She stated "Some of these individuals don't even speak English. So they're doing what they can in their native language." Nora reported multiple ways of communicating with families. She stated:

As far as our communication, like I said, we have an interpreter here; Our

newsletters [...] that goes out. If we have a family that does not speak English, we can have that translated. The county has a line that we can connect with and have someone to translate for us as well, and we typically use that as our last option, but we have an individual in-house that is here in the elementary school and also at the intermediate school goes back and forth to assist us with that type of information or anything that we need to speak to them about.

Nora stressed that the school does their best to involve families of DLLs. She described when she has parent conferences with families of DLLs. She said:

When I'm at a parent conference, I have a translator there. This family doesn't speak English. So, I was able to bring my ESL teacher in so that we both can sit down so they won't have to come just to me. We can all do this at one time, so multiple times coming back to the school.

Furthermore, she had an open-door policy and would talk to some parents in the school's office in the morning. She explained "Whatever communication I can do with them, I'm open to it." Overall, it was evident that Nora felt confident in communicating with families of DLLs due to available resources.

Access to resources. Nora referred to having access to several resources that allowed her to communicate and work with families of DLLs. She identified using newsletters, family communication apps, school translator, district's translation services, and support from the intermediate school. She also had an open-door policy that allowed parents to come into the classroom at a convenient time. These resources facilitated communication with all families and families of DLLs, however, home language support

inside the classroom was not mentioned.

Home language misconception. When asked if families of DLLs worked with their children as effectively as monolingual families, Nora indicated that families of DLLs "do what they can". She contended:

And hey, at the end of the day we tell them, 'If you want to speak Spanish at home or whatever language you're speaking at home, you do that. You make it with English here, but when you get home and you only help them in Spanish, hey do it.' However, if they have individuals in the home with them, cousins, sisters, brothers, some form family members that speak English, we encourage them to do both of them.

It was evident from Nora's explanation that she did not allow children to use their full linguistic repertoire inside the classroom and was following a subtractive bilingualism approach. She encouraged students to speak English and Spanish at home. Nora described home language usage from a deficit perspective. It was difficult to discern if she believed that children who have more than one language should be building upon both languages simultaneously.

Summary. Overall, Nora maintained a high confidence in providing a quality educational experience for DLLs in the classroom. However, she reflected:

We are our worst critique. So, at the end of the day, I do feel these kids come and they're speaking English. But I do feel [like] I need to step my level up as well because it seems like in today's society I need to brush up on Spanish to meet that

family as well, not just the student.

Nora suggested that there was room for improvement and that she was interested in learning Spanish to communicate with families of DLLs. It was evident that Nora had not received training on providing home language support for students who are DLLs. On a scale from zero-ten, Nora maintained a high confidence level of eight in providing a quality educational experience for DLLs.

Sunny County Case Findings

The teacher-participants that expanded upon differences between parent involvement and family engagement practices, had received training through teacher preparation coursework and/or professional development opportunities provided by the district. A majority of the teacher-participants had access to family engagement resources and indicated they received support from administration on engaging families of DLLs. Two teacher-participants held misconceptions between the terms also lacked training on working with families of DLLs. In addition, the teacher-participants that lacked training on family engagement practices held perceived challenges with engaging families of DLLs. While some of the participants held home language misconceptions, one teacher described home language support provided to DLLs and their families. Several participants described challenges that families of DLLs face when engaging in their child's learning. Conclusively, it was evident the district had access to family engagement resources as well as received support from administrators on engaging and working with families of all students.

Teacher 12: Janet

Janet was a 60+ year old African American monolingual Head Start Pre-K Teacher at Thomas Elementary School in Thomas City School District. She had been teaching for over 30 years and had taught as a Head Start teacher for 26 years. She had teaching experience in daycare settings and KinderCare Learning Center. She currently held an Associate's degree and had 4 DLLs in her classroom.

Themes. From the interview with Janet, six themes and several subthemes emerged. Themes included: misconception between parent involvement and family engagement, teacher-perceived challenges, lack of communication with families of DLLs, home language misconception, lack of support from administration, and lack of resources.

Misconception between parent involvement and family engagement. Janet indicated that parent involvement and family engagement were the same. She stated, "if they involved, they going to be engaged. So, like I said, when they come to the classrooms, they get involved." Janet used the verbs involve and engage interchangeably. Current practices of family engagement consisted of each child being sent home with a book and their parent reading it to them. Janet stated:

They engage with their children because what we have is [...] a lending library. Every day the children take a book home, and the parent read it to them. Sometimes, once a month, I give them an activity sheet where they have to fill out. Because sometimes the children say, 'My

momma didn't read that book.' So that's how we get them involved, and I tell them how important it is for them to read.

Furthermore, Janet explained ways that she encouraged parents to participate in family engagement. She expressed:

Well, we have parent meetings. We have the dads' breakfast. This was the first year they had a Valentine ball where the mama takes the son, and the daddies took the daughters. We have field trips. We encourage them to go on field trips with us.

Janet described parent involvement opportunities when asked about family engagement. However, she maintained a very positive attitude about having family members inside the classroom. She stated:

I love it. I think it [is] helpful. It gives them what we're doing, and then it shows them that their children can do this stuff. They be surprised. They be like, 'I didn't know she could do that. Yes, I think it's great. I wish we could do more of it, but I know they have to work.

It was evident from Janet's description that she had not received enough training on family engagement to distinguish differences between parental involvement and family engagement.

Teacher-perceived challenges. Three sub-themes emerged from the overall theme of teacher-perceived challenges, which included lack of participation from DLL families misconception, work schedule, and cultural differences. Janet explained that for all students' families, she faced challenges when they do not participate. She stated

“Sometimes when they don't participate. Say, for instance, we having something and one child's mom might not show up. That breaks my heart [. . .] So, I try to fix it where if they can't come, but send somebody.” Furthermore, Janet explained that she faced challenges with families of DLLs. She stated:

Okay. It's a little harder because when they come in the classroom, by them not speaking, and most of the majority of my children are English, and they don't try to read or nothing like that. But they might paint with them, or they do other things.

Janet held a misconception that families of DLLs could not engage in their children's reading due to the language barrier. She explained that she had anxiety working with all families at the beginning of the school year but it goes away after she starts to feel more comfortable with them. Additionally, she stated that family's work schedules were a barrier and prevented them from coming to family engagement opportunities. Janet did not indicate that any family engagement or parent involvement opportunities were offered before or after school hours. Lastly, she stated that she tried to respect students who were DLLs' culture because it was different. She did not mention how she showed respect towards students who held a different culture. Overall, Janet spoke positively about students who were DLLs but was not providing equal opportunities for family members to engage in their child's learning.

Lack of communication with families of DLLs. Janet said that she mainly utilized bilingual parents of students who were DLLs to relay messages for her. Additionally, she mentioned “Other than that, we have a Hispanic family worker that stays in the

headquarters. I can call her. She will call them for me.” Janet referred to the translator at the Head Start Headquarters. She explained “They’ll [family members of DLLs] call her if something they don’t understand. Then she’ll call me.” Due to the lack of communication with families of DLLs, Janet indicated that it would be beneficial if Head Start could hire additional bilingual teachers.

Lack of support from administration. Janet stated that there were two translators at the Head Start Headquarters. She indicated that the Head Start administration provided documents in English and Spanish. However, she did not mention any type of training or professional development from administration on family engagement, parent involvement, working with DLLs or providing home language support. This revealed that Janet was not providing adequate home language support to students and family members.

Home language misconception. Janet did not ask parents to speak a particular language with their child at home. She stated, “Yes. They [administration] give it [documents] to us in English and Spanish just in case, but it's amazing. Sometimes it be about one out of the group say, ‘No, give it to me in English’”. Furthermore, It was not evident if Janet knew that there were advantages to bilingualism. It was also difficult to discern if she believed that children who have more than one language should be building upon both languages simultaneously or using English only.

Summary. Overall, Janet had very little training in working with families of DLLs. There was a lack of family engagement from the teacher, family members of all students, and family members of DLLs being employed in the classroom. She felt somewhat comfortable working with them but there was no mention of professional development, coursework, or any type of training on working with DLLs and their families. Janet used the terms parent involvement and family engagement interchangeably. She described a few parent involvement activities and did not describe any family engagement opportunities. On a scale from zero-ten, Janet maintained a moderate-high confidence level of seven in providing a quality educational experience for DLLs. These inconsistencies between level of preparation and moderate-high level of confidence, led the researcher to believe that the participant held an exaggerated perception of family engagement practices which could be attributed to a lack of preparation and training.

Teacher 13: Hillary

Hillary was a 40-49- year old monolingual Caucasian female OSR pre-K teacher at Thomas City. She began working in the district 16 years ago and had taught kindergarten and first grade. This was Hillary's first full year in pre-kindergarten. She held her Master's degree and indicated that she had a little experience working with Dual Language Learners and their families. This year she had two DLLs in her classroom. In her classroom this year, she implemented 1 hour of family engagement each month.

Themes. From the interview with Hillary, five themes and several subthemes emerged. Themes included: misconception between parent involvement and family engagement, teacher-perceived challenges, home language misconception, lack of support from administration, and lack of resources.

Misconception between parent involvement and family engagement. Hillary stated that family engagement and parent involvement were “pretty much the same.” She defined family engagement as when parents participate in things in the classroom and ask questions. Even though she had two students who were DLLs with languages other than English spoken at home, she stated that she sent bags of books in English home with students for parents to with them. She also stated, “We encourage the kids to talk to their parents about what we’re doing, too”. Moreover, Hillary stated that for family engagement:

We have monthly projects that we do in the classroom. Things for the kids to take home and do with their parents at home to bring back to school. We also have different days where they can come. Like, we did Donuts for Dad one day and invited families to come in, and they participated at [...] field days, and coming to the book fair, and things like that.

Hillary used the terms parent involvement and family engagement interchangeably. She described a few parent involvement activities. Home language support for family members of DLLs or DLLs was not mentioned. Although Hillary reported that families of the 2 DLLs in her classroom always participated in family engagement, there was a lack of family engagement opportunities for all families and families of DLLs.

Teacher- perceived challenges. From the overall theme of teacher-perceived barriers, two sub-themes emerged which included anxiety/fear of engaging families of DLLs inside the classroom and family's lack of understanding. Hillary stated that she had no anxiety about engaging families of monolingual students but she had "a little bit" of anxiety about engaging families of students who were DLLs. She indicated that she felt somewhat uncomfortable working with DLLs and was unsure if parents of DLLs understood what she was talking about. For parent conferences, there was an available translator. Hillary said "If we know we're going to have a meeting, we can get her to come up here. Her name's Miss Anette. Miss Anette will come up and sit next to the parents, and translate as we're speaking." The teachers at Thomas Elementary had to schedule with the translator ahead of time. Hillary mentioned that for informal conversations translation services were not available. Due to the language barrier with family members, she stated "we use a lot of Spanish/English dictionaries, and even things on our phones." This lack of communication with families of DLLs linked to the theme of Hillary holding a home language misconception.

Home language misconception. To encourage family engagement, Hillary shared that she sent bags of books in English home with all of her students and DLLs. Book bags are a way to extend literacy learning from school to home. She stated "You know, if we send projects home, we hang them up in the hallways so they can talk to their kids about them. We encourage the kids to talk to their parents about what we're doing, too". Hillary indicated that she encouraged parents to use English and their home language at home with their children. Home language support from the teacher was absent which linked to a lack of resources.

Lack of resources. Hillary revealed that there were times when she was not for sure if the parents understood what she was talking about. Even though she had parents who only spoke Spanish, she stated that her communication with parents was in English when they came to the classroom door. She stated, “We have an ESL teacher in our building, but she isn't fluent. And we have so many different dialects that she's not always familiar with.” To attempt communicating with family members of DLLs, Hillary said that she used Spanish/English dictionaries and phone translation apps. Moreover, she mentioned that she did send home information in Spanish to families of DLLs. It was evident that home language support consisted of communication with family members. It was difficult to discern if Hillary was allowing DLLs to use their full linguistic repertoire in the classroom.

Some support from administration. Hillary stated that she received some support from administration in working with DLLs and stated: “We can get whatever help we need here in Thomas City. Like I said, if we have something scheduled all we have to do is ask and they'll get a translator to come and help us to talk to parents, or to make phone calls.” Hillary briefly mentioned that she had received ELL trainings at Thomas Elementary. However, she indicated that she had never taken coursework on family engagement and had not received any PD on family engagement. Furthermore, reported that neither the district nor principal required family engagement.

Summary. Hillary held misconceptions about parent involvement, family engagement, and providing home language support inside and outside of the classroom. Even though Hillary was somewhat receptive to family engagement, family engagement

opportunities, parent involvement opportunities, and communication resources, these were not evident in Hillary's teaching. On a scale from zero-ten, Hillary maintained a moderate confidence level of six in providing a quality educational experience for DLLs.

Teacher 14: Anna

Anna was a 22-29-year old monolingual Caucasian kindergarten teacher at Thomas City in Thomas City School District. She previously taught seventh grade math for less than a year. This was her first full school year teaching. She had three DLLs in her classroom and typically had one-three each year. In her classroom this year, she implemented one hour of family engagement each month.

Themes. From the interview with Anna, six themes emerged and many of these had sub-themes. Themes included: misconception between parent involvement and family engagement, teacher-perceived challenges, lack of training, lack of support from administration, lack of resources and home language support.

Misconception between parent involvement and family engagement. Anna said that there was a difference between parent involvement and family engagement. She defined parent involvement as "they're involved in their student's learning but also involved in the classroom, too." Whereas, family engagement, "that could just be any way that the family is engaged in their child's learning, whether they're helping at home or anything." When Anna was asked about family participation in family engagement inside or outside of the classroom, she stated:

I have quite a few, probably about five or six, that I could always count on to come and help, or they'll be at Field Day or anything like that. Then I have a few that'll come once in a while, and then I have some that never come.

It was apparent that Anna believed there was a difference between parent involvement and family engagement but used the terms interchangeably. When describing family engagement activities, she was actually referring to parent involvement opportunities.

Teacher-perceived challenges. Two sub-themes emerged from the overall theme: communication with families of DLLs, misconception of DLL family's participation, and lack of family engagement. Anna indicated that she did not face challenges with English-Dominant students and only faced challenges with DLLs. When discussing challenges with families of DLLs, Anna emphasized "Communication is the hardest." She stated that she struggled with communicating with family members of DLLs "because I want to be able to tell them everything I can tell my English Learners." Additionally, Anna held a misconception that families of DLLs could not engage in their children's learning due to the language barrier. She explained "For family engagement, I think if they know a little English it's really hard for them to be engaged in the classroom or see what their child's doing in the classroom unless we send something home in Spanish." This was connected to an overall lack of family engagement. Anna reported that she had not had any family engagement opportunities with families of DLLs this year. She stated, "Actually two of them came to Field Day, but we didn't communicate as often as I would like to have". Anna was referring to a parent involvement activity as a family engagement opportunity. The perceived challenges were connected to a lack of training in family engagement

practices.

Lack of training. Anna indicated that during her first year of teaching, she had received one PD session on family engagement with families of DLLs. Moreover, she had not received PD on engaging families of English-Dominant students. She expressed “I would like to learn more about how to engage dual language families.” It was evident that Anna held misconceptions between parent involvement and family engagement practices. She reported that she had only had a little experience with family engagement with English Dominant students and none with DLLs. Anna reported a low confidence level of four out of ten. Her lack of confidence could be attributed to lack of family engagement experience and lack of training on family engagement practices with families of DLLs.

Lack of resources. Anna communicated with family members of DLLs through the Seesaw App which has a translation service. She mentioned another form of communication which included sending notices home with more than one reminder. She expressed concerns that family members of DLLs did not receive translated versions of all documents in their home language. She said “I've noticed not everything that we get is also English and Spanish. So sometimes I feel like it's hard, and I know there's apps and stuff.” Anna described a prior experience with a family of a DLL:

For Meet the Teacher, one of my students came with her mom. She was using an app, and I talk really fast, so she couldn't understand me. So, then I tried to talk slow, and it was just really hard because it wasn't matching up it was apparent that

she held concerns about communication with families of DLLs.

This insightful anecdote revealed that although Anna was using very few resources to communicate and facing challenges. It was evident that she needed to slow down when using the translation app. These perceived challenges could be attributed to lack of coursework, lack of professional development, and overall lack of support from administration.

Lack of support from administration. Anna said that a translator and county translation services were available at Thomas Elementary for translation services. She indicated that the district and principal required teachers to implement family engagement with all families. However, it was evident from her concerns that Thomas Elementary and Thomas City School District had not informed Anna as a new teacher about available resources for working with families of DLLs. These concerns were also linked to a lack of resources and training provided by the school and school district.

Home language support. Anna explained that she believed families of DLLs worked with their child as effectively as monolingual families. She stated:

In some cases, I believe they do because I think, even though they're learning English, it's still important for them to practice their Spanish at home and to keep that language because, I mean, one of my highest kids, she knew no English when she came in. So, I know that she is being worked with at home, too.

It was evident that Anna knew that DLLs must be using Spanish at home and with their families. She explained “But I do feel like it's also really hard when they go home

because they are speaking Spanish. We encourage that.” Even though Anna encouraged DLLs to use their home language at home, it was not evident that she viewed bilingualism as an asset or allowed DLLs to use their full linguistic repertoire in the classroom. She explained “We want them to keep speaking Spanish, but again, for some families, they don't have people that can help them at home for their sight words and stuff that we're learning at school.” Although she indicated that she did not ask parents to use a particular language at home with their child, she stated that she encouraged DLLs to use Spanish at home.

Summary. Overall, it was evident that Anna was implementing very little family engagement with her families inside or outside of the classroom. When describing family engagement with DLLs, she indicated that two family members of DLLS came to Thomas Elementary School’s Field Day. From this discussion, it was apparent that Anna faced several perceived challenges in engaging families of DLLs and had not received sufficient professional development on family engagement practices. On a scale from 0-10, Anna maintained a low confidence level of four in providing a quality educational experience for DLLs.

Teacher 15: Maranda

Maranda was a 22-29 year old Caucasian monolingual female kindergarten teacher. She had taught kindergarten at Thomas City for four years in Thomas City School District. She held her Bachelor’s degree. Although she currently had seven DLLs in her classroom, she indicated that she had little experience in working with DLLs and

their families. After traveling to Central America, she began learning about different cultures. Moreover, she knew very basic Spanish but has not reached conversational proficiency in Spanish. In her classroom, she was implementing one hour of family engagement per month.

Themes. From the interview with Maranda, six themes and several subthemes emerged as well. Themes included: misconception between parent involvement and family engagement, teacher-perceived challenges, communication with families of DLLs, lack of training, support from administration, and lack of resources.

Misconception between parent involvement and family engagement. Maranda believed that there was a difference between parent involvement and family engagement. She stated, “Involvement, in my opinion, would be are they involved in reading to the class, field trips, kind of like class moms, room moms, that kind of thing.” Maranda also stated that parent involvement “is like are they coming into the classroom? Are they coming to help with the teachers, or what not?” However, she used the terms, parent involvement and family engagement interchangeably. Maranda defined family engagement as, “They are engaged in what their student is learning. Like they have an idea of what their child should know and what their child is expected to master in their particular grade, so they're engaged in that.” She believed that family engagement entailed parents knowing the teacher’s expectations of their child and what the child is being “asked to master in a specific grade”. Maranda described one family engagement opportunity inside the classroom with a family member who provided home language

support. She explained, “She came in and she was able to speak Spanish to some of the Hispanic kids and then speak English to the others.” When Maranda was asked to provide an approximate percentage of how many families participate in family engagement opportunities, she shared that only about 20% of her students’ family members show up for family engagement events. Maranda described these events as, “PTO, book fair, any programs or parent night.” Maranda believed there was a difference between the terms but continued to use the terms in a transposable manner. She classified “report card conferences” as a family engagement practice that held high participation from families of DLLs. Then, she described parent involvement opportunities with all families:

Every year I have had at least one to two parents who are able to come in and help with Christmas crafts, read books, or even just help with projects as far as laminating and getting things ready, or maybe just coming in to help with center work. So, every year I’ve had at least two people that were pretty responsible. One, if not two. One that was responsible and reliable.

Overall, Maranda was frustrated at the lack of family participation. She even mentioned that other classrooms were “bribing them [students] with extra recess or you get to get something out of the treasure box”. She stated “I need to give the kids an incentive to ask their parents to come, but also have maybe an incentive for the parents if they come.” It was evident Maranda lacked training on family engagement and lacked an understanding of specific family engagement practices.

Teacher-perceived challenges. Sub-themes of teacher’s prior negative experience, family members disrupting, and family’s schedule and financial barriers emerged from

the interview. Maranda indicated that she felt somewhat uncomfortable working with families of DLLs. She described a negative experience with family engagement during her first year of teaching. “Some [parents] have kids, they bring their kids in. Some may not agree with your teaching style or ... they're just kind of there to spy on their kid or to spy on you in a sense”. Maranda explained that she felt as if she had grown as a teacher and she would now be able to tell parents they “can’t have the toddlers” if they are screaming or disrupting the class. Typically, families bring siblings because they do not have or cannot afford child care. An additional perceived barrier Maranda held was that many parents’ lacked time in their schedule for family engagement. She explained:

A lot of the parents in our community are working crazy shifts, and in my personal opinion, even if they're not working, even if they're sitting at home, I just don't feel that they want to be at school or that they want to be involved or that they want to be around their child.

Maranda stressed that it was very common for parents to “send their child to school sick, throwing up, they don’t want them...they’re coming to school.” She said that it was very challenging to get families of all students to be involved. She was referring to family members of all students.

Communication with families of DLLs. However, when asked about families of DLLs, Maranda emphasized, “I think that a lot of the parents are so amazing to work with. If the parent speaks English too or has learned English, then they are working really hard with their child.” She underlined that family members of DLLs “want the homework”. “They want to know how to help. But mostly what I see is that it's the older brothers and sisters who are working with their younger brothers and sisters,” she added.

Although Maranda felt more confident in engaging families of DLLs, she indicated that she lacked resources for communicating with the family members in their home language. She said:

As far as engagement, I do believe that the DLL families do have an idea of what is going on, what is expected of their child. We do have an interpreter, Miss Anna, who can interpret for all of those families, so when they do come to the report card conferences, they're able to ask. And we do have an app called Say Hi, and so sometimes I can use that to kind of communicate to parents.

Maranda indicated that she was searching for additional translation resources to communicate with families of DLLs. She contended "I guess I don't really know the best way to translate everything." She used the Say Hi App for translation services and said that she used a "behavior calendar that's in Spanish". Also, she sends home homework in English and Spanish with DLLs.

Lack of training. Maranda reported that she had received professional development on working with DLLs but it was "geared toward accommodations and grades and assessments". She expressed concerns that the professional development is "not really geared towards how do we make them feel welcome? How do we communicate better with families of DLLs?" Maranda was frustrated that the training was focused on legal procedures rather than working with DLLs and families of DLLs. She described a previous training during an institute day:

Our superintendent really wanted us to see how it feels for dual language learners to come in and know barely anything. They can't understand anything that we're

saying. It's like ... it's just a whole bunch ... and for us as adults, we can pick out a few words from Spanish. We have an education. Think about children who are young or have not been exposed to any type of education, you're speaking in a completely different language.

It was evident that Maranda was highly discouraged by the lack of training that she had received. Teachers had received a few trainings at Thomas Elementary and Maranda said that she had received the WIDA book. The “WIDA book” is a resource for teachers to plan, accommodate, and better serve students who are emergent bilinguals. She felt slightly well prepared to work with DLLs but was searching for resources from administration to improve communication with families of DLLs and overall family participation. This was directly linked to Maranda’s lack of access and knowledge of resources.

Lack of access to resources. Although Maranda indicated that she often talked to the ESL teacher at Thomas Elementary, she requested resources for working with DLLs from the researcher. She was concerned about communicating with families of DLLs and lack of communication with them. Moreover, she said homework was sent home in Spanish with DLLs, used Google Translate, Say Hi Translation App, and implemented a behavior calendar in Spanish. Furthermore, she stated that families “mostly want to know how their child is behaving in class”. “That’s what they most of the time ask and most of the time the answer is ‘Fantastic’”, she explained. It was evident that Maranda believed that families were only interested in the behavior of their child and did not value their education. Overall, she was aggravated at the lack of training on resources for working

and engaging families of DLLs.

Some support from administration. Maranda stressed her concerns about only receiving training on legal procedures for working with students who are DLLs. She indicated that district required family engagement opportunities but the principal did not. Maranda explained that everyone in the school is so busy and “most of the time they can accommodate some...like a few minutes or whatnot.” Maranda described parent as being reliable because she came to the school every week. She stated:

Even with the reliable parent, she came a few weeks, maybe for like a month, she came every week and then one of her kids got sick and she wasn't able to make it and she just hasn't been back for the rest of the year.

It was evident that Maranda felt a lack of participation from family members of all students. She felt somewhat supported by administration but conveyed “everybody in the school is so busy”. It was apparent that family engagement was not prioritized.

Summary. Overall, Maranda lacked training on family engagement and parent involvement inside and outside of the classroom. She was employing mostly parent involvement and very little family engagement. She became frustrated at the lack of participation from family members of English Dominant students. The term family engagement implies that a child's education and growth is more than the parents' responsibility. Instead of building a reciprocal partnership, she was planning on providing more incentives which does not empower family members or build strong relationships. Maranda had not formed an equal partnership with family members which can lead to

frustration and overall discouragement because she is taking full responsibility for the child's education. When discussing communication with families of DLLs, she said "I think that's an area that I'm weak in". However, she reported a high confidence level of eight in providing a quality educational experience for DLLs. These inconsistencies led the researcher to believe that the participant held a skewed perception of family engagement practices which could be attributed to a lack of preparation and training.

Teacher 16: Shannon

Shannon was a 30-39-year-old Caucasian female kindergarten teacher at Thomas Elementary in Thomas City. This was her fifth-year teaching. She had been a kindergarten teacher for four years and taught first grade for one year prior to kindergarten. She held her Bachelor's degree and indicated that she had four DLLs in her classroom this year.

Themes. From the interview with Shannon, five themes and several sub-themes emerged as well. Themes included: misconception between parent involvement and family engagement, teacher-perceived challenges, communication with families of DLLs, home language misconception, and lack of training on working with families of DLLs.

Misconception between parent involvement and family engagement. Shannon did believe that there were differences between the terms parent involvement and family engagement. She revealed that not many of her students' family members participate in family engagement opportunities. She said "maybe once a month". Shannon defined

family engagement as parents that care and that are interested in their child's education. She explained "They're not just coming in to be working. They are engaging with their kids". Shannon expressed that families are engaged when they come to the school to pick up their child's report card and ask how their child is doing in class, moreover how they can help at home. She had not had any family engagement opportunities with monolingual families this school year. In order to encourage family members to participate in family engagement, Shannon stated, "working with their kids at home. Having their kids read to their parents in English, to kind of get their parents learning the language too". While Shannon was using the terms parent involvement and family engagement interchangeably, she did not mention any form of providing home language support for DLLs.

Teacher-perceived challenges. Shannon revealed that communication was the most significant barrier for her when working with DLLs and their families. Shannon explained, "I think they struggle with the English language, and so it's hard for them to help them if they can't speak what they're learning here. I do feel like older siblings help them, more so than parents." Shannon held a misconception that families of DLLs do not work as effectively with their child as monolingual families. She explained, "It's hard for them to help them if they can't speak what they're learning here." It was evident that Shannon lacked training on building equal partnerships with DLLs and their family members.

Communication with families of DLLs. Shannon explained that it was difficult to communicate with families of DLLs. However, she felt like the families were approachable and “very easy to talk to.” She clarified that “They [family members] don’t see it as a barrier. They are trying to learn your language, just like you try to pick up words that they learn, or that they know.” She sent information home in Spanish and English. She said “it goes [home] in both, just so that they have the English side too”. This was linked to Shannon’s misconception of DLL’s maintaining their home language. It was evident that she followed a deficit model of bilingualism and was following a subtractive bilingualism approach.

Home language misconception. Shannon explained that communication with families of DLLs was the most challenging for her. She sends information home with students who are DLLs in Spanish and English. She stated that sometimes she calls family members on the phone but those were the only forms of communication. She did not believe that families of DLLs worked with their child as effectively as monolingual families because, “they struggle with the English language”. She stated that she did not ask family members of DLLs to speak a particular language with their child at home. Shannon did not mention providing any type of home language support to her students who are DLLs.

Lack of training on working with families of DLLs. Shannon had attended a training on ESL a couple of years ago. She stated that Thomas City had a lot of students who were English Learners (ELs). Shannon said “We have a lot of people coming in and

out EL [ESL] teacher her at school helps a lot. Coming in and pulling out the kids". On two occasions, Shannon mentioned that older siblings of students who were DLLs helped more than parents. While it is important that siblings help their siblings, it is critical for parents to be empowered in their child's learning or this can cause distancing between parents and child. It was evident that Shannon had received very little training on working with DLLs inside the classroom. Furthermore, it was clear that she lacked training on working with DLLs and engaging their family members in their child's education.

Summary. Overall, Shannon was very brief with her responses and did not provide rich descriptions regarding family engagement practices. This led the researcher to believe that either Shannon did not feel comfortable discussing family engagement practice and/or very little was being implemented. When asked how she felt overall about family engagement, she stated, "Fine. Yeah, I think they're great." She reported that she had never had any coursework on family engagement with all students or with DLLs. Her only training had been one professional development session several years ago. Furthermore, there was a lack of consistency in her responses. She indicated that two-three hours of family engagement was implemented each month but stated that she had not had any family engagement opportunities with monolingual families during the school year. She was doubtful about the amount of family engagement being implemented with families of DLLs. On a scale from 0-10, Shannon maintained a moderate confidence level of six in providing a quality educational experience for DLLs.

Thomas City Case Findings

All teacher-participants held misconceptions between family engagement and parent involvement practices. It was evident that none of the participants had taken teacher preparation coursework or received training from the district on engaging DLLs and their families. In addition, all participants held challenges with parent involvement activities and very little, if any, home language support was provided to DLLs and their families. Teacher-participants lacked resources to engage and involve families of DLLs. Conclusively, it was evident administration provided very little, if any, support through professional development opportunities or trainings to prepare teachers to include and engage families of DLLs in their child's learning.

Qualitative Cross-Analysis

Cross-case analysis was applied within each district and between grade levels. The most prevalent themes that emerged during cross-case district findings and between grade levels were: misconception between parent involvement and family engagement, differences between parent involvement and family engagement, home language misconception, teacher-perceived challenges, and lack of family engagement training.

Cross-Case District Findings

Misconception between parent involvement and family engagement. Bonnie City OSR pre-K participants, Jackie and Melanie held misconceptions between parent involvement and family engagement. Jackie had not received any training on family engagement practices and Melanie had received some training through the Summer

Institute of IMPACT-PD two years ago. Jackie did not mention specific family engagement strategies that were being implemented with all students and DLLs. Bonnie City kindergarten participant, Kathy, believed there were differences between parent involvement and family engagement yet it was evident she lacked training on distinctions between the terms. Of the seven Bonnie City teacher-participants, four had received different amounts of training on family engagement through a national professional development grant, IMPACT-PD and three obtained a Master's degree in Teaching ESL. The three participants that obtained a Master's degree in Teaching ESL described differences between family engagement and parent involvement as well as employment of several family engagement opportunities in their teaching practice.

Sunny County OSR pre-K participant, Kendra, and kindergarten participant, Kathryn, held misconceptions between parent involvement and family engagement. Kendra described both parent involvement and family engagement as being activity based. She said parent involvement included parent meetings, communication with parents and sending in supplies. It was evident that Kendra had a lack of training and was only implementing parent involvement activities in her classroom. Kathryn used the terms synonymously yet believed there was a difference between the terms. It was evident both parent involvement and family engagement practices were taking place in her teaching. This indicated that Kathryn lacked training on the different nuances that the terms hold.

Thomas City OSR pre-K participant, Hillary, Head Start participant, Janet, and three kindergarten participants, Anna, Maranda, and Shannon, held misconceptions between parent involvement and family engagement. Both OSR and Head Start pre-K

teachers indicated that these two terms were the same and consisted of the same practices. Anna, Maranda, and Shannon stated differences between the terms but it was evident that they were not implementing family engagement opportunities in their teaching practice.

When asked about family engagement, the ten teacher participants, as previously mentioned, described parent involvement activities such as: classroom parties, Donuts for Dads, Dad's Breakfast, Valentine Ball, parent chaperoning field trips, parents providing snacks, or classroom supplies. These findings were consistent with Koralek et al. (2019) that parents may feel like assistants in the classroom following the teacher's instructions rather than empowered contributors to their child's education. Family engagement involves teachers and family members building a collaborative, reciprocal relationship that allows family members to establish preferred times and methods for engaging in their child's education (Epstein et al., 2002; Koralek et al., 2019). Participants that held a misconception between parent involvement and family engagement represented all school districts and grade levels. A majority of the participants from all districts that held a misconception between the different nuances of the terms also lacked family engagement training.

Differences between parent involvement and family engagement. Six out of 16 participants reported differences between parent involvement and family engagement. Participants included pre-K and kindergarten participants Isobel, Katie, Jill, Deborah, Jordan, and Nora who were from Bonnie City and Sunny County.

Bonnie City OSR pre-K participants, Isobel, Katie, and Jill described several

differences between parent involvement and family engagement. Isobel described an example of parent involvement, “the parent who came in and helped me move furniture, it’s just that they didn’t have anything to do with the kids”. Isobel indicated that since OSR pre-K required teachers to implement 12 hours of family involvement each year, she ensured that “family involvement activities encouraged students and parents to work together.” This importance on teacher providing information for families on learning with their child aligned with communication from Epstein’s *Framework for Parent Involvement* (1992;1995). Katie described parent involvement as “they’re showing up or they’re donating things, like Donuts for Dads or something like that. They’re there, but not engaged in their learning.” Katie said that family engagement was very different from parent involvement. She had families come in for PACT time, which is an opportunity for the family members to learn about her and she can learn about them. Moreover, Katie implemented home visits and ensured that all home-school communication was provided in the student’s home language. These were ways that Katie was tapping into students’ funds of knowledge to gain a deeper understanding of the student. This was aligned with Moll’s (2014) *Funds of Knowledge*. To engaged families who have conflicting work schedules, Katie used family dialogue journals to engage families of all students which allow families to have a voice in the classroom and contribute to curriculum (Allen, 2015). Overall, she indicated that due to extensive training through the IMPACT-PD Grant at the University of Alabama at Birmingham, she had multiple resources for family engagement. These findings were consistent with Koralek et al. (2019) that family engagement involved “teachers building a relationship with families and learning how families are interested in being involved in their child’s learning, and working with

families to determine how they want to be engaged” (p.9). Whereas, parent involvement referred to parents’ participation in school “activities that promote a child’s well-being” (p.9). Jill believed that parent involvement entailed opportunities for parents to participate in activities such as, Doughnuts for Dads or coming in to volunteer. When the teacher was working with the child and parent together, family engagement was occurring. She clarified that she maintained an open-door policy alongside family engagement opportunities. In alignment with the *Bio-Ecological Systems Theory*, Jill described PACT time, family engagement and literacy nights with whole families so they can learn together which demonstrated the interaction of the microsystems, known as the mesosystem (Bronfenbrenner, 1979; 1994). Bonnie City kindergarten participant, Deborah, described differences between parent involvement and family engagement. Deborah said that parent involvement is a classroom thing that is an active engaging process where parents are invited to participate and support their child’s learning. Whereas, family engagement was an active verb and she made it as easy as possible for them to engage by inviting and introducing all families. “I have built such a social community within the classroom that they want each other’s parents to know each other”, affirmed Deborah.

Sunny County kindergarten participants, Jordan and Nora, described differences between parent involvement and family engagement. Jordan had prior experience in family literacy and mentioned that she always tried to find ways to incorporate families into her lessons. She said she provided activities that create a family environment. She contended “sometimes schools think they are involving parents but the parents aren’t engaged”. Jordan frequently employed family visits with families of students. She

explained that she tried to find ways to bring a student's culture into the classroom. Jordan used these opportunities to tap into the family's funds of knowledge, which was strongly aligned with Moll's (2014) *Funds of Knowledge*. As González, Moll, and Amanti (2005) explained, when teachers foster a funds of knowledge approach to education, they tap into important lived experiences of students and their families. Nora described family engagement as a "teamwork effort". She said that as an educator, she cannot educate a child alone and home learning must take place. Nora has an open-door policy for families to visit at the most convenient time. To build strong communication between families, she provided her personal contact information to families of students, sent home newsletters with students, translated newsletters for DLLs, and made herself available for talking to parents when they dropped off their children in the morning. Furthermore, Nora ensured that a translator was available for "family nights". Nora and Jordan ensured that communicating, parenting, decision making, and learning at home was taking place between the home and school. This was strongly supported by Epstein's *Framework for Family Involvement* (1992;1995).

The participants that defined family engagement and implemented family engagement practices in their teaching, also mentioned the extensive training they had received. Pre-k and kindergarten participants Katie, Jill, and Deborah from Bonnie City had earned their Master's degree in ESL. Pre-k participant, Isobel, from Bonnie City described differences but also indicated that she lacked training and was interested on seeking more professional development opportunities on engaging families of DLL. Jordan and Nora from Sunny County had earned their Master's degree in ESL.

Home language misconception. Five of the 16 participants held a misconception about providing home language support to students who are EBs in their teaching practices and encouraging family members to use their home language with their child outside of the classroom.

Bonnie City kindergarten participant, Kathy said that she feels like it was harder for DLLs and their families because they don't know the [English] language. She explained "Sometimes I see their child come to kindergarten and they're very smart and they know a lot of things in Spanish but when you test them in English they go from being super high to low because they're having to learn a new language." It was evident from Kathy's descriptions that very little to no home language support was being implemented in her teaching practice.

Sunny County kindergarten participant, Nora stated that DLLs should only be speaking English in the classroom and that it was fine if the students were using their home language at home. Thomas City Head Start participant, Janet, did not ask parents to speak a particular language with their child at home. Moreover, Janet perceived families of DLLs as being incapable of engaging in literacy activities with their child because they did not know English. Thomas City OSR pre-K participant, Hillary, described family engagement practices as sending books in English home with students. She encouraged students and family members to use English as well as their home language at home. Thomas City kindergarten participant, Shannon, stated that families of DLLs did not work as effectively as monolingual families and struggled with the English language. It was evident that the only home language support Shannon provided was sending information home to parents in Spanish and English.

Kathy, Nora, Hillary, Janet and Shannon maintained a subtractive bilingualism approach to language learning, consequently, replacing a DLL's home language with English. When a child, especially from a marginalized population, is undeniably replacing their home language with the new language, it can lead to low proficiency in both languages and overall academic failure (Cummins, 1978; Fillmore, 1991). These participants were not aware of the advantages of bilingualism. Overall, it was evident that one participant from Bonnie City and three from Thomas City, Kathy, Hillary, Janet, and Shannon had very little communication with families of DLLs.

Teacher-perceived challenges. Of the 16 participants, 13 held perceived challenges about engaging with families of all students and families of DLLs. Bonnie City pre-K participants, Jackie, Katie, Melanie, Isobel, and Jill, held perceived challenges to working with families of DLLs. Jackie described families of DLLs having a financial challenge and affecting their level of participation in their child's education. Katie stated that family's work schedule conflicts and communicating with families of DLLs were some of her challenges. However, she indicated that through continuous and extensive training through the IMPACT-PD Grant, she has found resources to overcome those challenges. Melanie indicated that she had anxiety in gaining family members' trust at the beginning of the year. She explained that she was more anxious in talking to parents of DLLs than her students. Isobel had anxiety in communicating with families of DLLs. She said that sometimes she used the children to help translate. Jill also indicated that communicating with families of DLLs was stressful for her. She was not sure if they understood what was being said. Overall, Bonnie City pre-K teachers' most prevalent

challenge was a lack of resources for communicating with families of DLLs. It was evident that the teachers who had received family engagement training through the IMPACT-PD Grant and Master's degree program used resources, such as family dialogue journals, PACT time, and offered multiple opportunities for family member to engage in their child's learning. Bonnie City kindergarten teacher, Kathy, explained that having a challenge in communicating with families of DLLs prevented her from building strong relationships and partnerships with families of DLLs.

Sunny County pre-K teacher, Kendra, explained that families' work schedules are challenging to work around. Moreover, that she had a fear of miscommunicating information to families of DLLs. Sunny County kindergarten teacher, Kathryn, stated that typically, monolingual students turn in their homework rather than DLLs. She described a family challenge as families of DLLs' facing a financial challenge. She said that for school events like a fall carnival, it is typically unaffordable for families of DLLs.

All participants from Thomas City held perceived challenges in working with families of DLLs. Head Start pre-K teacher, Janet, explained that families of DLLs sometimes don't participate due to their work schedule and that it was harder when they come in the classroom because families of DLLs do not speak English. OSR pre-K teacher, Hillary, said that she had anxiety when engaging families of DLLs inside the classroom. She felt somewhat uncomfortable and was unsure if parents of DLLs understood what she was talking about. Anna emphasized that communication was the biggest challenge for her in working with families of DLLs. She held the misconception that families of DLLs could not engage in their child's learning due to speaking a language other than English. Similarly, Shannon, explained that communication was her

biggest challenge when working with families of DLLs. She stated that older siblings of DLLs can help more than parents of the child. Maranda from Thomas City held the perceived challenge that many of the students' family members in the school's community work several different shifts and just don't feel like they want to be at school or involved in their child's learning.

It was evident that participants from all school districts and grade levels held perceived challenges in working with families of DLLs. Pre-K participant from Bonnie City and Kindergarten participants from Sunny County explained that families of DLLs experience financial challenges which precludes them from being involved in school events. This aligned with Epstein's (2011) findings that it is common for teachers to reinforce stereotypes of lower socio-economic status parents as being less capable of helping their child, middle class as helpful and upper-middle class parents as being pushy. However, Epstein (2011) reported that teachers who work with college-educated parents and teachers who work with parents with average to minimum schooling are "about equally likely to be active users of parent involvement strategies" (p.108).

Overall, teacher participants from Sunny County held the fewest number of perceived challenges in comparison to teacher-participants from Bonnie City and Thomas City. The smallest district, Thomas City, held the most perceived challenges in working with families of DLLs. Three participants from Bonnie City and Sunny County affirmed that an open-door policy was provided in their classroom and none had any type of fear or anxiety in communicating with families of DLLs.

Lack of training. Ten of the 16 participants from all districts either expressed that they lacked training on family engagement and working with families of students who were DLLs or it was evident from their description of engaging families of DLLs.

Bonnie City pre-K participant, Jackie, expressed that she had a lack of family engagement training. She held her master's degree but earned it many years ago. Due to the change of population and student demographics, she did not feel equipped with strategies on working with DLLs or families of DLLs. Bonnie City kindergarten participant, Kathy, indicated that she had never taken any coursework on family engagement. Additionally, her administration provided some training but she found it ineffective.

Sunny County pre-K participant, Kendra, had a lack of family engagement training. She had taken some coursework on family engagement but it only prepared her to engagement families of Hispanic students. She was now working with DLLs from Japan and received most of her support from the ESL teacher at her school, but had not received any training from the school district. Sunny County kindergarten participant, Kathryn, had somewhat of a lack of family engagement training. She described family engagement activities but held misconceptions between parent involvement and family engagement. Furthermore, a home language misconception. It was evident that she needed more consistent training on family engagement practices.

Thomas City OSR pre-K participant, Hillary, had a lack of family engagement training. Although this did not emerge as a theme from Hillary's interview, it was evident in Hillary's definition and description of family engagement that she had not received training on family engagement. Hillary held a misconception between parent involvement

and family engagement as well as a home language misconception. Thomas City Head Start participant, Janet, had a lack of family engagement training. Janet taught in Thomas City and said she had taken coursework on family engagement but had not taken any on family engagement with DLLs. It was evident from speaking with Janet that she held misconceptions on what family engagement practices involved as well as a home language misconception. All of Thomas City kindergarten participants, Anna, Maranda, and Shannon, held a lack of family engagement training. It was evident from their definitions and descriptions of family engagement that they lacked preparation through either coursework or professional development on family engagement.

Cross-Case Grade Level Findings

Cross-case analysis was applied between pre-K and kindergarten. Participants included 7 OSR-pre-K teachers, 1 Head Start teacher, and 8 kindergarten teachers. Several themes emerged from the data, including: OSR pre-K required parent/family involvement expectations, access to resources, lack of resources, and lack of support from administration.

OSR pre-K required parent/family involvement expectations. Of the 7 OSR pre-K participants, 4 pre-K participants, Katie, Jill, Isobel, and Melanie, specified that each student's family was required to implement a minimum of 12 hours of parent/family involvement each year. This is consistent with OSR pre-K Program expectations.

These participants stated that family members of students typically completed more than 12 hours per year. Furthermore, Katie, Jill, Isobel and Melanie mentioned having

received training on family engagement. On the other hand, there was no mention of family involvement expectations from 3 OSR pre-K participants Jackie, Kendra, and Hillary. In addition, Jackie and Kendra lacked training on family engagement. Hillary lacked resources for communicating with families of DLLs and overall lacked family engagement practices in her classroom.

Access to resources. Of the 8 pre-K participants, Katie, Melanie, and Jill had access to resources for working and communicating with all families and families of DLLs emerged as a theme. Jill said “it is more difficult because of that language barrier. You have to bring in additional resources like translated material and translators but it’s the same as the other kids...you just have to do more scaffolding”. Jill stressed that it may appear that families of DLLs aren’t working as hard with their child but in reality, they may not have the resources to do so. Jill and Katie indicated that one of the family engagement resources they implemented was PACT time, which allowed families and teachers to work directly with children in the classroom. This aligned directly to Dunst and Trivette’s (1997) *Capacity-Building Paradigm* and Moll’s (2014) *Funds of Knowledge Theory*. There was a strong link between pre-K teachers who had received training had more access to family engagement resources.

Additionally, 4 kindergarten participants, Deborah, Nora, Jordan, and Kathryn felt like they had access to resources to meet the needs of families of DLLs. Deborah said that she had more participation from families of DLLs than monolingual families. Deborah, Nora, Jordan, and Kathryn emphasized how they had made it a welcoming and open environment to subside fears from families of DLLs. Nora emphasized that if

families of all students or families of DLLs had questions or concerns, they could easily communicate with her through email or phone. She said she was very fortunate to have worked with DLL families that ask how they can help their child. Nora emphasized that it was teamwork from family members and the teacher to educate the child. Furthermore, that she did her best to offer family engagement and parent involvement opportunities during the day and in the evenings. Jordan explained that she went out of her way to “incorporate my families” in lessons at least once a month if not more often. She said that she conducted home visits when feasible and had opportunities that welcomed multiple family members. She ensured that translators were available for parent nights and that information was typically sent home in the child’s home language. Kathryn indicated that Sunny County administration has provided tools, which have helped her professionally, grow and feel more confident working with DLLs. She said that she loved having centers and stations for parents to come work with their child in the classroom. “I want the parents in here. I want them to see their child learning and thriving in the classroom, to see their best friends, to see how they interact with each other”, she said. Kathryn’s family engagement practices was supported by Bronfenbrenner’s *Bio-Ecological Systems Theory* (1979;1994). It was evident that the pre-K and kindergarten teachers that had access to resources felt confident in their family engagement practices. The teachers had created a welcoming environment which was consistent with Koralek et al. (2019) that warm and inviting spaces convey the message that the school and staff welcomes families of all backgrounds to the program. These teachers also indicated that they had received training or taken coursework on family engagement.

Lack of resources. Of the 8 pre-K participants, Jackie, Isobel, Kendra, Hillary, and Janet revealed a lack of resources when engaging and communicating with all families and families of DLLs. Jackie had very little training on working with DLLs and their families. If she were to have a DLL in her classroom, she would find “someone at a local university, another teacher that has been through IMPACT-PD program or someone with training”. It was evident that Jackie did not feel comfortable working with DLLs or have any resources to engage families of DLLs. Isobel had taken some coursework on engaging families of DLLs but revealed that she lacked resources on engaging families of DLLs. She said “sometimes, it’s like the kid is there to help translate, but I never treat them like a translator. So that gives me anxiety.” It is inappropriate for teachers to use children as translators. Furthermore, she that with families of DLLs, she would use the Remind app to translate or show visuals to the families. It was clear that Isobel felt anxiety in communicating with families of DLLs due to a lack of resources. Janet was a Head Start pre-K participant and defined family engagement as giving families of DLLs activities to do at home, such as cutting something out or reading a story. It was evident that Janet and Hillary were sending activities home with DLLs that provided no home language support and that were not appropriate. Moreover, it was apparent that they believed that families of DLLs were incapable of reading with their child or engaging in their child’s learning. Hillary indicated that she found it hard to send things home in Spanish due to the time it took to get the material translated. Furthermore, Kendra said that she had taken some coursework on engaging DLLs and email has been her most frequent form of communication with families of DLLs. She was employing weekly mystery readers, parenting day, and grandparenting day where family members could see

what they were doing in the classroom. It was clear that Kendra was implementing a few parent involvement techniques but lacked training and resources on family engagement. These findings were consistent with Becker and Epstein (1982) that stated that teachers did not know how to initiate parent involvement that would help them the most, moreover, in this case, family engagement strategies.

Additionally, 4 kindergarten participants revealed a lack of resources for engaging families of DLLs. Anna indicated that the language barrier prevented her from communicating with families of DLLs. She said that a few families of DLLs came to field day but that was the only parent involvement or family engagement opportunity that had been offered during the school year. She briefly mentioned trying to use a translation app but overall, there was a lack of family engagement. Maranda indicated that parent involvement was lower with families of DLLs because of the language barrier. She said that she believed families of DLLs had an idea of what was going on. Maranda ensured that the school's translator was available for report card conferences. She was frustrated that parents, teachers, and administrators were so busy that no one had time to visit the classroom. It was evident that Maranda was referring to previous negative experiences that may have interrupted her current family engagement practice. Shannon provided very brief responses and did not provide thick descriptions, which indicated that she may not have felt comfortable disclosing information about the lack of family engagement taking place in her classroom. She did not have any anxiety or face any barriers in engaging families of DLLs, yet she indicated that she had not had any family engagement opportunities with families of English-Dominant or DLLs this year. Kathy revealed that she did not participate or hold any family engagement opportunities with her classroom

unless it was school sponsored. Moreover, to communicate with families of DLLs, she used translation apps and picture cues. She revealed that she used the students to translate. It was evident that Kathy lacked resources, training, and any type of support from administration. Overall, it was evident that the teachers who lacked resources had not received enough training or coursework on engaging and communicating with families. This connected to the next cross case between grade level themes. It was problematic that 9 out of 16 participants were implementing very little to no family engagement with their students.

Support from administration. Overall, there were varied responses within grade levels and between grade levels regarding support from administration. Jill and Deborah indicated that she had not received great services from the school or administrators but found the resources on their own. Whereas, Katie said that Bonnie City's pre-K department was helpful. Moreover, an OSR Coach provided support and resources to the pre-K teachers. Kathryn stressed that her administrators provided an extremely welcoming environment for all families and professional development about differentiated learning. Nora emphasized that the school does very well in communicating with families of DLLs and providing support to teachers. Several teachers were vague when asked about their administration. Although all data remained anonymous and confidential, it is possible that participants felt fear in disclosing any information about their administration.

CHAPTER VI

DISCUSSION and RECOMMENDATIONS

An explanatory sequential mixed methods design was used in this study to examine pre-K and kindergarten teachers' perceptions and practices of family engagement with families of emergent bilinguals. Chapter 6 includes: research questions, summary of mixed methods results, significance of the study, key findings, cross-case analysis of mixed methods results, implications, recommendations for future research and recommendations to improve study.

Central Mixed Methods Research Question

How do pre-K and kindergarten teachers engage families of all their students and families of students who are emergent bilinguals?

Quantitative Research Questions

- How do pre-K and kindergarten teachers feel they are prepared to work with families of DLLs?
- How comfortable do pre-K and kindergarten teachers feel working with families of DLLs?
- How confident do pre-K and kindergarten teachers feel working with families of DLLs?

Quantitative Sub-questions

- Is there a difference in the amount of family engagement that pre-K and kindergarten teachers are implementing?
- How much coursework have teachers had on family engagement with all families and families of DLLs?
- How much professional development have teachers received on family engagement with all families and families of DLLs?

Qualitative Research Questions

- How do pre-K and kindergarten teachers define parent involvement with families of all their students and families of DLLs?
- How do pre-K and kindergarten teachers define family engagement with families of all students and families of DLLs?
- How do pre-K and kindergarten teachers engage families of all students?
- How do pre-K and kindergarten teachers engage families of their students who are DLLs?
- What kind of challenges do teachers face with family engagement with all families and families of DLLs?

Summary of Mixed Methods Results

The research questions from the quantitative phase and qualitative strand of the study were reexamined. The quantitative, qualitative and overarching mixed method question are answered.

Quantitative Research Questions

How do pre-K and kindergarten teachers feel they are prepared to work with families of DLLs?

To answer this question, participants were asked about the following:

(1) if there is a difference between parent involvement and family engagement, (2) amount of coursework taken on family engagement, (3) coursework taken on family engagement with DLLs, (4) PD received on family engagement, (5) PD on family engagement with DLLs, (6) level of preparation, and (7) language parents speak at home with child.

Differences between family engagement and parent involvement. 89.3% (n=25) of Bonnie City participants reported a difference between the terms. Three of the 7 interviewees in the qualitative phase held misconceptions between parent involvement and family engagement. 69.2% (n=18) of Sunny County recognized a shift in the terminology and 2 of the 4 interviewees held misconceptions between the terms. Furthermore, on the survey data, 100% (n=7) of Thomas City participants reported a difference between the terms on the survey, yet all 5 interviewees used the terms interchangeably and were only employing parent involvement activities in their teaching practice. The extreme variation between surveyed and interview data suggested that teacher participants from the small urban district, Thomas City, lacked the most in preparation in engaging families.

A total of 79.2% (n= 19) of pre-K teachers and 84% (n=31) of kindergarten participants reported a difference between the two terms on the survey. Yet, 5 of the 8 pre-K interviewees and 5 of the 8 kindergarten interviewees held misconceptions

between the terms. Three pre-K and 3 kindergarten teachers recognized that family engagement and parent involvement held different nuances. The teachers who believed that there are differences between the terms is consistent with research that indicated family engagement originates from the verb engage, signifying to “doing with”, rather than involve, implying “doing to” (Ferlazzo, 2011, p.2). The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. This new law replaced the NCLB term, “parent involvement” with “parent and family engagement” requiring school districts to partner with families of students while developing evidence-based strategies for school improvement (Association for Supervision and Curriculum Development, 2015; Henderson, 2016). In addition, “expectations for parent involvement” was replaced with “expectations and objectives for meaningful parent and family involvement.” Moreover, the law added a clause addressing “an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality”. Within this clause, the needs of parents and family members to assist with the learning of their children and having is addressed. In conjunction with placing an emphasis on parent and family engagement, ESSA expanded upon increasing access to high-quality preschools across the nation. This suggested that there were some inconsistencies between teachers’ training on family engagement and parent involvement and teachers’ actual level of preparation in engaging families of DLLs.

Family engagement coursework. When examining the three districts, there was great variability in the amount of coursework participants had taken. A majority of Bonnie City 71.4% (n=20) reported having taken coursework on family engagement.

Whereas, only 42.3 % (n=11) of Sunny County participants reported having taken coursework on engaging families. Thomas City reported a majority 57.1% (n=4) of participants as having taken coursework on engaging families. These findings suggested that the large urban district's pre-K and kindergarten teachers had taken more coursework in their teacher training or graduate course work on family engagement compared to the large sub-urban and small urban district. Furthermore, the small urban district teachers had taken slightly more coursework on engaging families of DLLs than the large sub-urban district.

Additionally, there was great variability between pre-K and kindergarten participants that had taken coursework on family engagement. A total of 75% (n=18) of pre-K teachers had taken coursework on family engagement, 12.5 % (n=3) had not and 12.5% (n=3) did not provide a response. In comparison, 46% (n=17) of kindergarten teachers had taken coursework on family engagement, 43% (n=16) had not and 11% (n=4) did not provide a response. Even though the sample size of pre-K teachers was smaller, the percentage of pre-K teachers who had taken some coursework on family engagement was much higher. This suggested that pre-K teachers' coursework had a stronger focus on family engagement.

Family engagement coursework with families of DLLs. In total, the survey revealed that the majority of 46.4% (n=13) of Bonnie City teachers had taken coursework on family engagement with DLLs and 42.9% (n=12) had not taken coursework. In Sunny County, the survey revealed that 42.3% (n=11) of pre-K and kindergarten teachers had taken coursework on family engagement with DLLs and 42.3% (n=11) had not taken

coursework. In Thomas City, the majority of pre-K and kindergarten teachers 71.4% (n=5) had not taken coursework on engaging families of DLLs and only 28.6% (n=2) had taken coursework. Between 40-50% of Bonnie City and Sunny County participants had taken coursework on family engagement with DLLs. In comparison, 71.4% of Thomas City had not taken coursework on engaging families of DLLs. These results suggest that districts have received different levels of preparation and training for engaging families of DLLs. This is problematic because a large number of teachers in all school districts had not taken any coursework on working with families of DLLs.

When examining pre-K and kindergarten teachers, a majority of pre-K teachers 45.8% (n=11) had taken coursework on engaging families of DLLs and a smaller number 41.7% (n=10) of pre-K teachers had not taken coursework on engaging families of DLLs. In comparison, the majority 49% (n=18) of kindergarten teachers had not taken any coursework on engaging families of DLLs and 40% (n=15) had taken coursework on engaging families of DLLs. The quantitative results suggested that pre-K teachers' course of study has a stronger focus on engaging families of DLLs.

Professional development on engaging families of English Dominant students. In total, a majority 28.6% (n=8) of teacher participants in Bonnie City received a moderate amount of PD on engaging families of ED students and 14.3% (n=4) had received none. Similarly, 30.8% (n=8) of teacher participants in Sunny County received a moderate amount of PD on engaging families of ED students and 11.5% (n=3) received none. In comparison, 42.9% of teacher participants at Thomas City received a little amount of PD on engaging families of ED students and 28.6% (n=2) received none at all. These results

suggest that the larger districts provided more PD on family engagement in comparison to the smaller district.

The survey also revealed that only 4.2% (n=1) of pre-K teachers had not received any PD on engaging families of ED students. The majority 29% (n=7) had received a moderate amount. In comparison, 21.6% (n=8) of kindergarten teachers had not received any PD on engaging families of ED students. The majority 29.7% (n=11) had received a moderate amount. These results suggest that pre-K teachers have received more PD on engaging families of ED students than kindergarten teachers

Professional development on engaging families of students who are Dual Language Learners. The survey revealed that a majority 42.9% (n=12) of Bonnie City's teacher participants had not received any PD on engaging families of students who are DLLs. Moreover, only 3.6% (n=1) of the participants had received a great deal. In contrast, the majority 34.6% (n=9) of Sunny County had received a little and only 15.4% (n=4) had received none at all. The majority 71.4% (n=5) of Thomas City had received a little PD and only 14.3% (n=1) had received none at all. Overall, the sub-urban district and the smaller district had provided more PD on engaging families of DLLs to their teachers than the large urban district.

Additionally, the majority 29.1% (n=7) of pre-K teachers had received a little PD on engaging families of DLLs and 25% (n=6) had received none at all. 35% (n=13) of kindergarten teachers had received a little and 30% (n=11) had received none at all. These results suggested a large number of kindergarten teachers had not received any PD on engaging families of DLLs. However, it was evident that both groups lacked training.

Teachers' level of preparation to work with families of DLLs. The majority 28.8% (n=8) of Bonnie City teachers felt moderately well prepared and 25% (n=7) felt very well prepared and 7.1% (n=2) did not feel well prepared at all. Similarly, the majority 34.6% (n=9) of Sunny County felt moderately well prepared and 34.6 (n=9) felt very well prepared. No teachers from Sunny County reported not well at all prepared. In contrast, 42.9% (n=3) of Thomas City felt slightly well prepared and 28.6% (n=2) felt very well prepared. In addition, the majority 37.4% (n=9) of pre-K teachers felt moderately well prepared to work effectively with DLLs. In comparison, the majority 38% (n=14) of kindergarten teachers felt very well prepared. These results suggested that participants from the sub-urban district felt the most prepared to work effectively with families of DLLs. Furthermore, there was more variability in preparation levels in the large urban district compared to the smaller district. Lastly, kindergarten teachers felt more prepared than pre-K teachers in working with families of DLLs.

Language teachers ask parents to speak at home with child. The majority 64.3% (n=18) of Bonnie City teachers did not ask parents to use a particular language at home with their child. Similarly, the majority 50% (n=13) of Sunny County and the majority 85.7% (n=6) of Thomas City did not ask parents to use a particular language at home with their child. Overall, these results suggested that a large number of pre-K and kindergarten teachers from all districts are unaware of the consequences of children who are DLLs maintaining their home language.

The majority 53.2% (n=13) of pre-K teachers and 65% (n=24) of kindergarten teachers did not ask parents to use a particular language at home with their child. Both

pre-K 8.3% (n=2) and kindergarten 5% (n=2) teachers had a small number of teachers who asked parents to speak the family's home language with their child. These results suggest that teachers have not had training on DLLs preserving their home language and educating parents on the value of bilingualism. Furthermore, that students who are DLLs are in danger of not becoming fully competent in either language, loss of cultural identity, and not able to communicate with family members (Cummins, 1978; Fillmore, 1991).

How comfortable do pre-K and kindergarten teachers feel working with families of DLLs?

To answer this question, participants were asked about the following questions: (1) level of comfort working with families of English Dominant students (2) level of comfort working with families of students who are DLLs.

Level of comfort working with families of English Dominant students. The majority 64.3% (n=18) of Bonnie City teacher participants felt extremely comfortable working with families of ED students. Similarly, the majority 61.5% (n=16) of Sunny County teacher participants felt extremely comfortable and the majority 57.1% (n=4) of Thomas City felt extremely comfortable. Additionally, 75% (n=18) of pre-K participants felt extremely comfortable working with families of ED students and 8.3% (n=2) felt somewhat comfortable. Whereas, 54% (n=20) of kindergarten participants felt extremely comfortable and 32% (n=12) felt somewhat comfortable. These results suggested that all districts had a majority of teachers who felt extremely comfortable working with families of ED students. Furthermore, pre-K teachers felt more comfortable than kindergarten

teachers in working with families of ED students.

Level of comfort working with families of students who are DLLs. In comparison to level of comfort in working with families of ED students, a much smaller number 35.7% (n=10) of Bonnie City teacher participants felt extremely comfortable working with families of DLLs and 14.3% (n=4) felt extremely uncomfortable. 50% (n=13) of Sunny County participants felt extremely comfortable and 7.7% (n=2) felt somewhat uncomfortable working with families of DLLs. 28.6% (n=2) of Thomas City participants felt extremely comfortable and 28.6% (n=2) of Thomas City teacher participants felt somewhat uncomfortable working with families of DLLs. Additionally, the majority 50% (n=12) of pre-K participants felt somewhat comfortable working with families of DLLs and 29.1% (n=7) felt extremely comfortable. The majority 38% (n=14) of kindergarten participants felt somewhat comfortable working with families of DLLs and 32% (n=12) felt extremely comfortable. It was evident that all districts were less comfortable working with families of DLLs compared to working with families of English-Dominant students. Kindergarten participants reported a higher number of participants feeling extremely uncomfortable in working with families of DLLs compared to pre-K. Yet, more kindergarten teacher participants also felt extremely comfortable working with families of DLLs compared to pre-K teacher participants.

How confident do pre-K and kindergarten teachers feel working with families of DLLs? Teachers participants' confidence in providing a quality educational experience for DLLs in their classroom by specifying their confidence level on a likert scale 0 (not confident)-

10 (very confident). Sunny County participants held the highest confidence level of 7.9 with a standard deviation of 1.8. Thomas City participants' overall confidence was lower at 6 with a standard deviation of 1.5, and Bonnie City's was slightly lower at 5.96 with a standard deviation of 2.5. In addition, kindergarten held a higher confidence level of 7.3 with a standard deviation to 2.0 compared to pre-K which was 6.1 with a standard deviation of 2.4. It was evident that the large sub-urban district maintained the highest perceived confidence level in providing a quality education for DLLs; moreover, kindergarten teachers felt slightly more confident than pre-K teachers. These findings were consistent with participants' preparation level. Sunny County participants held the highest level of preparation as well as kindergarten participants.

Qualitative Research Questions:

How do pre-K and kindergarten teachers define parent involvement with families of all their students and families of DLLs?

There was great variability between the participants' definition of parent involvement. Ten of the 16 participants used the terms parent involvement, family involvement, and family engagement interchangeably. Participants included: Jackie, Melanie, Kathy, Kendra, Kathryn, Janet, Hillary, Anna, Maranda, and Shannon. These participants were only implementing parent involvement activities in their classroom, including volunteer opportunities such as parents on field trips, parents providing snacks and parents purchasing classroom supplies. These types of activities are beneficial to build a classroom environment but do not intentionally engage families in a truly reciprocal partnership.

How do pre-K and kindergarten teachers define family engagement with families of all students and families of DLLs?

The 6 remaining participants, Deborah, Isobel, Katie, Jill, Jordan, and Nora, acknowledged that the two terms held different nuances and there were benefits of both family engagement and parent involvement. These participants were intentional about including both parent involvement and family engagement practices inside and outside of their classroom. Deborah, Isobel, Katie, Jill and Nora intentionally used the word “family” rather than “parent” to be more inclusive of all family members’ contributions to the child’s education. Deborah, Jordan, and Katie employed home/family visits as a way to tap into the culture of students and to learn about family members.

How do pre-K and kindergarten teachers engage families of all students?

Of the 6 participants who defined family engagement practices in their classroom, 3 were OSR pre-K teachers and 3 were kindergarten teachers. Sunny County and Bonnie County were represented in both groups. Family engagement practices included PACT time, family/home visits, family engagement nights, family dialogue journals, building a social community, and creating a welcoming environment for all families. These types of family engagement practices allow family members to engage in two-way communication, decision making, goal setting, and provide multiple opportunities for family members to stay engaged in their child’s learning even with busy schedules. This aligned strongly with Epstein’s *Framework for Family Involvement* (1992;1995). Deborah, Nora, and Jordan were kindergarten participants and it was evident that their focus was on creating a welcoming environment for all learners and families. All 6

participants took the extra steps needed to engage families of all learners in their classrooms. However, it was problematic that 6 of the 16 participants were not implementing any type of family engagement activities.

How do pre-K and kindergarten teachers engage families of their students who are DLLs?

Many of the teachers indicated that their family engagement and parent involvement practices with families of English-Dominant students and families of DLLs looked very similar. However, the participants mentioned facing a language barrier or had a lack of communication with families of DLLs. Janet stated that she faced challenges communicating with families of DLLs so she would have them come into paint with their child rather than participate in any literacy activities. Hillary said that she very somewhat uncomfortable working with families of DLLs and was not sure if parents of DLLs understood what she was saying. Kathy said that she would have a better connection with DLLs and their families if they could speak the same language.

What kind of challenges do teachers face with family engagement with all families and families of DLLs?

Thirteen of the 16 participants noted challenges in working with all families and families of DLLs. This included Jackie, Katie, Melanie, Isobel, Jill, Kathy, Kendra, Jordan, Kathryn, Janet, Hillary, Anna, Maranda, and Shannon. Several of the teachers faced scheduling challenges with family members. Teachers who had overcome this challenge indicated that having multiple opportunities and an open-door policy provided

the flexibility that many working families needed. Additionally, Katie indicated that family dialogue journals provided an opportunity for families with the most time constraints who could not come to the school. Jackie and Kathryn indicated there were financial challenges for their students who were DLLs. However, this was inconsistent with findings from Becker and Epstein (1982) which indicated teachers commonly reinforce stereotypes of lower socio-economic status parents as being less capable of engaging in their child's education. Over half of the teachers felt fear and anxiety when communicating with families of DLLs. However, it was evident that some of the participants had implemented family engagement activities to overcome these challenges but some had not. Deborah and Nora, both kindergarten participants, revealed that they had overcome challenges with families of DLLs. Deborah indicated that she only faced a barrier with monolingual families who held a preconceived negative experience with school systems and family engagement. Overall, the teachers who faced communication challenges and had not taken steps to overcome this barrier with families of DLLs, lacked training in family engagement and parent involvement.

Overarching Mixed Methods Question

How do pre-K and kindergarten teachers engage families of all their students and families of students who are emergent bilinguals?

Overall, the majority 38% of kindergarten teachers reported that they felt very well prepared and 25% felt moderately well prepared to work effectively and engage families of EBs/ DLLs. In comparison, 37% of pre-K teachers reported slightly lower at feeling moderately well and 25% felt slightly well prepared. However, more pre-K teachers than

kindergarten teachers reported having taken coursework on family engagement. Also, slightly more pre-K teachers had taken coursework on engaging families of EBs/DLLs in comparison to kindergarten teachers. About one-third of pre-K and kindergarten participants had received a moderate amount of professional development on engaging families of English-Dominant students. About one-third of pre-K and kindergarten participants had received a little amount of PD on engaging families of EBs/ DLLs. The majority of pre-K and kindergarten participants did not ask parents to use a particular language at home with their child. Overall, the quantitative data indicated that kindergarten teachers felt slightly more prepared and had a higher confidence level than pre-K teachers to work with families EBs/DLLs, yet pre-K teachers had taken a slightly higher amount of coursework in engaging families of all families and families of DLLs.

Even though kindergarten teachers felt slightly more prepared than pre-K teachers to work with families of emergent bilinguals and DLLs, pre-K teachers felt more comfortable working with families of English Dominant students than working with families of EBs/DLLs. Similarly, kindergarten teachers felt more comfortable working with families of ED students than with families of EBs/DLLs. More participants indicated that they felt extremely uncomfortable working with families of EBs/ DLLs compared to families of ED students.

The quantitative data also provided important information regarding the amount of family engagement that was being implemented by both pre-K and kindergarten teachers. Due to OSR pre-K family involvement expectations, families of pre-K students are responsible for completing a minimum of 12 family involvement hours per school year. This would be a little over 1 hour per month. To ensure requirements are met, pre-K

teachers are expected to provide a calendar outlining family involvement opportunities to all students' families and with the OSR First Class Pre-K Monitor. The First Class Pre-K Monitor makes frequent site visits and monitors OSR Pre-K classrooms to ensure quality and compliance. It was evident from the quantitative data that OSR pre-K teachers were providing several hours of family engagement opportunities per month. However, after collecting the qualitative data, it was evident that many of the pre-K teachers were classifying family engagement, family involvement, and parent involvement as one category. These results are problematic. Due to lack of training, lack of resources, and lack of awareness, several pre-K teachers were not taking the necessary steps to truly engage families. The Head Start teacher indicated that she was implementing 10-20 hours of family engagement per month. Yet, with families of DLLs she was only including them in painting activities due to the language barrier. It was evident that several pre-K teachers who had received training had overcome the most common challenges which were a scheduling challenge with families of all students and a language barrier with families of DLLs.

Responses from the quantitative data suggested that kindergarten participants implemented anywhere between less than an hour to 9 or more hours per month. This variability between teachers is problematic because family engagement in the early childhood years contributes to the success of students. However, 4 kindergarten participants Deborah, Nora, Jordan, and Kathryn indicated in the qualitative phase of the study as having access to family engagement resources. Although Kathryn held misconceptions between parent involvement and family engagement, it was clear that both were being implemented in her classroom. She indicated that family engagement

practices consisted of parents attending open house, orientation and “meet the teacher.” While these are important activities, they do not necessarily support a true collaboration with family members to support student learning. However, Kathryn later described a recent family engagement night opportunity as a potluck dinner night for family members to contribute and share food with each other. Moreover, for teachers to create a math game for the students to play and engage with their family members. This description represented true family engagement because it was an opportunity for the family members to be involved in their child’s learning and development. Furthermore, it was an opportunity to tap into each family’s culture by sharing different types of food. Deborah and Nora taught kindergarten in Title I schools in Bonnie City and Sunny County. It was evident that the participants knew the added benefits of engaging families with low incomes and ways to overcome the teacher-perceived challenges as well as family challenges.

Significance of the Study

Findings from this study are significant to teachers’ practice and implementation of family engagement with families of DLLs. There are a limited number of studies on this topic in the current body of research. One of the most significant findings was the number of teachers who reported a difference between parent involvement and family engagement, yet a small number of teachers explained different nuances or characteristics between the two terms. Ten of the 16 participants in the qualitative phase of the study held a misconception between the terms and tended to use the terms interchangeably. This indicated that the teachers had not received sufficient college coursework or

professional development on engaging families in their child's learning. This is linked to the next important finding that teachers lack preparation in engaging and working with families of DLLs.

Teacher preparation was measured by several variables including amount of coursework and amount of professional development. Overall, pre-K teachers had taken more coursework on family engagement than kindergarten teachers. Pre-K and kindergarten teachers had received more professional development on engaging families of English-Dominant students than engaging families of DLLs. Lastly, an overwhelming majority of pre-K and kindergarten teachers did not ask family members of DLLs to use a particular language at home with their child.

Implications

Implications for U.S. Department of Education. Based upon the research findings, the federal government may consider providing funds to school districts for early childhood educators to receive more training, such as consistent professional development opportunities on engaging families of DLLs in their child's education. In addition, the federal government may consider providing funding for additional grants, such as the Office of English Language Acquisition (OELA) professional development research grant, IMPACT-PD. The findings indicated that teachers trained through this grant felt more equipped with family engagement strategies and maintained an inclination to overcome challenges in engaging families from diverse backgrounds. Furthermore, findings indicated that pre-K and kindergarten teachers need additional preparation, such as college degree coursework from universities to engage families and build reciprocal

partnerships with family members. Approximately 57% of surveyed participants had taken coursework on involving families of all students in their child's learning. However, approximately 43% reported having taken coursework on working and engaging families of DLLs. Lastly, it was clear there was an overall lack of family engagement with several early childhood educators. ESSA is a federal law that was passed in 2015 and replaced the term "parent involvement" with "parent and family engagement". The new legislation mandates that school districts develop "evidence-based strategies for school improvement in partnership with parents and school staff" (Association for Supervision and Curriculum Development, 2015, p.5). It was evident that schools and administrators could face legal issues if policies and requirements are not strictly followed. To ensure that teachers are equipped with strategies and a deep understanding of working with families from diverse backgrounds, training and professional development opportunities are needed.

Implications for Alabama Department of Education. Research findings indicated that pre-K and kindergarten educators from all districts faced challenges when engaging families of all students and families of DLLs. Teacher participants described schedule conflicts with families of English Dominant students and challenges in communicating with families of DLLs. Due to lack of training, educators may not be equipped with strategies to overcome these challenges. However, several teacher participants who had received training defined specific family engagement strategies and resources which allowed all family members to participate in family engagement opportunities. Teacher education programs must be offered more training on communicating and engaging with family members of all students. Furthermore, how to provide multiple opportunities to

involve all families in their child's learning.

Additionally, there was a great variability in the amount of time pre-K and kindergarten teachers were engaging students' families each month which implied teachers believed they were employing family engagement when in actuality it was parent involvement. This was due to misinterpretations of the true nuances between parent involvement, family involvement and family engagement. Funds for professional development opportunities and training need to be provided to schools for early childhood educators to gain expertise in this area of concern.

Implications for Early Childhood Department of Education. Based on the research findings, the Early Childhood Department of Education may consider providing consistent professional development training on specific family engagement strategies for early childhood teachers to use with families from diverse backgrounds. The OSR Pre-K Program Guidelines explain that 12 hours of family participation is expected each school year. Provided examples of participation include: home visits, teacher/parent conferences, classroom visits, parent education, parent engagement activities, and engagement opportunities outside of the regular school day. In order to be intentional with family members engagement time, the guidelines could include specific strategies (i.e. PACT time, family dialogue journals) that would be considered parent/family engagement activities. Moreover, the Program Guidelines suggest that teachers should share a monthly calendar of family engagement opportunities with family members. The OSR Pre-K participants in the study did not mention a shared monthly calendar of involvement opportunities with families. Furthermore, the program guidelines indicate that a Lead

OSR Pre-K teacher must accumulate 30 hours yearly of professional development hours and auxiliary teachers must have a minimum of 15 hours. Since there is a pressing need for early childhood educators to receive more training and professional development on engaging families of DLLs, a training or workshop could be directed for teachers to gain expertise as well as professional training hours.

Implications for school administrators. This study revealed that a small number of pre-K and kindergarten educators had access to resources for communicating and engaging all families but it was evident that several teachers lacked resources. These teachers indicated that they had to go out of their way and find the resources on their own. Seven of the 16 interviewed teacher participants did not feel supported from their administration in working with families of DLLs. Only six of the 16 interviewed participants reported receiving some support from their administration. Additionally, eight of the 16 participants indicated that they lacked family engagement resources. School administrators must encourage and support early childhood educators to attend professional development opportunities on engaging families from diverse backgrounds. In addition, school administrators need to provide a welcoming environment for all families. This will set a culturally accepting learning environment for all teachers, students and their families. Furthermore, findings revealed that pre-K and kindergarten educators from all districts held a home language misconception. Home language support is critical for DLLs to be successful and receive equitable opportunities as their peers. Subtractive bilingualism can lead to detrimental long-term effects for DLLs. Several participants indicated that they had received one professional development training. To overcome specific challenges and

misconceptions, teachers must receive more consistent training. Figure 6.1 below illustrated the implications for The Federal Government, Alabama Department of Education, Early Childhood Department of Education, and school administrators from this study. These implications suggest how the findings from the study may be important for policy and practice.

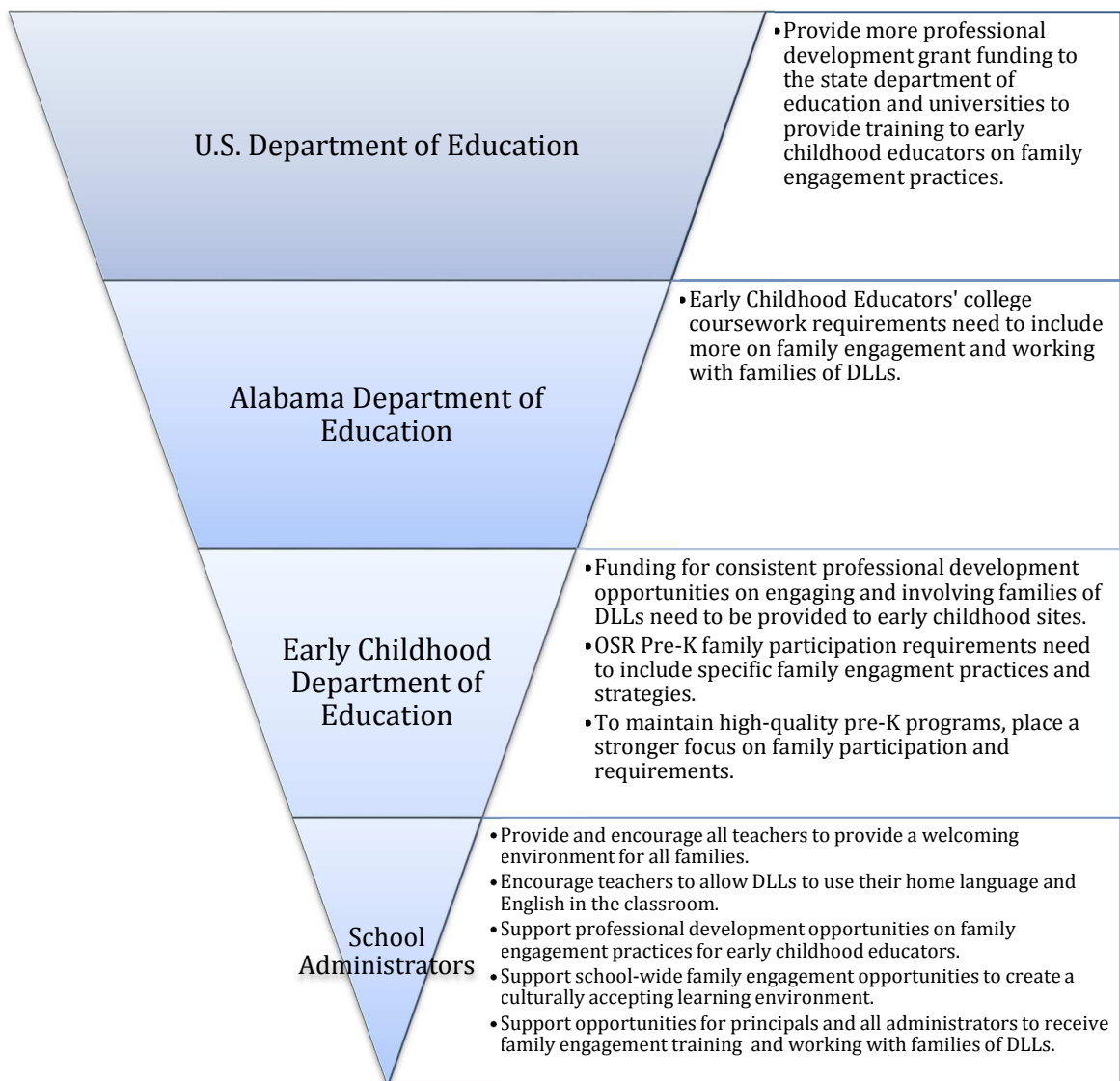


Figure 6.1 Implications from research study.

Recommendations for Future Research

Based upon this study and findings, future research should address family engagement implementation, teacher preparation, and teacher perceptions. The following recommendations are being made to improve teacher practice on family engagement.

1. Provide further study on early childhood teachers' coursework and professional development opportunities in engaging families of DLLs.
2. Conduct more research regarding home, school, and community partnerships effecting teachers' perceptions and practice of engaging families of DLLs.
3. Compare pre-K and kindergarten teachers' specific parent involvement and family engagement practices with all families and families of DLLs.
4. Explore specific components of family engagement with families of DLLs.
5. Explore districts' professional development opportunities for teachers in working and engaging families of DLLs.
6. Survey teachers as to know if they spoke the language of the DLL students in the classroom.
7. Survey principals as to the family engagement professional development needs and requirements for school districts.
8. Survey principals to know if they have received training on family engagement from their district.

Recommendations to Improve Study

Based on the findings of this study, the following recommendations are made to improve future research in the area of family engagement with families of Dual Language Learners.

1. Consider adding interview protocol questions that measure specific family engagement activities that teachers are implementing.
2. Consider including administrators' perceptions of family engagement and if they require teacher implementation.
3. Further explore the relationship between pre-K and kindergarten teachers' preparation level and confidence level of engaging families of DLLs.
4. Survey principals on number of professional development sessions teachers are expected to complete.

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APPENDIX A

IRB Approval

UAB THE UNIVERSITY OF ALABAMA AT BIRMINGHAM
Office of the Institutional Review Board for Human Use

470 Administration Building
701 20th Street South
Birmingham, AL 35294-0104
205.934.3789 | Fax 205.934.1301 |
irb@uab.edu

Paul, Julie Isobel

University of Alabama at Birmingham Institutional Review Board
Federalwide Assurance # FWA00005960
IORG Registration # IRB00000196 (IRB 01)
IORG Registration # IRB00000726 (IRB 02)

13-Feb-2019

IRB-300002701

Examining Teachers' Perceptions and Practices of Family Engagement with Families of Emergent Bilinguals in Pre-Kindergarten and Kindergarten Classrooms: A Multiple Case Study

The IRB reviewed and approved the Initial Application submitted on 28-Jan-2019 for the above referenced project. The review was conducted in accordance with UAB's Assurance of Compliance approved by the Department of Health and Human Services.

Determination: Exempt
2
Exempt
13-Feb-2019
No Continuing Review

- infoshheet.clean.190124
- focusgroup.clean.190114
- exempt.clean.190124
- surveyquest.181213
- pptletter.190128

All participants	No Waivers	No Pregnant Women, Prisoners, or Children

APPENDIX B

Quantitative Survey

Examining Teachers' Perspectives and Practices of Family Engagement of Emergent Bilinguals in Pre-K and Kindergarten Classrooms: A Multiple Case Study

Qualtrics Online Survey will be distributed to all OSR pre-K, Head Start pre-K, and Kindergarten teachers

Introduction: Thank you for taking time to complete the following survey which will help understand the perceptions and practice of educators who work with Dual Language Learners and their families. All identifying information will be deleted for data analysis purposes. Thank you for your honest and thoughtful responses to each question in the survey.

Please complete the following questions by clicking on your response:

1. School district (pseudonyms being use):

Thomas City
Bonnie City
Sunny County

2. Grade level:

Pre-K
Kindergarten

3. Age:

20-29
30-39
40-49
50-59
60+

4. Race

African American
Caucasian
Hispanic
Other:
Skip logic: Please explain other

5. How many years have you been teaching?

_____ (text entry)

6. How many years have you been teaching Pre-K or Kindergarten?
_____ (text entry)
7. What is your highest degree and in what area?
Bachelor's Degree
Master's Degree
Educational Specialist Degree
Doctorate Degree
Other: please explain
8. How many students who are Dual Language Learners (DLLs) are in your classroom this year? *DLL*: Dual Language Learner refers to any preschool child, birth to five years of age, who speaks a language other than English at home.

9. How many Dual Language Learners do you typically have in your classroom each year?
0
1-3
4-6
7-10
11+
10. Do you believe there are differences between family engagement and parent involvement?
No
Yes
11. Have you ever had any coursework on family engagement?
No
Yes
12. Have you ever had any coursework on family engagement with Dual Language Learners?
No
Yes
13. Are you currently required by your district to implement family engagement?
No
Yes

14. Are you currently required by your principal to implement family engagement?
No
Yes
15. How many hours of family engagement are you currently implementing per month with families of your students? (i.e. home visits, parent-student conferences, phone calls, engaging families inside the classroom, etc.)
_____ (text entry)
16. What is your experience with family engagement for English Dominant families?
English Dominant: refers to students or families who speak only English
A great deal
A lot
A moderate amount
A little
None at all
17. What is your experience with family engagement for families of Dual Language Learners?
A great deal
A lot
A moderate amount
A little
None at all
18. Have you had any previous professional development (PD) on engaging families of English Dominant students?
A great deal
A lot
A moderate amount
A little
None at all
19. Have you had any previous PD on engaging families of students who are Dual Language Learners?
A great deal
A lot
A moderate amount
A little
None at all

20. How comfortable do you feel working with families of English Dominant students?
 extremely uncomfortable
 somewhat uncomfortable
 somewhat comfortable
 extremely comfortable
21. How comfortable do you feel working with families of students who are Dual Language Learners?
 extremely uncomfortable
 somewhat uncomfortable
 somewhat comfortable
 extremely comfortable
22. For families of English Dominant students, do you face any barriers to family engagement?
 No
 Yes
23. For families of students who are Dual Language Learners, do you face any barriers to family engagement?
 No
 Yes
24. What language do you ask parents to speak at home with their child?
 English
 Home Language
 Both English and Home Language
 I do not ask parents to use a particular language in the home
25. What is your level of confidence in providing a quality educational experience for Dual Language Learners in your classroom?
 no (0) -----yes (10) (likert scale in Qualtrics)
26. How well prepared do you feel to work effectively with families of Dual Language Learners?
 Extremely well
 Very well
 Moderately well
 Slightly well

Not well at all

27. Do you think families of DLLs work with their child as effectively as monolingual families?

No

Yes

Thank you for your time spent taking this survey. No identifying information will be collected from this study.

Would you be interested in participating in face-to-face interview? If so, please provide your name, email address, name of school, and phone number in the space below. Your participation in this study is on a volunteer basis. I am offering a \$15.00 gift card from a local store in appreciation for your time in participating in the interview.

APPENDIX C

Teacher Participant Recruitment Letter

Date: April 12, 2019

Dear Pre-K and Kindergarten Teachers,

I would like to briefly introduce myself. My name is Julie Paul and I am inviting you to participate in a dissertation study that I'm investigating as a doctoral student in the field of early childhood education at UAB. My study is a multiple case study which will seek understanding about teachers' perceptions and practices in family engagement for Dual Language Learners and their families. I am asking for permission to include you in this important research study.

During this study, you will be asked to complete a 30-question online survey which will take 10-12 minutes. At the end of the survey, you will have the option to participate in a face-to-face interview. Each interview will be audiotaped, transcribed, and destroyed after the completion of the study. The total time commitment will not exceed 60 minutes.

I assure you that all data collected will be kept confidential and your privacy will be respected.

Please read the attached consent form and sign it. If you have any questions, feel free to call or email me.

Sincerely,

Julie Isobel Paul, M.A.Ed.
205-834-4118 or 205-996-1060
jipaul7@uab.edu or jipaul888@gmail.com

APPENDIX D

Teacher Interview Protocol

Examining Teachers' Perspectives and Practices of Family Engagement of Emergent Bilinguals in Pre-Kindergarten and Kindergarten Classrooms: A Multiple Case Study

Introduction: Thank you for taking time to talk with me today about your experience with family engagement with your students in his/her Pre-Kindergarten/Kindergarten classroom. I will be recording and transcribing what is said in our focus group today. I assure you that all data collected will be kept confidential. Your identity and privacy will be protected during data analysis and destroyed after the completion of the study. The transcript will read verbatim from the focus group discussion. What I am interested in discovering are your thoughts on how you perceive family engagement with families of students who are Dual Language Learners as well as with families of English Dominant students. You've had a chance to review the questions and think through your responses. I appreciate your honest answers and feelings about these experiences. If something is unclear, I may ask if you can tell me a little more about that for clarification.

Introduction: Please tell me about your educational and professional experience?

Probing question: Can you tell me about your grade level and education

Probing question: Can you tell me about your experience working with children who are learning English as an additional language?

1. How often do families of all students in your classroom participate in family engagement?

(estimate frequency; i.e. on average I have 1-2 family members come to my classroom a week) Probe:

Of those families, how many are families of Dual Language Learners?

(i.e. Out of my 5 DLLs, 2 of their families participate in family engagement opportunities)

2. Do you believe there are differences between family engagement and parental involvement?

Probe: If yes, how is family engagement different from parental involvement?

3. How do you define parent involvement with families of all students in your classroom?

4. How do you define parent involvement with families of Dual Language Learners in your classroom?

5. How do you define family engagement with families of all students in your classroom?

6. How do you define family engagement with families of Dual Language Learners in your classroom?

7. Have you had engagement opportunities with families of English-dominant students?

Probing questions:

i. Did you have any anxiety or fear about engaging families in the classroom?

ii. What were some challenges in engaging English Dominant families inside the classroom?

iii. How do you feel about engaging families in the classroom?

8. Have you had engagement opportunities with families of students who are Dual Language Learners?

Probing questions:

i. Did you have an anxiety or fear about engaging families of DLLs inside the classroom?

ii. What were some challenges in engaging families of DLL students inside the classroom?

iii. How do you feel about engaging families of DLLs in the classroom?

9. Do you face any barriers when implementing family engagement with all families?

If yes, please explain those barriers

10. Do you face any barriers when implementing family engagement with families of Dual Language Learners?

If yes, please explain those barriers

11. Describe how you communicate with families of DLLs?

12. In what ways do you encourage families to participate in family engagement?

13. Explain the support for working with Dual Language Learners that you receive from your administration.

14. Do you believe families of DLLs work with their child as effectively as monolingual families?

Probe: In what ways are they as effective or ineffective?

15. Can you describe your level of confidence in providing a quality educational experience for Dual Language Learners in your classroom?

16. Is there any additional information that you would like to share with me regarding family engagement in preschool/kindergarten?

Closing: Thank participant for time. Gift cards will now be presented to participants.

UAB IRB

APPENDIX E

Informed Consent Document

Title of Research: Examining Teachers' Perceptions and Practices of Family

Engagement with Families of Emergent Bilinguals in Pre-Kindergarten and Kindergarten

Classrooms: A Multiple Case Study

UAB IRB Protocol #: IRB-300002701

Principal Investigator: Julie I. Paul, M.A.Ed.

UAB School of Education, Department of Curriculum &
Instruction

Purpose of the Research

You are being asked to participate in a research study. The purpose of this research study is to explore teachers' perceptions and practices of family engagement with families of all their students and families of Dual Language Learners. You are being asked to join since you are part of the selected school districts. During Phase I, you will respond to an anonymous online survey. During Phase II, upon voluntary participation, you will participate in a focus group with colleagues in the same grade level. A total of 70 teachers will participate in Phase I and 20 teachers in Phase II.

Explanation of Procedures

If you decide to participate, you are asked to complete an online survey of 30 questions which will take approximately 10-12 minutes. At the end of the survey, you will be asked to voluntarily participate in a focus group with 3-5 other teachers. The focus group will consist of open-ended questions about family engagement practices with Dual Language Learners and their families. Upon consent, you will provide your name, email address, name of school, and phone number. Focus groups will take place after school for approximately 30 minutes to one hour. All participants will be assigned a pseudonym to protect her/his identity. All focus group audio will be recorded using a voice recording device. Data files will be securely stored on a password protected server in the School of Education at UAB.

Risks and Discomforts

There are no known or foreseeable risks associated with this study. The content of the survey and focus group will cover common topics within the profession, causing participants no more psychological distress than would be experienced in their day-to-day professional activities.

Benefits

You will not personally benefit directly from taking part in this study. However, your participation will provide important information about family engagement, which is critical in educational research today.

Alternatives

Your alternative is not to participate in this study.

Confidentiality

Information obtained about you for this study will be kept confidential to the extent allowed by law. However, research information that identifies you may be shared with people or organizations for quality assurance or data analysis, or with those responsible for ensuring compliance with laws and regulations related to research. They include:

- the UAB Institutional Review Board (IRB). An IRB is a group that reviews the study to protect the rights and welfare of research participants.
- the Office for Human Research Protections (OHRP)
- there is a strong expectation of confidentiality that will be maintained from all participants in the focus group.

The information from the research may be published for scientific purposes; however, your identity will not be given out. Your identity will not be revealed in any reports, any professional presentations or journal articles, or any discussions that result from this observation.

Voluntary Participation and Withdrawal

Whether or not you take part in this study is your choice. There will be no penalty if you decide not to be in the study. If you decide not to be in the study, you will not lose any benefits you are otherwise owed. You are free to withdraw from this research study at any time. Your choice to leave the study will not affect your relationship with this institution.

Cost of Participation

There will be no cost to you for taking part in this study.

Payment for Participation in Research

Participants who only complete the survey will not be compensated; however, focus group participants will receive \$15. Ask the study staff about the method of payment that will be used for this study (e.g. check, cash, gift card, direct deposit)

Questions

If you have any questions, concerns, or complaints about the research or a research-related injury including available treatments, please contact the study doctor. You may contact Julie Paul at 205-996-1060.

If you have questions about your rights as a research participant, or concerns or complaints about the research, you may contact the UAB Office of the IRB (OIRB) at (205) 934-3789 or toll free at 1-855-860-3789. Regular hours for the OIRB are 8:00 a.m. to 5:00 p.m. CT, Monday through Friday.

Version Date: 1/24/2019

APPENDIX F

Data Coding Tables

Jackie- Data Coding			
Theme	Sub-theme	Salient Quotes	Researcher's Thoughts
Misconception between parent involvement and family engagement	Parent involvement	“Between involvement and engagement? I don’t know it could be seen as the same. Involvement could be anything from reading to them at home to providing paper plates for the Christmas party. It has a variety of meanings in my opinion.”	It was evident that Jackie had not received training on parent involvement and family engagement. The definition provided was vague and unclear.
	Family Engagement	“They’re engaged in their child’s experience I think they are participating, they are reading what you sent home they are communicating actively with their child and	Jackie was using the terms parent involvement and family engagement interchangeably.

		<p>teacher.”</p> <p>“We try to provide activities all the time for them to be involved as they would like if they want to come in once a week to volunteer in our project or get involved in the center; really, it’s whatever they’re able to do.”</p>	
Lack of Training		<p>“I need to learn more and I’m curious. I think there needs to be more training for teachers in that area.</p> <p>If you’re like me, you got your masters 100 years ago and all you’ve been doing in continuing ed and its been curriculum</p>	

		<p>related or district policy related and you haven't had training related, you really don't know how to deal with students like that. You may or may not have ESL in the old days or DLL teacher in your building that may or may not have time/energy to help you with resources. If not, you're sort of on your own."</p>	
<p>Teacher perceived challenges</p>	<p>Teacher anxiety communicating with families of DLLs</p>	<p>It's easy to engage the families of English-dominant students because it's less work on the teacher because you can communicate with them in so many ways. The teacher is speaking the same language as the</p>	

		<p>family members so there is no barrier.</p> <p>“If they don’t understand what you’re saying and what you’re offering in terms of opportunities they aren’t going to be included or be a part of it.”</p> <p>“I think it’d be a challenge but certainly now with technology you can break that barrier and get them the information they need.”</p>	
	<p>Family work schedule</p>	<p>“Everyone is working and there may be 3 or 4 different people that pick up a child in a period of a week that I see. so, it is</p>	

		very difficult to communicate sometimes.”	
	Lack of family participation	“I think the only barrier now really in this system is the lack of participation”	
Family Challenges to FE	Communication with Teachers	“I think the PreK administration is catching on finally to the need. Some schools in particular that have a higher population of children who don’t speak English as their native language. I think they are becoming aware that it is a need for teachers and becoming more resourceful if they don’t have the answer, they’ll always find it through	

		<p>you guys [IMPACT-PD and UAB] and other teachers who do have the resources.”</p>	
<p>Awareness of Need from Administrators/Lack of Support from Admin.</p>		<p>“I think the pre-K administration is catching on finally to the need. Some schools in particular that have a higher population of children who don’t speak English as their native language. I think they are becoming aware that it is a need for teachers and becoming more resourceful if they don’t have the answer, they’ll always find it. Through you guys and</p>	

		other teachers who do have the resources.	
Lack of Family Engagement		As most of them work, they aren't able to come in a lot. So, we mostly see them at programs, parties, field trips and things like that. So, we try to schedule activities for them to be in the classroom."	From Jackie's description, it was evident that she relied on parent involvement activities rather than family engagement opportunities.
Lack of Resources	Would find another teacher with resources	"So, we try to use multiple methods: hard copy note, email remind, all different ways to keep them involved. But I think it's very challenging in this community and having worked in other more	

		<p>affluent areas where everyone is at your door every day and trying to get in to do something this is very different.”</p> <p>“First thing I’d do is find a resource. Someone like you or someone at a local university another teacher that has been through IMPACT program; someone with training on what to do. At the end of the day you’re going to use your Google App and come up with some translations. Thankfully my creative curriculum has strategies. I think it’s a lot of digging and hunting to find what you</p>	
--	--	---	--

		<p>need. Even your administrators in our case would be helpful in our case.”</p>	
--	--	--	--

Katie- Data Coding			
Theme	Sub-theme	Salient Quotes	Researcher's Thoughts
Differences Between Parental involvement and Family Engagement	Parent Involvement Activities	<p>“Parental involvement is more, they're showing up or they're donating things, like donuts for dads or something like... They're there, but they're not engaged in their learning. It's separate for me.”</p> <p>“Every month I have parent involvement by them being able to donate snacks to our classroom, since we do community snacks. Going on</p>	

		field trips and those kinds of things.”	
	Family Engagement Activities	“Family engagement is, the family’s actually involved and engaged in their student's learning. And like, really getting hands on with their learning.”	
		<p>“Yeah, I would say probably, I have at least one family do something once a week. I try to have every family in my classroom engaged at least once a month, and I know that's hard for some families but that's been my goal. And it's been working pretty well this year.”</p> <p>“With our first class Pre-K they were required to do 12</p>	

		<p>hours, so that's a nice incentive for the parents. But I have many parents who have done closer to 40 or 50 hours this year, because we've done so much stuff. So I think that.”</p> <p>“It makes it so much easier when your family's engaged and that everyone feels comfortable, and it's a welcome environment. And I think the best way to do that is just bringing their culture and their family into the classroom. So I think it's very, very, very important.”</p>	
	PACT time	<p>“Family engagement is a lot different than parent involvement, opposed to like donating something. Family</p>	

		<p>engagement I might have them come in for parent and child together time, PACT.”</p> <p>“I’ve mentioned a lot of those, but I really love PACT time, or FACT time now, just having them come in the classroom and be hands on, maybe watch a mini lesson with us. And then participate in that activity with their child. That’s been my favorite one, because they can see the actual learning in our classroom.”</p>	
	<p>Home/Family Visits</p>	<p>Family’s Funds of Knowledge:</p> <p>“I would have them maybe do home visits and do things that we’re really getting to know</p>	

		<p>each other. Where they're learning about me, I'm learning about them. We're working together to work on our student's education.”</p>	
	<p>Family Dialogue Journals</p>	<p>“And I also use the family dialogue journals that I talked to you about, that's a great way that I've been able to talk to them because I learn about their culture, and I let them use their home language, even if that means extra work for me going into and figuring out what they're saying. But yeah, those are my favorite ways to communicate with dual language learner families.”</p>	
<p>Family Engagement Training</p>	<p>IMPACT-PD</p>	<p>“I also participated in the IMPACT-PD grant which gave me four Master's classes while I was an undergrad, and</p>	

		<p>I'm now completing that Master's this summer in ESL.”</p> <p>“But luckily IMPACT has given me a lot of good resources to help me overcome those barriers.”</p>	
	<p>Master’s Degree in ESL/ Coursework</p>	<p>“I also participated in the IMPACT-PD grant which gave me four Master's classes while I was an undergrad, and I'm now completing that Master's this summer in ESL.”</p>	
	<p>Level of confidence</p>	<p>“I feel really confident in being able to do that because of the IMPACT-PD Grant. They've given me so many resources and ways to implement meaningful education experiences for all learners, including our dual language learners.”</p>	

Support from pre-K Administration		<p>“The Pre-K department's really good about being there for us, and we also have an OSR coach which has been super helpful because they can focus more on just us. And they're there for our individual needs, so it's really great that we can email them or whatever and they can send us resources over. So that's been helpful.”</p>	
Teacher- Perceived Challenges	Family Work Schedule Conflicts	<p>“With all families. Just time management, yeah. But trying to fit in the time to do it for them and for when it's good for us, that can be tough sometimes.”</p>	
	Teacher Anxiety Communicating with families of DLLs	<p>Language Barrier: “Definitely, and that's mostly just language barriers, that makes it a lot more stressful.”</p>	

		<p>But luckily, I speak a little bit of Spanish, enough to get by and communicate with them.</p> <p>But then when I have students who speak Arabic or Chinese, that makes it a little tougher.</p> <p>But luckily IMPACT has given me a lot of good resources to help me overcome those barriers.”</p>	
Family Challenges	Cultural Differences	<p>“People come from all different cultures and backgrounds, and a lot of students may have different cultural expectations of what it means to be engaged in the school. And so that's a big challenge, is making sure that you're not stepping on their toes and that y'all understand how/what family engagement means to them and to you.</p>	

		<p>And then also, again the language barrier makes it challenging.”</p>	
<p>Home Language Support</p>		<p>“I give them opportunities and resources in their home language. And one of the things that I love to do with my dual language learners that I don't do with my English only parents, is having them come in and help me translate things in the classroom. And they might read a bilingual text with me in the classroom. And those are ways that I can get them</p>	

		more involved that you can't always do with your English dominant families.”	
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Melanie- Data Coding			
Theme	Sub-theme	Salient Quotes	Researcher's Insight
Misconception Between Parent involvement and Family Engagement	Parent Involvement Activities	<p>“Parent involvement, to me, is getting the parents to be involved in their child's education at the school. Family engagement is, well I guess it's very similar in that it would be coming, yea, I guess it's the same, coming to the school to be engaged with their child.”</p> <p>“Because it is pre-K, we get to see them in the morning when they drop off and, in the afternoons, when they</p>	Participant believed that parent involvement and family engagement were the same thing and used the terms interchangeably

		<p>pick up. They can come to breakfast with us, they can come any time during the day for lunch, just to observe, go on field trips. They bring in goodies at random times, celebrate a birthday. There are many opportunities that they can come in. Actually, most of my parents do, whether they are monolingual or dual learners, and English speakers. They're very cooperative. To be honest, you really can't see a difference in my classroom among any of the kids' parents because they're just involved. I do love it.”</p>	
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<p>Family Engagement Training</p>	<p>IMPACT-PD Grant Training</p>	<p>“I think back to that it was, when I was at IMPACT at Glen Iris or the other school in the summer. That was a good eye-opener for me to make sure that I taught correctly. Everything that you [IMPACT-PD Grant] taught us was actually really beneficial and you can take what we learned and apply it to our own school settings. It's just easier for me because I only have one or two dual language learners. That was more challenging, at the time, because there were more who did not speak English and I was not able to flub it, to get by as well as I can at my school, just based on the numbers.”</p>
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Teacher-Perceived Barriers	Teacher anxiety gaining parent's trust	<p>“I guess at the beginning of the year. I always have a little bit more anxiety at the beginning because you don't know the parents. The parents don't know you, so you're trying to gain their trust, whether it be that you're a safe person, that whatever they say is going to be kept confidential. That they can tell you whatever they need to tell you and it won't go any further than that. There's always that anxiety at the beginning of the year. Towards the middle, end of the year, I really don't have any ... I'm always nervous talking to parents. I could talk to kids</p>	

		<p>all day long, but talking to parents, of course you always, if you're not nervous, that's wrong. I guess I get a little butterfly in the stomach, but other than that..."</p> <p>"At the beginning of the year, the parents don't really know what to expect because school is new because they're only four and going to the real big school. More parents are, I'd almost say, uneasy or unsure of what to expect. They would come in maybe three or four at a time, for breakfast or for lunch, the first, I'd say, six weeks of school. After that they kind of get the idea that we're</p>	
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		there for the kids, that we really care and that it is okay.”	
Family Barriers	Cultural Differences	<p>Family’s Funds of Knowledge:</p> <p>“I try to make it more relevant to them as well. It is a different culture, so you try to make it more relevant but that's often hard because I don't know other cultures fully.”</p>	
Support from Pre-K Administration		<p>“Yeah. Pre-K does very well with providing us with all kinds of professional development stuff at Parker High School. It is DLL [training] and also, even in our school, we go through the DLL teacher.”</p>	

<p>Access to Resources</p>	<p>Translators</p>	<p>“Then we also have a Spanish-speaking ...I don't know if she speaks Spanish ... I know one speaks Spanish and the other one, I believe she speaks other languages as well. She will translate a note that goes out to all the English speakers and if you need it in a different language, she is able to do that. You just send it to her via email and she will translate it and give it back to you within 24 hours.”</p>	
<p>OSR pre-K Required Parent Participation Hours</p>		<p>In pre-K, per the OSR grant, they have to do 12 parent involvement hours for the whole year. My class, I just did that today, earlier, the totals. Most of them have</p>	

		<p>like 40 to 65, it's crazy! It is great. But you get an hour for going to the parent involvement meetings which are held every other month at Amelia Elementary at the school library and then they go on field trips, they can bring in birthday stuff, you can get an hour for that. You have lunch with the kids, breakfast with the child. They can work in the classroom at any time.</p>	
Home Language Support		<p>“We use, let's say Spanish, in our classroom. There's a Doctor Jean song, Hands on My Head, that conveys the "ojos", "orejas", all that. It encourages those children, which ironically, she would</p>	

		<p>not sing it at the beginning, which I found very odd, but the other kids were more willing to take the risk at saying the words wrong compared to the person who knows how to say it correctly.”</p> <p>“She's probably thinking that 'I can do that at home but this is school and I shouldn't... I'm confused. Why am I saying this here when my mom and dad said only English at school?' I encourage both languages at home, also, because that's their native language. They need to be able to talk to grandparents and family members too who may not</p>	
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		know English.”	
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Isobel- Data Coding			
Theme	Sub-theme	Salient Quotes	Researcher's Thoughts

<p>Differences Between Parental Involvement and Family Engagement</p>		<p>I feel like with involvement, maybe they come in the classroom. One time, I had the parents ... I was getting all new classroom furniture. So, they call came in and helped me move out the old furniture. I feel like they were ... I feel like that was the involvement.</p> <p>“Engagement, I have had parents who come in and read stories and make bracelets with the kids and reach out to other parents. I don't know, I feel like they're more engaged with me and the students and the parents, versus the parents who came in and helped me move furniture is just ... They didn't have anything to do with the kids.”</p>	
<p>Professional Development Hours</p>		<p>We're required with pre-K to have at least 30 professional development</p>	

		<p>hours per year, which I usually do over 30 hours. I think, right now, I may have about 58 hours of professional development.</p>	
<p>Lack of Family Engagement Training</p>		<p>“Well, in the past, everything was in English. But the director would translate it for my two parents who did not speak English. Later on in the year, they sent me to a training. I was like, "Okay, we're supposed to have stuff up in two languages, so we can have some stuff on the wall." But I never just had an in-depth training.”</p> <p>“Besides when I started this EdS program, last summer I took a class on how to ... ways to engage the family and English language learners. But before then, I hadn't had any training or anything. But I took that one class last summer and</p>	

		<p>then when I worked in the daycare, the assistant director was very helpful.”</p> <p>I feel really confident, but I kind of feel like I need to at least take some classes on a different language, just so I can communicate small things.</p> <p>“When I went to Harold Ever Learning Center (pseudonym), I was a floater. So, in the baby room, they taught them sign language. So, I learned it. It was only simple things like milk, more, all done. So, I learned those in sign language. I learned those few things in sign language and then I was able to communicate with the babies as well. I kind of feel like I need to learn just a few basic words in a different language so I can still at least communicate ... I'm not saying that's</p>	
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		<p>the only way, but that shows that I'm trying to ... I'm engaged and I'm really concerned and I want them to see that it's just not all about speaking English.”</p>	
<p>Teacher-Perceived Barriers</p>	<p>Anxiety/Fear of communicating with families of DLLs</p>	<p>“Only, I'll be sad if I can't fully communicate, like if I only speak English and they only speak Spanish. So, I just ask that, "Oh God, how are we going to communicate?" But sometimes, it's like, the kid is there to help translate, but I never treat them like a translator. So, that would give me anxiety. But, I'm still open to communicating. I'm not going to not talk anymore because we both speak a different language.”</p>	
<p>Communication with Families of DLLs</p>		<p>“Some of the parents will not read the papers I send home. So, I would use the Remind app. Or sometimes,</p>	

		<p>I would show visuals. I show a picture, okay, this is what we're going to do. I would talk to those two parents when they come pick up or drop off. But with other parents, I can just send it in the Remind app and they know. But those two parents, I need to show visuals to try to make sure they're understanding what I'm saying was going to be going on. And then, if they still looked like they were confused, then I would call the assistant director in, and she would just explain to them what was going on.”</p>	
<p>OSR pre-K required family involvement.</p>		<p>“With the Bonnie City Pre-K, we have to have 12 family involvement hours. But, I make sure it's activities that have to do with the teachers and the parents and the students working together. So, each month ... really,</p>	

		each week, I provide a way for the parents to come inside the classroom and not just sit there but be engaged in there with us.”	
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Jill- Data Coding			
Theme	Sub-theme	Salient Quotes	Researcher’s Insight
Differences between parent involvement and family engagement	Parent Involvement Activities	“Parent involvement to me is anything you have the parent come in to do. Cut things out; dads for doughnuts.”	

<p>Family Engagement</p>	<p>“Family engagement is when you are working with the child and parent.”</p> <p>“Just working with them, answering any questions they may have about their child’s education. The teacher learning more about the family too that’s equally as important as the teacher giving the families resources the families give the teachers lots of resources too and you don’t really get that when you do family involvement but you get a lot more when you’re really engaging with the families.”</p> <p>“I’ll also get the kids really excited about it by saying hey your mom and dad are coming to learn with you. They’ll go home and talk about it. I try to send letters in home language if I can. I remind them verbally.”</p>	
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	PACT time	<p>Parent and Child Together (PACT) time</p> <p>“We always have those engagement pieces like PACT time we’re going to sit in front of the parent and help them learn things with their child.”</p>	
	Family Engagement Night	<p>One thing I did do is that we can’t really invite them to bring their sibling during the school day but on the engagement and literacy nights I made sure that they knew they could bring their whole family and siblings so that they whole family could learn together. I thought that was really important.</p>	
Family Engagement Training	IMPACT-PD Grant at UAB	<p>“I’m finishing up my master’s degree in ESL through the IMPACT-PD Grant at UAB.”</p> <p>“Due to all of the training that I have had, I do have a lot of strategies and scaffolding techniques.”</p>	

<p>Teacher-Perceived Barriers</p>	<p>Anxiety communicating with families of DLLs</p>	<p>“For PACT time when parents come in and they would work with their child and I would have those activities but it was hard to do the debrief section where she would explain difficulties to me and I would give her strategies and scaffolding techniques. That’s more difficult for me when I didn’t have the translator there to go back and forth and explain what each other were saying. That would be my biggest difficulty to relay the information when I didn’t have a translator there to help me.”</p> <p>“Parents that have more English are more likely to come. English speaking parents are more likely to come.”</p>	
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Family Barriers		<p>“The problem is the language barrier. It may seem like our families who speak Spanish as their home language they aren’t working as hard with their kids but it’s not that it’s that they may not have the resources so we need to be there to give them the resources and that’s where the engagement comes in. We need to give the resources. They want to be there and they want to do things for their child. It is their second language so it’s hard to teach someone when they don’t know the language so you have to give them the scaffolding techniques.”</p>	
Lack of Support from Administration		<p>“I don’t think that I received great services from my school but I’ve reached out to other people to receive that help that I’ve really needed.”</p>	

Challenges of Home Language Support		“The co-teacher that I spoke about helps me translate my letters. The administration really didn’t do much for me. It’s me reaching out to find the resources by myself.”	
School-Family Communication Resources	Bilingual colleague	“I have a co-teacher next door who speaks Spanish.”	
	Other family members	“I do have a few parents that are almost completely bilingual. Their English is pretty strong. Sometimes I will use them to translate among parents when I need to relay information to all of the parents.”	
	Translating Phone Applications	“I try to use this app called Remind because it lets you send out messages and texts in multiple languages.”	
OSR pre-K required parent participation		“In Pre-K they have required volunteer hours so I’ll use that as one of my things as ways to log volunteer hours.”	

		<p>“I’ll use my engagement nights and PACT time and stuff and say hey this will count as your volunteer hours required by PreK.”</p>	
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Kathy- Data Coding			
Theme	Sub-theme	Salient Quotes	Researcher’s Thoughts
Misconception Between Parental Involvement and Family Engagement	Parent Involvement Activities	<p>“I would say yes because parent involvement just focuses on the parent and how they can be involved with the academic process.”</p> <p>“Some of them [parents] do participate in the parent involvement meeting but outside of that it may be every couple of months but not frequently.”</p>	
Lack of Training	Definition	I feel like family engagement involves the parent and the children and they might be doing activities that are necessarily pertaining to academic	

		success. They're doing bonding activities.	
Teacher-Perceived Barriers	offending families	"I wouldn't say anxiety but I am kind of worried because I don't want to be offensive to them. I want them to feel them as welcome."	
Family Barriers	Communication	<p>"Yes, the language is always a challenge. Regardless of the language, everyone has the same concerns. Reassure them that you have their most valuable possession and you're going to take care of them."</p> <p>"I feel pretty good. I wish I could communicate more with them I have a good connection with them but I feel the connection would be better if I didn't have to speak with someone else or use an app to communicate."</p> <p>"I try to use several different apps. I try to use picture cues. Sometimes the kids speak more English than the parents and it's kind of hard in Kindergarten to get them to convey a message but I try to use them. We translate a lot of letters. Our bilingual paraprofessional."</p>	

Some Support from Administration		They've given us a lot of training. I found... it kind of helps but until you're in the classroom with them and put in that situation you kind of assume. They're all different personalities. Some of them respond well and some don't. It's a case-to-case basis.	
Lack of Resources	Translation Apps	"I try to use Google translate and different apps but sometimes the translation is a little off. I feel like they know I am trying so they... I haven't had any problems with them and I just try to be understanding like if I were in their position how I'd want someone to reach out to me."	
	Bilingual Colleagues	"We are lucky to have several teachers here that can translate for us. We translate a lot of letters. Our bilingual paraprofessional."	

<p>Lack of Family Engagement</p>		<p>“I don’t think we really have necessarily like family engagement unless it’s school sponsored. Sometimes field trips or if they have the carnival at school.”</p> <p>“I just try to make sure that they have the same opportunities as English-speaking families. Sometimes to me the DLL families are more involved than English speaking. Sometimes it doesn’t even have to be monetary. It’s just the support they give. The aunt, sister or brother.”</p>	
<p>Home Language Misconception</p>		<p>“They come in everyday with a smile on their face. Even though they don’t know what you’re saying, it’s universal”.</p> <p>“Regardless of the language, everyone has the same concerns. Reassure them</p>	

		<p>that you have their most valuable possession and you're going to take care of them.”</p> <p>“I just feel like sometimes it's a little harder for them because they don't know the language. It's not necessarily that their child isn't as smart.</p> <p>Sometimes I see their child come to kindergarten and their very smart and they know a lot of things in Spanish but when you test them in English they go from being super high to low because they're having to learn a new language. I think they prepare them and they'd prepare them more if they had the right tools to do so.”</p>	
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Deborah- Data Coding			
Theme	Sub-theme	Salient Quotes	Researcher's Thoughts

<p>Differences Between Parent Involvement and Family Engagement</p>	<p>Parent involvement activities</p>	<p>“Parent involvement is a classroom thing that does not involve It is an active engaging process where they are invited to participate and support their child’s learning and to do that any way they can. If that’s in the classroom, outside the classroom, before/after school.”</p> <p>“We do family picnics. They come into the classroom and participate in reading with us but it looks very much like it does with monolingual students. Whereas family engagement requires activity and participation from the families. It is an active verb.”</p> <p>“It’s an open invitation, open door policy. I mean I’ll actually... control isn’t the right word but I will do what I need to do to engage every parent if possible.”</p>	
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	<p>Social Classroom Community</p>	<p>“At every opportunity I provide, they participate. It depends on how many opportunities I provide for them.”</p> <p>“I think my biggest thing about family engagement in Kindergarten is that we need to help teachers know that they can’t be afraid to go that extra step to engage and that family visits are so crucial to invite families in. Often times there is an apprehension and fear where families don’t know that they are invited. Also, teachers don’t understand the difference between involvement and engagement.”</p> <p>I make as easy as possible for them.</p> <p>When they come in I make it as easy as possible for them to engage by inviting and introducing all my</p>	
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	Family Visits	<p>families together. I mix and mingle families. You know, Juliana this is Eric's mom, Eric this is Juliana's mom and try to introduce and build a community. Besides that, I have built such a social community within the classroom that they want each other's parents to know each other.</p>	
	Equitable Opportunities	<p>Family's Funds of Knowledge:</p> <p>"Family visits are so crucial to invite families in."</p> <p>"I think as soon as you start treating your dual lingual students any different from your monolingual families is when you start creating a bias in the classroom or you start separating and you start creating something that seeps into your classroom and separates your</p>	

		classroom community and the students feel that.”	
Training in Working with Emergent Bilinguals.		“I am more confident about working with my DLL’s sometimes than my low monolingual students because I know they are receiving extra support at home.”	It was apparent that Deborah did not have any anxiety engaging families of DLLs
Home Language Support		<p>“My DLL families receive as much as possible if not everything in their home language. Also, when I’m trying to do that I utilize them to help me communicate with their child at school.”</p> <p>“If I try to utilize their home language and try to work with them the best that I can and reach them where they are and attempt. Most of the time, they want an attempt on our part and they will reach back.”</p>	

Overcoming barriers		<p>Sometimes I have to overcome some barriers in that sometimes they are afraid of coming to the school or worry about what it means. It has to be a welcoming and open environment and subside some of their fears. It hasn't always been an open environment for them in this country. Especially, depending on how they got here. But being a Kindergarten teacher and I'm their first experience, if I make this a come, come, come experience, they don't know any different. Other than apprehensions, I don't face any challenges."</p>	
Family Barriers	Prior negative experience	<p>"Sometimes my monolingual families struggle a little bit more only because I think they... what I've found is that my monolingual students' families tend to be a little bit more jaded</p>	

		<p>towards coming and helping with the school system. Whereas my DLL families are so much more eager to learn and embrace what is happening in the classroom. I can't explain why but it's been every nationality and language variable that I've had within the classroom."</p> <p>"Often time there is an apprehension and fear where families don't know that they are invited."</p>	
<p>Lack of Administrative Support</p>		<p>"Sometimes I'm looked at a little strange since I do put so much emphasis on my DLLs. Some PD. We have a pull-out system for our EL students right now. I feel very lucky that I have the education that I have to support them in the classroom."</p>	

Kendra- Data Coding			
Theme	Sub-theme	Salient Quotes	Researcher's Thoughts

<p>Misconception Between Parent Involvement and Family Engagement</p>		<p>“Parent involvement can be activity-based, but also like parent meetings that you have to communicate with the parents, them sending in things, like supplies.”</p> <p>“They [the parents] always take care of me, always send in stuff whenever I need anything, and always eager to help provide for the classroom.”</p> <p>“I feel like family engagement is activity-based.”</p> <p>“My parents don't come in weekly but monthly they probably come in maybe at least two times, one or two times a month.”</p> <p>“We have mystery readers every Friday. So, one parent sends out Sign-up Genius at the beginning of</p>	<p>Kendra only referred to parent involve ment activities .</p>
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		<p>each semester and parents sign up to come be the mystery reader.</p> <p>We've had, like I said, parenting-day, grandparenting day where they've been able to come in and see what we do in our classroom. I also invite parents to all of our parties and even if a lot of the parents help plan all the activities, but other parents just come to support and participate. And then with our field trips, all of our parents actually have to go on our field trips that we go on.”</p>	
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Lack of Training		<p>“I feel like in college I was preparing more towards Hispanic students... and so it's been a learning process with Japanese students just because, obviously, the language is different and the culture's different too.”</p>	
Teacher-Perceived Barriers	Anxiety/Fear working with families	<p>“I get a little nervous just because I'm very young, and so all the parents are older than me and I don't have kids of my own. I'd say I get a little nervous. Once the year goes on, I feel like I'm able to build a relationship with parents where yeah, they respect me and my opinion and I've always had great relationships with my parents.”</p>	
	miscommunicating with families of DLLs	<p>“My only anxiety or fear is that something will be miscommunicated. I never want to</p>	

		<p>upset them or they get the wrong idea of who I am and what we're doing in our classroom. And so I feel like that's my only fear is that they might mistake something that I say or I might say something in the wrong way that it was misinterpreted. But so far everything has been very well with that. But I do get a little nervous just that I'll stumble over my words or something will be miscommunicated.”</p>	
	<p>DLL families less likely to come in by themselves</p>	<p>“I feel like my dual language parents are more eager to participate when a lot of parents are doing something. They don't necessarily, I've noticed that they don't come in when I'm just asking for one or two parents to come in.”</p>	

Family Barriers	Family's work schedule	<p>“Just figuring out when is best for families, kids. I think it's easy to forget that they're working, too, and whenever they do come to the classroom they're taking time out of their work schedule. So I feel like that's the hardest part is working around their time schedule.”</p>	
	Families Working Effectively with Child	<p>“You know, if they are passionate about education, learning to read early, and practicing different skills at home. I feel like even with English speaking families it varies from family to family. So, I feel like with dual language learners, it also varies from family to family.”</p>	
Lack of Resources	ELL Teachers	<p>“I feel like I've gotten my most help from the ELL teachers. I feel like she's been very helpful, especially with my Japanese students. Because, like I said, I</p>	

		<p>didn't have much experience with Japanese students or families before going to Ivy Elementary. And she [ELL teacher] knows so much about that culture.”</p>	
	Communicating through email	<p>“My family this year, my Japanese family, the father prefers email, so-... just emails stuff. That's been amazing, too, we communicate a lot over that.”</p>	
	Translator	<p>“I've found I try to ask them at the beginning of the year the best way. And last year a bunch of my Japanese families used translators, and my Spanish speaking families, we have an in-house translator or in-school translator that would always help with me, communicate things to them.”</p>	

Jordan- Data Coding

Theme	Sub-theme	Salient Quotes	Researcher's Thoughts
Differences Between Family Engagement and Parent Involvement		<p>“I mean parental involvement can be anything if you're involved.”</p> <p>“Parent engagement's a whole different avenue. How are they engaged? How are you getting this? How often do you feel actively involved in your classroom? But engaged is a whole other term. Families making sure they get their say in the practice, and when I taught family literacy a good example of that.”</p> <p>“Sometimes schools think they are involving parents but the parents aren't engaged and they may want to be but they may not know the avenues of what to do. They may be involved but they won't be engaged.</p>	

Whether they're at home and engaged, whether they're in your classroom and engaged, or both.”

No anxiety:

I don't, but it's what I thrive in. I love parenting, that's the reason I love Kindergarten so much. I feel like parents, monolingual, bilingual, I feel like Kindergarten is one of the stages where they want to be involved and they want to know. They take a little more effort themselves, I just feel like you have more success there.

The older they get, they kind of drop back a bit and it's difficult. But I think they all want to be engaged and they don't know how to be engaged. I think it's also communication, just making sure that they understand.

Sometimes that means you need to translate something, or call with the

		translation. Sometimes it's as simple as giving an example.	
	Home visits	<p>Family's Funds of Knowledge:</p> <p>make home visits when that's feasible. There have been some times that I won't just because of safety, but if that's ever feasible I'll go with my husband, or I'll go with another teacher. If the parent can't come to school or doesn't seem to be able to get there for whatever reason I will make an effort to go.</p> <p>Tapping into culture: And then it brings us to how we learn a lot about cultures, about different like our Valentine's day or kids day in Japan they get candy, you hear a lot about that. We try to bring it where they bring food in that people don't necessarily eat. Other cultures don't</p>	

		<p>eat other cultures food. I've learned that the hard way. But we just talk about the special traditions so that each family make a paper plate with what they eat on other holidays and we put those out and talk about those. So I'm just trying to find ways to do that.</p> <p>We had grandparents and a dad build an igloo. It was one of the neatest things that I've ever done. I'll figure out some way to do that again. And it's just traditional, whatever we do I really try to incorporate and go above and beyond to get parent involvement from everybody so they can feel comfortable in order to.</p>	
<p>Training in working with Emergent Bilinguals</p>	<p>Master's Degree in ESL</p>	<p>We have a bilingual interpreter, we also have a teacher that I work with. Any other support from the county is fantastic. Those are all things and</p>	

		<p>ways that we're able to help.</p> <p>Anything I've ever needed, from materials to anything, they've always got me. So I've always had great support. I know everybody can't say that, but I can.</p>	
Communication with families of DLLs	Comprehensible Input	<p>“On my end, I have to change my wording to be very brief and basic so that it translates easier. I don't do everything like that, but sometimes if there's important things coming up, or information then I will do that.”</p>	
	Open communication	<p>They contact me about anything. I will say at the end of the year every one of my multilingual parents text me with any questions. Even this week I had one that had not text me at all and it was last week about field day. I had sent the information but she just wanted to know details and I said we'd give them to her.</p>	

		<p>I do give my personal email out. But my personal cell phone too. I've never had a parent abuse it, if I do, I'll change my number and not do it anymore. I've never in all these years had anybody abuse it. And I've never had a problem.</p>	
Family Barriers	Families understanding their role	<p>Sometimes you get parents that are so dependent on you that they want everything spoon-fed and you just have to let them know that's not the role here. You need to take part, this is what you need to be doing. When there are issues it really involves them to be engaged in. Whether I've not been clear, whether they've not been clear, sometimes they don't know that they don't understand something. And then sometimes you'll get where parents don't want to inter-mingle. In all my years of</p>	

		<p>experience what I've found with that is they just don't understand so I really try to make it a family environment where we've got everybody sharing and doing and having a part. I just try to make it a big family event. Every Friday I gave the Kindergarteners awards, it was in front of the parents and I find how every one of them was an asset to our classroom.</p>	
	<p>Families' anxiety or fear in engaging</p>	<p>I think some of them have some anxiety and fear. Honestly it boils down to they don't want to come across like they don't know what they're talking about. I find it more a self-awareness kind of thing. It's that affective filter. Once you make them feel comfortable, everything's usually fine.</p>	

<p>Home Language Support</p>		<p>“I send everything home, and I send it in English. I'll usually take it to our bi-lingual translator, and I'll just highlight portions that are important and have her to translate. I love the Google docs translator because I can do things in Japanese even though I can't speak Japanese. But I always have to go back and cross-check it and make sure it says what I want to because things do get lost in translation.”</p> <p>“On my end I have to change my wording to be very brief and basic so that it translates easier. I don't do everything like that, but sometimes if there's important things coming up, or information then I will do that.</p> <p>This year I only have Japanese, Spanish. We have one other language, I want to say its Russian. They rely mostly on English and that's what we use. We don't even</p>	<p>Home Language Support</p>
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		<p>translate it to Russian for the mom.”</p> <p>As soon as I check them in, sign them out and translating. She can text and talk to me, and she was one of my students.”</p>	
Teacher-perceived barrier	Lesson Preparation Time	<p>“I feel like I don't have enough time for preparation because I know sometimes what needs to be done in order to give them the connections that they need. But, sometimes I'm able to meet those needs and others I have to depend on ESL teachers support or other people who can help give me the resources. That would be the one thing I would say. Teachers never have enough time to add things that would help the lesson if that makes sense. Sometimes I don't have the time to adequately meet the needs of the lesson. I know what I should be doing but can't meet it to the</p>	

		<p>fidelity that it should be done. It's not trying to be a good teacher."</p>	
<p>Access to Resources</p>	<p>School Translator</p>	<p>"But typically, when we need to be very specific, like parent night or anything like that, we will make sure we have those translators available. I send everything home, and I send it in English. I'll usually take it to our bi-lingual translator, and I'll just highlight portions that are important and have her to translate."</p>	
	<p>Translating Applications</p>	<p>"I love the Google docs translator because I can do things in Japanese even though I can't speak Japanese. But I always have to go back and cross-check it and make sure it says what I want to because things do get lost in translation."</p>	
<p>Support from Administration</p>		<p>"We have a bilingual interpreter, we also have a teacher that I work with.</p>	

		<p>Any other support from the county is fantastic. Those are all things and ways that we're able to help.</p> <p>Anything I've ever needed, from materials to anything, they've always got me. So, I've always had great support. I know everybody can't say that, but I can.”</p>	
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Kathryn- Data Coding			
Theme	Sub-theme	Salient Quotes	Researcher's Thoughts

<p>Misconception Between Parent Involvement and Family Engagement</p>	<p>Parent involvement activities</p>	<p>“We had our end of the year party today and all the parents are welcomed to come. So one of my little friends, her parents weren't able to come. So, the two who's were able to come, one came but they didn't necessarily bring anything, didn't offer to help, which is not a bad thing. It's totally voluntary. Another family brought sandwiches and a ... more food and just really get involved. They signed up to bring things. So they're almost seeking out more ways to be involved”</p> <p>“To be engaged more than just showing up and being present, which both are great, but ... It makes me too wonder if this family also has two other</p>	<p>Kathryn stated that there was a difference between the two but only described parent involvement activities</p>
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		<p>students that have gone through the school system. So, I don't know.</p> <p>“I want the parents in here. I want them to see their children learning and thriving in the classroom, to see their best friends, to see how they interact with each other.”</p> <p>“And again, you're building that trust and relationship with them too.”</p> <p>“I love it. I hate that ... I don't hate but the way our system works is we only allow four parents to come on field trips. So that would be my only negative. That I can't invite all the parents to come on field trips.”</p>	
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		<p>Family's Funds of Knowledge:</p> <p>“The only thing I could think about was last year we actually had an ESL game night or STEM night. So, all of the ESL families from our school were invited. There were also ... it was a little potluck thing. So, all the families are invited to bring a dish to share. That was so neat. The teachers who volunteered were asked to create some kind of STEM games. It was like a little ... kids could go around and play different games. But to see the community in those families, it was huge.”</p>	
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Some Training	Professional Development sponsored by administration and ESL Department	<p>Family's Funds of Knowledge:</p> <p>“My administration also offers professional development that helps teachers just learn more about the environment. I learned more about differentiated learning ... learn some more about just some ways that we can influence this culture too.”</p>	Kathryn had received some training on working with DLLs and EBs but was very vague about what the focus of the training.
Family Barriers	Earning respect from families of DLLs	<p>I try and make sure to let the parents know that I want to earn their respect. In return, I ask for their respect. I really make sure and I try really hard especially with the DLLs to build that trust in the beginning, to build that foundation and that this classroom is a safe environment.</p> <p>When your kid comes in, that is now my student and my child. I am the "mom" at school. So</p>	

		<p>please know that I will treat your baby like my own. I think that has helped build that trust and relationship with families.</p> <p>There is no fear anymore or anxiety.</p>	
	Family's work schedule	<p>They work and they have to balance as well. But they make time and they come. One of other little girls, I know her parents both work. Just they don't get a chance.</p>	
	Finances	<p>the only barrier I've seen is sometimes a financial barrier.</p> <p>For example, we have a carnival in the fall and entrance to the carnival ... it's a huge fundraiser, but it is \$20, \$25 for a wrist band, which obviously includes a lot of things but sometimes.</p> <p>That is a big challenge for them.</p> <p>Again, like I said, it's either one</p>	

		or all. It's all or nothing. Most of them do not come because of that.	
Support from Administration		“I cannot tell you the amount of love that I've seen from our administration from our assistant principal and principal. Just welcoming any type of family whether it is ESL or Spanish speaking or whatever kind of DLL. But the overwhelming joy that they see too. A lot of times they do face the language barrier and hugs and nods and thank yous. It provides a trusting environment.”	
Access to Resources	Translating Phone Applications	I talked about ClassDojo so really translating ... if I can translate through ClassDojo that has not been an issue. A lot of times they send home notes that	

		are in English. Either I will have it translated by the translator and send them a Spanish version or I will copy and paste it on Dojo.	
	Spanish translator	Being kindergarten, we have the "meet the teacher" and almost the pre-orientation and with that we have a translator in here too. I try and make sure to let the parents know that I want to earn their respect.	
Home Language Support		Like I said most of the notes are from the office or from the county. So they always have a Spanish version. "You're going to find ways to speak with them. So, I've tried to learn Spanish. My husband is learning French.	It was apparent that Kathryn was receptive to learning a new language.

Nora- Data Coding			
Theme	Sub-theme	Salient Quotes	Researcher's Thoughts
Differences between parent involvement and family engagement,		<p>"Hey, are you involved in it?"</p> <p>This is a teamwork effort. So therefore, as an educator, I can't do this alone. I need you to reinforce some skills and things at home as well, so that's where parent conferences come in. That's where you're coming in, and I have an open door policy. So therefore, if they have any questions or concerns, "Hey, here's my email, here is the number." My motto is within 24 hours, I want to do my best to try to respond back to you.</p>	
	Parent Involvement	<p>"that basically is just a family that is involved, they're active</p>	

		<p>within their child's educational career or anything that is outside of sports, getting them actively involved in things and participating.”</p>	
<p>Training on family engagement</p>		<p>“We have different things that take place and we actually have a family engagement. We are a leader in these schools, so therefore, family involvement is under one of the umbrellas there, so therefore, our ESL teacher actually is over that action team. So yes, there are a lot of areas within the school. We do our best to involve them, and they are able to come to think throughout the day. We have things at night. We have a Title One school, so therefore, it just varies to what takes place.”</p>	

<p>communication with families of DLLs</p>		<p>“I am very confident in doing so, however, we are our worst critique. So at the end of the day, I do feel these kids come and they're speaking English. But I do feel, "Hey, I need to step my level up as well," because it seems like in today's society I need to brush up on Spanish to meet that family as well, not just the student.”</p> <p>“Like I said, hey ... I mean nothing is perfect, so therefore, we all have room for improvement but I think we are doing well where we are.”</p> <p>No anxiety:</p> <p>I really didn't have any fear because like I said within our county, we have individuals that can assist us in that</p>	
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		<p>manner. However, "No. Do I speak Spanish? No, I do not."</p> <p>But I guess my anxiety level would be decreased because I have an individual here that can guide me through that.</p> <p>When I'm at a parent conference, I have a translator there. This family doesn't speak English. So I was able to bring my ESL teacher in so that we both can sit down so they won't have to come just to me. We can all do this at one time, so multiple times coming back to the school.</p>	
Home Language misconception	Home Language	<p>At the end of the day, some of these individuals don't even speak English. So they're doing what they can in their native language. And hey, at the end of the day we tell them, "If you</p>	

		<p>want to speak Spanish at home or whatever language you're speaking at home, you do that." You make it with English here, but when you get home and you only help them in Spanish, hey do it. However, if they have individuals in the home with them, cousins, sisters, brothers, some form family members that speak English, we encourage them to do both of them</p>	
<p>Support from administration</p>		<p>Oh the support is if I had to rank it one to 10, hey I want to give our system and our school a 10. Our system help these individuals and their families, our school does as well. We have two ESL teachers within a building, like I said. An interpreter within our building</p>	

		<p>as well, our county workers comes within a building that provides professional development on site, we can actually do it offsite as well. So it just varies. I mean when it comes down to support, I hand it over to them.</p>	
<p>Access to Resources</p>	<p>Spanish translator</p>	<p>The county has a line that we can connect with and have someone to translate for us as well, and we typically use that as our last option, but we have an individual in-house that is here in the elementary school and also at the intermediate school goes back and forth to assist us with that type of information or anything that we need to speak to them about.</p>	

	Translating Phone Applications	we have the Seesaw app.	
	Communication with families of DLLs	<p>I actually have DLL families connected to as well. I give them a barcode at the beginning of the year with their child's name, emails, seesaw, newsletters, weekly, anything. I mean they come up to the office in the morning time, and hey I'm available. Yes, I'm going to do my best to meet with them. "Hey, can I get a translator up here?" So therefore, whatever communication I can do with them, I'm open to it.</p>	

Janet- Data Coding			
Theme	Sub-theme	Salient Quotes	Researcher's Thoughts

<p>Misconception Between Parent Involvement and Family Engagement</p>	<p>Definition</p>	<p>“If they involved, they going to be engaged. So, like I said, when they come to the classrooms, they get involved.”</p>	
	<p>Current Practice</p>	<p>“They engage with their children because what we have is we call it a lending library. Every day the children take a book home, and the parent read it to them. Sometimes, once a month, I give them an activity sheet where they have to fill out. Because sometimes the children say, ‘My momma didn't read that book.’ So that's how we get them involved, and I tell them how important it is for them to read.</p> <p>Parents of DLLs- they don't try to read or nothing like that. But they might paint with them, or they do other things.”</p>	

		<p>“I love it. I think it helpful. It gives them what we're doing, and then it show them that their children can do this stuff. They be surprised. They be like, ‘I didn't know she could do that. Yes, I think it's great. I wish we could do more of it, but I know they have to work.’”</p> <p>“Well, we have parent meetings. We have the dads' breakfast. This was the first year they had a Valentine ball where the mama takes the son, and the daddies took the daughters. We have field trips. We encourage them to go on field trips with us.”</p>	
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<p>Communication with Families of DLLs</p>		<p>“sometimes we might have one [parent] that speak both.”</p> <p>“Other than that, we have a Hispanic family worker that stays in the headquarters. I can call her. She will call them for me.”</p> <p>“They’ll [family members of DLLs] call her if something they don’t understand. Then she’ll call me.”</p>	
<p>Teacher-Perceived Barriers</p>	<p>Lack of participation from DLL families misconception</p>	<p>“Sometimes when they don't participate. Say, for instance, we having something and one child's mom might not show up. That breaks my heart. Yeah, yeah, it does, that kind of stuff. So, I try to fix it where if they can't come, but send somebody.”</p>	

	Work schedule	“I wish we could do more of it, but I know they have to work.”	
	Culture differences	“I try to respect their culture, too, because it is different.”	
Lack of Support from Administrative		<p>“Yes. They [administration] give it [documents] to us in English and Spanish just in case, but it's amazing.</p> <p>Sometimes it be about one out of the group say, ‘No, give it to me in English.’”</p>	
Home Language Misconception		<p>Yes. They [administration] give it [documents] to us in English and Spanish just in case, but it's amazing. Sometimes it be about one out of the group say, ‘No, give it to me in English’”.</p>	

Hillary- Data Coding

Theme	Sub-theme	Salient Quotes	Researcher's Thoughts
Misconception Between Parent Involvement and Family Engagement		<p>“One of our students, his grandmother brings him back and forth. So not necessarily the definitely of a parent, but the family. I think they're pretty much the same.”</p>	<p>Hillary believed that the terms were the same.</p>
		<p>“I think we send home things that are fun and challenging for them. We send home bags of books in them for them to read with their kids. You know, if we send projects home we hang them up in the hallways so they can talk to their kids about them. We encourage the kids to talk to their parents about what we're doing, too.”</p>	<p>-Books are sent home in English. -Lack of training on providing home language support. What if parents cannot read English? English-only</p>
		<p>“I feel like it's good. There have been times where I've had a student that doesn't talk at all when they first come in. But it</p>	<p>Survey indicated 6 in level of confidence</p>

		seems like ... and at this age, their brains are just like little sponges, and they pick up on so much, and they learn so much from each other.”	
Teacher-Perceived Barriers	Anxiety/fear engaging families of DLLs inside classroom	<p>“But not always sure if she's [family member of DLL] sure what we're talking about. But she seems to know ... I think there's ... there's a lot more input than...Output.</p> <p>“It's not a hard thing to do, but I was sending things home in Spanish, getting it translated right, making sure they understand what we're talking about, and making sure that we understand if they have any questions or concerns about things.”</p> <p>“Mostly through speech, meeting with them, talk to them at the door.”</p>	participant mentioned this was a challenge

	Family's Lack of Understanding	<p>“And not sure if ... you know, if they understand even what their students are doing and what we're working on.”</p>	
Lack of training		<p>“It seems like they strongly ... they appreciate education. They usually ... in my experience, participate in everything, are very supportive.”</p> <p>“So our two this year made a lot of progress, from one going to seemingly not speaking much ... it seemed like his ... I can't think of the word. His auditory skills were good, like he understood. But his output wasn't as much. And it's come out a lot as the year's gone on.”</p>	<p>Hillary indicated that she felt somewhat uncomfortable working with families of DLLs.</p>

<p>Lack of Resources</p>		<p>“Mostly through speech, meeting with them, talk to them at the door.”</p> <p>“We have an ESL teacher in our building, but she isn't fluent. And we have so many different dialects that she's not always familiar with.”</p> <p>“So, we use a lot of Spanish/English dictionaries, and even things on our phones.”</p> <p>“We have a translator that we could call. But we have to call her ahead of time for things like conferences.”</p> <p>“If we know we're going to have a meeting, we can get her to come up here. Her name's Miss Anette (pseudonym). Miss Anette will come up and sit next to the parents, and translate as we're speaking.”</p> <p>“Like I said, if we have something scheduled all we have to do is ask and</p>	<p>The translator was available when called ahead of time for parent conference meetings.</p>
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they'll get a translator to come and help us to talk to parents, or to make phones call if we need to.”

“They're very supportive. Because it seems like our Hispanic population is growing a lot here in Thomas City.”

Some Support from Administration		<p>“We can get whatever help we need here in Thomas City. Like I said, if we have something scheduled all we have to do is ask and they’ll get a translator to come and help us to talk to parents, or to make phone calls”</p> <p>“Just having them in my classroom and going to ELL trainings here at school”.</p>	
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Anna- Data Coding			
Theme	Sub-theme	Salient Quotes	Researcher’s Thoughts

<p>Misconception Between Parent Involvement and Family Engagement</p>		<p>“Family engagement, that could just be any way that the family is engaged in their child's learning, whether they're helping at home or anything.”</p> <p>“Then parent involvement is like they're involved in their student's learning but also involved in the classroom, too.”</p>	
<p>Teacher-Perceived Barriers</p>	<p>Communication with families of DLLs</p>	<p>“Communication is the hardest.”</p> <p>“We also have a translator at Thomas City, so we can just call her and have her come for ... Unfortunately, I didn't know this for Meet the Teacher because I was brand new. But I know now that I could call her, and she can come help.”</p>	
		<p>“For family engagement, I think if they know a little English it's really hard for them to be engaged in the classroom or see what their child's doing in the classroom</p>	

		unless we send something home in Spanish.”	
Lack of training		“I had one PD about it. I hope to have more because, like I said, I struggle with that.”	
Lack of Support from Administration		I had one PD about it. I hope to have more because, like I said, I struggle with that.	
Lack of resources	Translation Apps	<p>“But I've noticed not everything that we get is also English and Spanish. So sometimes I feel like it's hard, and I know there's apps and stuff. But for Meet the Teacher, one of my students came with her mom. She was using an app, and I talk really fast, so she couldn't understand me. So then I tried to talk slow, and it was just really hard because it wasn't matching up</p> <p>“I also use Seesaw to reach out to families, and I communicate through there as well.”</p>	

Home Language Support		<p>“In some cases, I believe they do because I think, even though they're learning English, it's still important for them to practice their Spanish at home and to keep that language because, I mean, one of my highest kids, she knew no English when she came in. So I know that she is being worked with at home, too.”</p> <p>“Just kindergarten, or no matter what language they speak, they're little sponges, and they can soak in so much. But I do feel like it's also really hard when they go home because they are speaking Spanish. We encourage that. We want them to keep speaking Spanish, but again, for some families, they don't have people that can help them at home for their sight words and stuff that we're learning at school.</p>	

Maranda- Data Coding			
Theme	Sub-theme	Salient Quotes	Researcher's Thoughts
Misconception between parent involvement and family engagement		<p>“Involvement, in my opinion, would be are they involved in reading to the class, field trips, kind of like class moms, room moms, that kind of thing. So as far as like reading to the class, or coming to visit, or helping in the schools as far as projects or whatnot, to me that's a little bit lower just because there is a language barrier.”</p> <p>“I’m thinking of what they are engaged in what their student is learning. Like they have an idea of what their child should know and what their child is expected to</p>	

		<p>master in their particular grade, so they're engaged in that. But I guess that would be the difference to me, engagement would be more they know and they're engaged in what their child is expected to”.</p>	
Teacher- Perceived Barriers	Negative past experiences	<p>“My first year I did have a bad experience with a parent, because some have kids, they bring their kids in. Some may not agree with your teaching style or ... they're just kind of</p>	

		<p>there to spy on their kid or to spy on you in a sense. But after I had taught a year, I had grown as a teacher and as a person and I'm more confident in somebody coming in and being able to communicate, like, 'Hey, we can't have the toddlers in here screaming,' or, 'We respect your time, we would ask that you would respect our time.'</p> <p>And so now that I have a few years under my belt I can have those conversations.”</p>	
<p>Communication with Families of DLLs</p>		<p>“I think that a lot of the parents are so amazing to work with. If the parent speaks English too or has learned English, then they are working really hard with their child.”</p>	

		<p>As far as engagement, I do believe that the DLL families do have an idea of what is going on, what is expected of their child. We do have an interpreter, Miss Anna, who can interpret for all of those families, so when they do come to the report card conferences, they're able to ask. And we do have an app called Say Hi, and so sometimes I can use that to kind of communicate to parents.</p>	
	<p>Work schedule conflict/Financial</p>	<p>“A lot of the parents in our community are working crazy shifts, and in my personal opinion, even if they're not</p>	

		working, even if they're sitting at home”	
Lack of Access to Resources	Translation Applications	“And we do have an app called Say Hi, and so sometimes I can use that to kind of communicate to parents.”	
	Translator	“We do have an interpreter, Miss Annette, who can interpret for all of those families, so when they do come to the report card conferences, they're able to ask.”	
Some Support from Administration		“most of the time they can accommodate some...like a few minutes or whatnot.” “only receiving training on legal procedures for working with students who are DLLs”	

Home Language Support			
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Shannon- Data Coding			
Theme	Sub-theme	Salient Quotes	Researcher's Thoughts
misconception between parent involvement and family engagement		<p>“Not many” “Maybe one a month”</p> <p>“I think the engagement is that they care, like they are interested. They’re not just coming in to be working. They are engaging with their kids.”</p> <p>“I think that might come into, like we have report card pick-ups here, come in to see how their kids are doing in class and asking how they can help them at home.”</p>	
	Level of confidence	<p>“I feel very confident with teaching these kids. They pick up things very quickly, they're eager to learn. They're not a behavior problem. I've had success with my EL students.”</p>	
Teacher-Perceived Barriers	Language barrier	“Just the language barrier.	With families of DLLs

		<p>But other than that, no.”</p> <p>“It is kind of difficult, when you don't speak their language, to talk to them, but they're very easy to talk to.”</p> <p>“They don't see it as a barrier. They are trying to learn your language, just like you try to pick up words that they learn, or that they know.”</p>	
	anxiety/fear		No anxiety or fear in engaging families of monolingual families
Communication with families of DLLs		<p>“Sending things home in Spanish to them. In Spanish and English, actually. It goes both, just so that they have the English side too.”</p> <p>“On the phone. Sometimes we call, but other than that, no.”</p>	Communication with families

Home Language Misconception		<p>“Sending things home in Spanish to them. In Spanish and English, actually. It goes both, just so that they. Have the English side too.”</p> <p>“Working with their kids at home. Having their kids read to their parents in English to kind of get their parents learning the language too.”</p>	
Lack of Training in working with DLLs		<p>“I’ve actually been to an EL training, but it was a couple of years ago that I went.”</p>	
Lack of Resources	Older siblings	<p>“They have a lot of older siblings that come too, to kind of translate for them. I do feel like older siblings help them, more so than parents.”</p>	