

UC Berkeley

Newsletters

Title

Winter 2001

Permalink

<https://escholarship.org/uc/item/3bh4x0dm>

Author

UC Language Minority Research Institute

Publication Date

2001



DISSERTATION

The Relationship between Parenting Practices and Academic Achievement: A Cross-Ethnic Comparison

This study investigated the effects of parenting practices on high school students' academic achievement. Cross-ethnic comparisons were made with a special emphasis on Korean-American families. A conceptual framework of how parenting practices influence students' achievement was developed. Relationships between parenting practices and student attitude and behavior were examined to explain the process by which parenting practices affect academic achievement.

To ensure not only generalizability but also depth of understanding, both quantitative and qualitative research methods were used. A nationally representative sample of four ethnic groups—Asians, Blacks, Hispanics, and Whites—was used to examine the statistical plausibility of the conceptual framework. Structural Equation Modeling was used as the analytic technique because it was most suitable for disentangling complex relationships between large sets of variables. A purposeful sample of four high- and four low-achieving Korean-American students and their immigrant parents were interviewed to investigate family interactions, attitudes, and values in detail. Cross-family patterns of the families of the high- and low-achieving students were found.

A major finding of this study is that the processes by which parenting practices affect grades vary among ethnic groups, although the effects themselves are minimal compared to those of previous achievement. Among White, Asian and Hispanic families, authoritative parenting (where parents and children jointly make decisions about children's social activities) appeared to contribute to their children's high achievement even more than parental involvement behaviors; the behaviors tended to be motivated from the parents' wishes to improve academic achievement. Parental home involvement (where parents and children discuss school-related matters) had a positive indirect effect on academic achievement among White, Black, and Asian families. The mediating variables were students' aspirations and enrollment in advanced programs. Among ethnic minority groups, parental home involvement had a negative direct effect on academic achievement. The results suggest that unless parental involvement at home induces students' positive

characteristics, it in itself does not necessarily support adolescents' academic achievement. Qualitative data from Korean American families provide a plausible explanation for this phenomenon. The data suggest that whereas Korean American parents of high achieving students engage in serious discussions regarding academic matters and provide appropriate support, the major parental involvement behaviors among the parents of low-achieving students tend to be frequent nagging. Nagging and punishment do not usually create positive differences in attitude and behavior.

Parental school involvement (when parents discuss school matters with school personnel) also had indirect and direct effects on achievement. The direct effect was found among Blacks and Hispanics only. It appeared that parental school involvement has some positive effects not only on high school students' aspirations and course enrollment but also on other factors that are not included in the theoretical framework. The qualitative data show that the level of Korean American parents' school involvement is relatively low, regardless of their children's academic achievement. It appeared that there were several reasons for the low level of involvement—self-consciousness regarding lack of English fluency, fear of approaching school authority, and cultural baggage (*chimabaram*) transferred from Korea.

A major contribution of this study to the existing literature is that it explains the process by which parenting practices affect high school students' academic achievement. The results suggest that parenting practices affect high school students' aspirations, course enrollment, and disciplinary problems. Another contribution is that it shows that although parenting practices affect high school students' academic achievement, they do not overrule the effects of previous achievement. Also, by using both quantitative and qualitative research methods, this study explains both inter-ethnic group and intra-ethnic group (Korean Americans) differences in terms of parenting practices and their children's achievement.

—Enuai Park

UC LMRI Awards 2001 Research Grants

The UC LMRI Faculty Steering Committee awarded 12 research grants in four program areas for 2001 totaling \$150,000. The first program funded 4 Small Research Grants totaling \$60,000. The second program funded 3 Dissertation Research Grants totaling \$25,000. The third program funded one Collaborative Research Grants for \$25,000. The fourth program funded 4 Teacher Research Grants totaling \$40,000.

DISSERTATION GRANTS

Language Keepers? School Contexts for Language Use Among Bilingual Language Minority Girls and Boys

MYRIAM CASIMIR, UC BERKELEY

How do language minority children use language and literacy practices to define their membership in peer, school, and ethnolinguistic minority communities? How do they construct their own bilingualism as they participate in educational institutions outside the home? This study focuses on bilingual 6th graders' uses of minority and majority languages in school settings, and analyzes the ways in which these kids use minority languages for official (teacher-governed) and unofficial (peer-governed) purposes.

Researchers document that, as bilingual children enter adolescence, many stop using home languages. This may impact the ethnolinguistic vitality of linguistic minority communities, and contribute to a shift to majority language usage. US language minority communities' overwhelming and rapid shift to monolingual English use has been documented; yet not enough is known about how and why language maintenance and language shift take place. In particular, the role of schools in kids' home language maintenance or loss has not been documented.

This study employs a qualitative research framework, based on sociolinguistic and sociocultural theories of language and literacy, to examine bilingual youths' minority language practices in varied school settings. It looks at the impact of those settings on kids' home language maintenance through an ethnographic account of the language practices of two groups of 6 graders: a Spanish-English bilingual group; and a Cantonese-English bilingual group. Data include ethnographic field observations in day-schools and Chinese Saturday schools, as well as formal and informal interviews. The data are analyzed based on: (a) communicative competence and group membership; (b) literacy practices and construction of bilingualism; and (c) social functions of kids' minority and majority school-based literacy practices.

Are some minority language youth "language keepers?" Understanding the ways in which minority bilingual youth maintain minority languages and become competent language users in their communities informs language planning and educational programs created to address the educational and social realities of these children.

The Development of Visual Attention Through Social Interaction in Young Deaf Children

AMY WEINBERG, UC BERKELEY

The purpose of this research is to explore how deaf children acquiring American Sign Language (ASL) develop the ability to initiate and maintain one another's visual attention for the purpose of social interaction, as well as how deaf children respond to their peers' bids for visual attention. Furthermore, deaf children's peer interactions will be compared with teacher-child and parent-child interactions on measures of attention-getting and responses to attention-getting strategies. Ten deaf children between the ages of 18 and 42 months will be observed in their preschool classroom while engaging in free play activities. Each child will be separately observed interacting with his or her primary caregiver as well. Child-child, teacher-child, and parent-child interactions will be analyzed for the presence and variety of attention-getting mechanisms, as well as responses to bids for attention. It is hypothesized that there will be a developmental progression in the use of attention-getting strategies, and greater success in attention-getting will be seen in the older children. It is also hypothesized that the strategies used by the parents in parent-child interaction will correlate positively with those used by the children in peer interaction. The results of this study will increase our understanding of how deaf children learn to initiate interactions with their peers, and how they become aware of the need for visual attention when communicating through a signed language. This study also has implications for educational programs serving young deaf children, by demonstrating the importance of providing opportunities for social interaction with other deaf children in order for linguistic and social development to flourish.

Raising Bilingual Children: Factors in Maintaining a Heritage Language

JANET S. OH, UC LOS ANGELES

As the number of foreign-born U.S. residents continues to rise, the number of second- and third-generation immigrants who speak their heritage language continues to decline. Although first generation immigrants continue to bring their heritage languages to the U.S., the language is lost by their children's and grandchildren's generations. At a national level, this is a concern because it affects our ability to communicate at an international level. At a personal level, this change in languages oftentimes disrupts family interactions. With the public opposition to bilingual education programs, the responsibility for supporting the maintenance of the heritage language usually falls to the hands of parents. For this reason, it is important to study the home environment in order to pinpoint any factors which may facilitate heritage language maintenance. This largely exploratory study will interview and observe linguistic minority families (specifically Korean-speaking) with preschool-age children over a year period. It is predicted that support for the heritage language, positive attitudes toward the heritage language, and support for the heritage culture will be the major predictors of heritage language maintenance. To study factors in the home environment, families will be administered the Home Observation for Measurement of Environment (HOME) and the Ecocultural Family Interview (EFI). To study language choice and use, children and their parents will be observed in a free play and a snack/meal time setting. Finally, to study the development of the

heritage language, children will be administered a language test battery tapping into various aspects of Korean language such as phonology (accent), morphosyntax (grammar), and sociolinguistics (honorifics). Each family will participate in a three-hour initial and final session with all tasks and six bi-monthly observation sessions which will include just the observational sessions and a shortened version of the language test battery. Using the information gathered from this study, will try to pinpoint predictors of heritage language maintenance and also analyze the relationship between language choice and language competency.

SMALL GRANTS

Grammatical and Discourse Features of the Target Genres in California's English Language Development (ELD) Standards

MARY J. SCHLEPPEGRELL, UC DAVIS

In the new standards-driven curriculum in California, students are expected to write a variety of text types (genres) at each grade level. For English Language Learners (ELLs), meeting the standards is a great challenge, as their needs for language development include both learning the social purposes of these genres and the grammatical and rhetorical strategies that are required to write these genres effectively. New English Language Development (ELD) Standards were published in 1999 to assist teachers in moving ELL students toward fluency in English and proficiency on the California English-Language Arts Standards. The ELD writing standards identify genres and criteria for accomplishing writing tasks at various grade levels and levels of English proficiency. But the standards do not specify the grammatical structures or strategies for rhetorical and discourse structuring that are functional for successful realization of the genres that are specified. This means that teachers and district ESL specialists do not get clear guidance on how best to focus attention on language structure in ways that would be useful to students.

This project will analyze current expectations for ELL students' writing development in California and identify the linguistic features of the target genres that can most effectively be taught at different grade levels and levels of language proficiency. This study will analyze the ELD Writing Standards for students at grades 6-8 and 9-12; and at beginning, intermediate, early advanced, and advanced levels of proficiency. Based on a functional grammatical analysis, the genres set forth in the ELD Standards will be identified and the grammatical and discourse organizational features typical of these genres will be described. Analysis of these features will form the basis for recommending instructional objectives for grammatical and discourse features that can be taught to move students toward greater success with the target genres.

Learning to Read: Building on Bilingual Children's Phonological Awareness

TERRY AU, UC LOS ANGELES

Young children of language minority families in the United States, especially those from low socioeconomic backgrounds, are put at risk for reading below grade-level at school. But the news is not all

bad. Young bilingual children seem to have better metalinguistic skills that are relevant to reading development than do monolingual children from comparable socioeconomic backgrounds.

Can bilingual children's advantage in phonological awareness become part of a solution for helping children from language-minority families learn to read better? This research will pilot a reading intervention program designed to help beginning readers make use of their phonological awareness to learn to read. This program will be implemented as an after-school reading enrichment program in an elementary school that serves a substantial number of language minority kindergartners and 1st graders from low- to middle-income families. The program will be free of charge to parents, on-site at the children's school, with students from a nearby high-school as volunteer tutors.

The reading intervention will focus on helping beginning readers learn and practice simple rules for mapping letter(s) onto sound(s) in English. This teaching method itself is not new—it is used in many kindergarten and 1st grade classes as part of reading instruction. What is new about the proposed research is the attempt to see whether bilingual beginning readers will benefit more than their monolingual peers from a higher dose of this kind of reading instruction to be given in an after-school program—above and beyond what they normally get during school hours. If this turns out to be the case, I plan to seek extramural funding to assess the feasibility of implementing this reading enrichment program in low-income neighborhoods with a substantial presence of language-minority families, where the need for such reading enrichment programs is most acute.

Impact of Weekly Externally Facilitated Grade-level Teacher Meetings on Instructional Practices and Student Outcomes

JANET CHRISPEELS, UC SANTA BARBARA

California schools face considerable challenges in finding ways to increase the academic achievement of their large populations of English language learners (ELL). The magnitude of the problem in the state suggests the need for comprehensive and systemic strategies that develop schools and teacher capacity as learning organizations. Teachers need opportunities to engage in meaningful conversations about teaching and learning and to share and reflect on what works and what needs to be changed. Oxnard Elementary School District in partnership with a team from UCSB has embarked on an Effective Schools Initiative designed to transform the school into a learning organization.

In this study we will investigate how providing teachers time to meet during the school day in facilitated grade level teams impacts their own opportunities for learning and explore how teacher learning affects students opportunities for learning. The study will use both qualitative and quantitative approaches to explore in what ways teacher lesson plans and student work reflect teacher efforts to establish performance indicators and curriculum maps for the California Curriculum Content Standards, and how this work impacts student achievement on state and district assessment measures. The participants in the study will be seven elementary schools in the Oxnard District that are participating in all aspects of the effective schools process, including weekly grade level team meetings and leadership team training, and teachers in seven of the districts' schools that are not yet participating in these activities, but who are

to use the performance indicators and curriculum maps to guide instruction. A random sample of 56 teachers will be selected from each of the 14 schools and sample lesson plans and student work focused on the writing standards will be collected and reviewed, and teachers will be interviewed to explore with them their perspectives on the lesson. In addition, a rubric-style implementation survey will be given to all teachers to understand their perceptions of the levels of implementation and an ANOVA analysis conducted to assess if there are significant differences among the two sets of schools. Student achievement data will be collected and an ANCOVA analysis used to assess the effect of the grade level team meetings on student achievement.

Different Paths Taken: The Divergent Academic Experiences of English Language Learners During High School

MARGARET GIBSON, UC SANTA CRUZ AND CLAYTON HURD,
UC SANTA CRUZ

The proposed study will provide an ethnographic account of the challenges facing Mexican descent English language learners (ELLs) at Hillside High School (a suburban high school where 40% of the students are Mexican), and at Appleton High School (AHS), a rural high school which is dominantly Latino. We propose an ethnographic study of a specific range of institutional contexts--both curricular and co-curricular--in which ELLs are significantly involved in order to explore the relationship between institutional niches and student pathways in the schooling process. Charting students' movements in and out of these selected niches and noting their engagements with(in) them allows us to look at how they do/do not cultivate peer validated success-oriented behavior. Our main research questions are: In what institutional contexts are English language learners able to openly take on a positive academic orientation and pursue school success without alienating themselves from important cultural and social resources of belonging, friendship, and identity? What kinds of social relationships between students and between students and school staff allow for this orientation? What are the challenges in transferring these positive orientations developed in one institutional context to others? We anticipate that findings from this research will demonstrate that the academic engagement and behaviors of some Mexican-descent students with regards to formal learning merits looking beyond the classroom to the social organization of students within the school and to the role such organization plays in the more broad based under-achievement of these students. We also expect that findings will identify spaces within the school setting in which ELLs are empowered to exhibit and develop a positive schooling orientation, as well as to document the kinds of strategies that enable both students and teachers to cultivate these environments. Findings will be disseminated widely through conference presentations, journal articles, and policy papers.

COLLABORATIVE GRANT

Using Think-Alouds to Examine Mathematics Test Accommodation Performance Among English Language Learners

CAROLYN HUIE HOFSTETTER, UC BERKELEY AND SHUHUA AN,
CALIFORNIA STATE UNIVERSITY, LONG BEACH

This study proposes the use of 'think-aloud' protocols to examine the validity of inferences drawn from selected NAEP mathematics test items, in both accommodated (linguistic modification) and non-accommodated formats (standard). More specifically, we would like to open the 'black box' related to math by native language (Spanish, Chinese). Multiple measures of key demographic and language background variables, including students' English language and mathematics proficiency, and key classroom variables will be collected. Proposed study data include student think-aloud protocols and interviews, teacher interviews, school document analysis, and students' test performance scores (e.g., individual NAEP math items, SAT-9, district reading and math assessments).

TEACHER GRANTS

Academic Success for Language Minority Students through Bridging Cultures: Testing a Family-Education Component

PATRICIA GREENFIELD, UC LOS ANGELES AND CATHERINE DALEY,
MAGNOLIA AVENUE SCHOOL, LOS ANGELES
UNIFIED SCHOOL DISTRICT

The proposed study tests whether the academic and social development of Latino children from immigrant families can be enhanced through open communication about home-school value differences; the experimental communication process to be assessed would take place in a group setting among immigrant Latino parents, their children and the teachers that serve them. A major focus of the group discussion would be the invisible cultural belief system that tends to be held and taught by the American school system, labeled individualism, and the invisible belief system of most Latino immigrant families, labeled collectivism. This intervention is a continuation of a highly successful cross-cultural teacher training project called the Bridging Cultures Project. The present study asks the following question: Can conscious awareness on the part of parents of their own cultural beliefs and those of the society in which they live be the catalyst for generating understanding, respect and in the end social and academic success? By means of a controlled experimental study, we hope to demonstrate that this is the case. Four second-grade teachers who teach as a team at Magnolia Avenue School, Los Angeles Unified School District, will participate in the study. Through before/after and experimental/control group comparisons, our data will enable us to assess both parent and child effects. Parent data will consist of the videotaped parent meetings and post-intervention parent interviews with both experimental and control-group parents. Child data will consist of experimental/control and pre/post academic testing results, as well as pre/post and experimental/control homework records. Children will be followed over a period of eight months, until the school year is over, in order to ascertain the longevity and time course of any pre/post or

UNIVERSITY OF CALIFORNIA

UC LMRI



**DEVELOPING
(BI)-LITERACY**

LINGUISTIC MINORITY RESEARCH INSTITUTE

**ANNUAL CONFERENCE
MAY 4-5, 2001**

**UCLA BRADLEY INTERNATIONAL HALL
LOS ANGELES, CA**

The UC Linguistic Minority Research Institute (UC LMRI) 2001 Annual Conference will focus on developing literacy in two languages. As U.S. Education Secretary Richard Riley pointed out in a speech on March 15, 2000:

It is high time we begin to treat language skills as the asset they are, particularly in this global economy. Anything that encourages a person to know more than one language is positive-and should be treated as such. Perhaps we should begin to call the learning of a second language what it truly is—"bi-literacy."

In the current policy environment of rigorous content standards in English and the political push to restrict native-language instruction, the value of developing proficiency in two languages is easily lost. But to encourage the development of bi-literacy the U.S. Department of Education has expanded its support for dual-immersion programs where content and literacy instruction in two languages is provided to all students.

KEYNOTE SPEAKERS

Luis Moll, Professor of Language, Reading & Culture—University of Arizona

Ron Schmidt, Professor of Political Science—California State University, Long Beach

REGISTRATION: Student (w/ copy of ID) \$15.00 All Others: \$30.00 On Site: \$40.00

Conference registration includes materials, admission to all conference sessions, lunch on both days (May 4-5) and a reception on Friday evening, May 12.

**University of California
Linguistic Minority Research Institute
South Hall, Room 4722
Santa Barbara, CA 93106-3220**

voice: 805.893.2250

805.893.8673

www: <http://lmri.ucsb.edu>

UC LINGUISTIC MINORITY RESEARCH INSTITUTE

2001 CONFERENCE REGISTRATION FORM

May 4-5, 2001

Conference: Tom Bradley International Hall, UCLA

Hotel Accommodations: DoubleTree Hotel Los Angeles • Westwood

Please return Registration Form by April 20, 2001

Please list the following information:

NAME: _____

POSITION: _____

ORGANIZATION: _____

ADDRESS: _____

TELEPHONE: _____ FAX: _____

E-MAIL: _____

Check day(s) you plan to attend the conference:

Friday, May 4

Saturday, May 5

Payment type: (check or money order payable to UC Regents only, please)

Student \$15 (w/ ID)

All Others \$30 (preregistration)

Check here for vegetarian meals

\$40.00 at the door on day of Conference

Approved Presenters Only:

Group (please list primary presenter _____)

Individual

Hotel Reservations must be made through the Reservation Desk at the DoubleTree Hotel, Los Angeles • Westwood 310.475.8711 by April 13, 2001, to secure special discounted conference rates.

Please send a separate copy for each registrant (a photocopy is acceptable) with a check or money order payable to the UC Regents to:

UC LINGUISTIC MINORITY RESEARCH INSTITUTE
University of California, Santa Barbara
South Hall, Room 4722
Santa Barbara, CA 93106-3220

experimental/control-group differences. In addition to national dissemination through conferences and publication, the results will be used in order to create a school-wide educational program for instructors and the families they serve.

Helping Teachers to Help English Language Learners: An Analysis of BTSA Teacher Perspectives

TERESA I. MARQUEZ-LOPEZ, UC RIVERSIDE, ESTEBAN DIAZ, CALIFORNIA STATE UNIVERSITY SAN BERNARDINO, ROCIO FLORES MOSS, RIVERSIDE COUNTY OFFICE OF EDUCATION

This collaborative research proposal is to study the implementation of the Beginning Teacher Support and Assessment (BTSA) program and its policies that affect language minority students. BTSA, California's two-year new teacher induction program, addresses instructional strategies for improving educational achievement and guides beginning teachers to examine the contexts of families, schools, and communities.

This research study is designed to examine the full effects of the BTSA-ELL Pilot support provider and beginning teacher participation in the pilot. This study will be conducted using quantitative and qualitative comparative case study research methods. Two cohorts of teachers will be selected to participate in the study. Cohort A will participate in the revised CFASST training model delivered statewide in addition to the BTSA-ELL Pilot. Cohort B will participate in the revised CFASST training model delivered statewide. The researchers will assist in the delivery of training and document support providers and beginning teacher's experiences through a survey questionnaire, focus group interviews, individual interview and classroom video visits.

The study will engage 30 teachers from Moreno Valley Unified School District (MVUSD) including 10 support providers and 20 beginning teachers. Two cohorts of teachers will be selected after examining the CBEDS database for schools with similar

Teacher Researchers Investigating Multiple Indicators for Achievement of K-12 Language Minority Students

JON SANDOVAL, UC DAVIS AND PAM CASTORI, UC DAVIS

This research project will support a cohort of ten experienced teacher researchers recruited from the CRESS Teacher Research Community. Each member of this cohort will teach in K-12 classrooms with at least 20% English learners and will commit to investigating issues related to academic achievement for English learners. The teachers will be encouraged to consider diverse approaches to documenting academic achievement of English learners not including the use of standardized, high-stakes, test results. Each member of the cohort will participate fully in his or her local Teacher Research groups. Additionally, the cohort will meet six times throughout the year in collaboration with university staff to (1) discuss their research questions, methods, and findings; (2) read and discuss research related to their investigations; and (3) organize their studies into an anthology and prepare for presenting their work to various audiences.

A Collaborative Partnership: An Investigation of Effects of Implementation of Bilingual Cultural Pedagogy and Authentic Assessment on Deaf Children's Literacy

TOM HUMPHRIES, UC SAN DIEGO AND BOBBIE ALLEN, UC SAN DIEGO

The purpose of this investigation is to establish a collaborative partnership with local public school teachers who teach deaf and hard of hearing children in San Diego County and University of California, San Diego's Teacher Education Program. Qualified faculty will provide research about and training in bilingual cultural pedagogy and authentic assessment to determine the effects of implementation, if any, upon deaf and hard of hearing children's literacy. The utilization of The Learning Record Portfolio Assessment System provides the underlying framework for this study because it promotes a systematic approach to authentic assessment and data collection.

The outcomes of this research project have the potential of creating a community of learners with the primary goal of engaging in collaborative inquiry. Over time, this community of learners may change the "status quo" teaching practices that have not produced deaf and hard of hearing learners who achieve on an equitable basis with their hearing counterparts. The case documentation and study of deaf and hard of hearing children may reveal effective and/or ineffective literacy strategies used.

Recent Publications

Testing English-Language Learners in U.S. Schools: Report and Workshop Summary. Committee on Educational Excellence and Testing Equity, Kenji Hakuta and Alexandra Beatty, Editors, National Research Council. <http://books.nap.edu/catalog/9998.html>

A recent study found that 63 schools with bilingual education programs did better on tests of academic achievement in English than over 1000 similar schools providing instruction to most students only in English. Both bilingual and English immersion schools have Hispanic enrollments averaging 73 percent. The students in these schools come from low-income families where the parents have limited formal education. The study was conducted by **Californians Together**, a roundtable of education and civil rights groups and organizations around the state committed to quality education. The complete report is available at <http://www.californiatomorrow.org>.

RAND is managing a long-term research planning effort designed to support the nation's schools in teaching all students reading and mathematics. As part of this effort, the RAND Reading Study Group has drafted a report to help the U.S. Department of Education solicit future proposals for R&D and to develop strategies for planning and managing programs of research in reading comprehension and learning content through reading. An important piece of this initiative is to build community among researchers, practitioners, and policy makers by widely sharing study group ideas and seeking a critique of the draft, *Reading for Understanding: Towards an R&D Program in Reading Comprehension*. <http://www.RAND.org/multi/achievementforall>

Additional UC LMRI Conference Information

Conference Site

The site of the 2001 UC LMRI Conference will be held at the new Bradley International Hall on the UCLA campus in Los Angeles, California. Directions to UCLA and the Conference venue are available on the internet at <http://www.conferences.ucla.edu/CEM/>. You will find lots of information on UCLA, Conference Services, and lots of things to do in the area.

Hotel Accommodations

Hotel accommodations have been arranged at the Doubletree Hotel—Westwood, 10740 Wilshire Boulevard, Los Angeles, CA 90024, Telephone: 1-800-472-8556 or 310-475-8711. In order to secure discounted conference rates, it is essential that you contact the Reservations Desk by **APRIL 12, 2001**. Further information on the Doubletree Hotel—Westwood and other helpful information is available on the internet by clicking:

<http://www.hilton.com/doubletree/hotels/LAXWMDT/index.html>

Additional Information can be found on the UC LMRI web site at <http://lmri.ucsb.edu> or by calling our office at (805) 893-2250.

UC LMRI News Staff

Russell W. Rumberger.....Editor-in-Chief
Nancy Siris-Rawls.....Publications Editor

UC LMRI Faculty Steering Committee

Adalberto Aguirre Jr.....UC Riverside
Margarita Azmitia.....UC Santa Cruz
Lily Wong-Fillmore.....UC Berkeley
Kris Gutiérrez.....UC Los Angeles
Paula Levin.....UC San Diego
Barbara Merino.....UC Santa Barbara
Giorgio Perissinotto.....UC Santa Barbara
David J. Sánchez.....UC San Francisco
Robin Scarcella.....UC Irvine

* * *

Russell W. Rumberger (Director).....UC Santa Barbara
Patricia Gándara (UC LMRI Education Policy Center).....UC Davis
Dante Noto.....UC Office of the President

UC LMRI Staff

Russell W. Rumberger.....Director
Valery Rivera.....Management Services Officer
Steve McGhee.....Computer Systems Administrator
Nancy Siris-Rawls.....Publications Editor/Admin. Asst.
Maria Zamora.....Student Assistant

University of California
Linguistic Minority Research Institute
South Hall, Room 4722
Santa Barbara, CA 93106-3220

Non-Profit
Organization
U.S. POSTAGE
PAID
Santa Barbara, CA
Permit No. 104

In This Issue

- Parenting Practices and Academic Achievement
- 2001 Research Grant Awards
- 2001 Conference Registration