

CHAPTER 5:

Establishing Partnerships With Families

ABOUT THIS CHAPTER

When schools welcome newcomer families and collaborate with them in ways that respect their cultures, assets, aspirations, and needs, the entire community and the schools themselves are enriched. This chapter discusses the variety of characteristics among newcomer families, as well as cultural barriers to school-family partnerships and ways to overcome them. It also describes essential components of strong parent and family engagement; characteristics of quality programs; and examples of effective collaborative, sustained, and supportive partnerships with newcomer families.

Special Features

- **The four stages of immigrant parent involvement:** Stages that can help schools develop effective strategies and supports.
- **Five processes for facilitating effective newcomer parent engagement:** A chart showing strategies related to each process.
- **Stories from the field:** Blog posts with snapshots of innovative ideas for engaging newcomer families.
- **School-wide tools:** A conceptual model for partnering with families to increase student achievement (with ideas and examples related to various components of the model), examples of newcomer family engagement, and a tool for evaluating family engagement.
- **Professional reflection and discussion activity:** Instructions and handouts for professional learning communities or staff meetings. (The activity takes about an hour if participants read the chapter in advance.)
- **Resources:** Annotated references to resources cited in this chapter; relevant federal guidance, policy, and data; and other helpful resources on establishing partnerships with families.

The Diverse Characteristics of Newcomer Families

Families usually leave their country of origin for one or more of the following reasons: (1) to seek better educational opportunities, (2) to enhance economic opportunity, (3) to unify the family, and/or (4) to escape political unrest (Center for Mental Health in Schools at UCLA, 2011; Fuligni, 2005). Parents want their children to thrive in school and reach their full potential. Most want their children to graduate from high school and take advantage of college and career options. They understand the value of educational assets in a global society and expect their children to leverage those assets as they enter the workforce.

Highly successful schools spend time with families when they enroll their children to build trust and establish engagement expectations and methods for families (Kreider, Cape, Kennedy, & Weiss, 2007; Arias & Morillo-Campbell, 2008; Castellón et al., 2015). These effective schools regularly communicate with families and visit with them in their homes to address challenges and opportunities. Newcomer families also need specific information on how to support their children’s learning and development as these families adapt to a new culture and, in many cases, a new language (Castellón et al., 2015).

It is important to remember that not all students arrive with their parents; some arrive alone, some stay with relatives, and others may be in foster homes or with a sponsor. Upon enrollment of a newcomer, the school should identify who is responsible for the student and work with families to determine their children’s language proficiency. The most common tool used by districts as part of the identification process is the home language survey (HLS). There is a great deal of variation in HLS instruments across the United States (Bailey & Kelly, 2010; Bailey & Kelly, 2013; Liquanti & Bailey, 2014). However, an HLS typically includes questions about what language(s) the student first learned, understands, uses, and hears, and in what contexts. Additional questions about a student’s language exposure and background (e.g., languages used in the home) can help ensure that ELs are not missed, and guard against inaccurate reporting of the student’s English abilities.

To obtain accurate information, schools may need to reassure parents that the HLS is used solely to offer appropriate educational services (e.g., to inform placement into a language assistance program), not for determining legal status or for immigration purposes. Parents and guardians should also be informed that, even if their child is identified as an EL, they may decline the EL program or particular EL services in the program.

The Four Stages of Immigrant Parent Involvement

The more schools know about why each newcomer family came to the United States, what their hopes and aspirations are, and how well prepared they are to partner with the school, the better schools are positioned to help these families transition to a new school and community culture. Han and Love (2015) contend that immigrant parents move through four stages of parent involvement: cultural survivor, cultural learner, cultural connector, and cultural leader. The level of involvement depends on the parent’s needs, skills, and interests. The amount of time in the United States does not determine a parent’s stage of involvement, and parents may transition from one stage to another.

Cultural survivors may be recently arrived immigrants. Many will be concerned about securing food and shelter and may not have much time to learn about and navigate the U.S. school system.

Cultural learners may feel somewhat at ease with the school and want to learn more about what is taught, the school culture, and other aspects of the school. Han and Love contend that cultural learners are more comfortable than cultural survivors with the new school culture and the U.S. education system. “With the help of qualified and trained interpreters and translated documents, parents communicate with schools and learn to navigate the U.S. school system. They feel more comfortable attending workshops in their native language and are likely to participate in parent-teacher conferences with language support” (Han & Love, 2015).

Who is a parent?

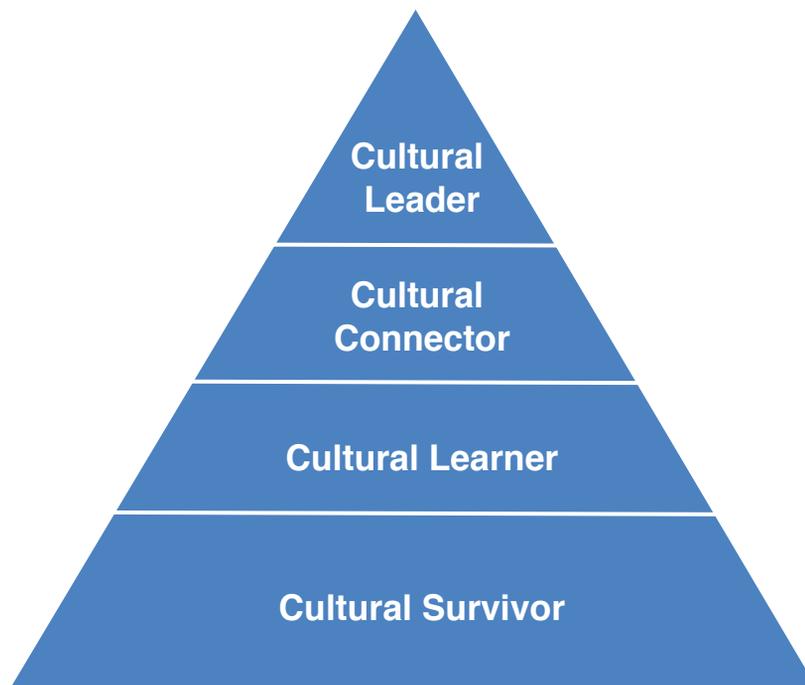
For the purposes of this tool kit, “parent” is defined to include, in addition to a natural parent, a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare).

Source: U.S. Department of Education. (2004). Parental Involvement: Title I, Part A (Non-regulatory guidance). Retrieved from <http://www2.ed.gov/programs/titleiparta/parentinvguid.doc>

Cultural connectors become familiar with educational terminology, policies, and procedures. They may wish to work with cultural survivors and cultural learners, to encourage them, and to help them understand and engage in school programs and activities that support children and parents.

Cultural leaders often become the “voice” of their ethnic and language community and advocate for parents in the other stages. They may become leaders and participate in trainings.

Han’s Four Stages of Immigrant Involvement



Understanding these four stages of immigrant parent involvement can help schools address the unique challenges of newcomer families and develop strategies to support parents across all four stages.

Addressing Cultural Barriers to School–Newcomer Family Partnerships

The culture of U.S. schools and the expectations explicit or implicit for families will be foreign to most newcomer families (Short & Boyson, 2012). In their home countries, many newcomer families did not collaborate with the school because such action was viewed as interfering with professionals. So they may need help adjusting to U.S. schools’ expectation that families take an active role in their child’s learning, engage with the school, and take on diverse roles on behalf of their child and school (Arias & Morillo-Campbell, 2008). For example, parents of children in U.S. schools are encouraged to

- advocate for their children and school;
- encourage their children’s achievement, positive behavior, persistence and active participation in learning and school activities;
- ensure that their children attend school every day ready to learn;
- communicate with the school about absences and any special circumstances affecting the student; and
- collaborate, volunteer, and engage in decision-making to improve the quality of the school.

Schools should develop strategies to communicate these expectations to the parents. Additionally, families may need support in building their capacity to engage productively in this partnership on behalf of their children (Mapp & Kuttner, 2013). Research shows that it can help students thrive when schools and parents establish partnerships that focus on student achievement and school improvement, shared responsibility, trust building, and respectful home-school relationships (Patrikakou et al., 2005).

Schools may need to explicitly reach out to newcomer families and request that they participate in two-way communication, and collaborate with teachers and school leaders, to support their child's learning and development. Newcomer families need to know that their voices count, and they need to learn how to be heard in the school. The school can link parents to adult education opportunities as well as social and cultural resources. School leaders can organize family engagement that impacts the quality of the newcomer's transition, taking into consideration the multiple challenges and opportunities newcomer students (and their families) may be experiencing in the United States.

When parents come to the school for events such as student performances and parent-teacher conferences, schools can introduce these families to the wealth of resources the school offers and explain how they can be used to support children's academic, social, and emotional development. Schools should also encourage families to avail themselves of community resources that are free and open to all.

Transportation and busy work schedules are often cited as challenges to parent engagement (Casper, Lopez, & Wolos, 2006/2007; Arias & Morillo-Campbell, 2008). Other factors can also hinder parents' full participation in their child's education. Schools should carefully and respectfully offer recommendations about supports available to help families with sensitive issues such as trauma, domestic violence, health, nutrition, food, social support, and disability. An understanding of the values and cultural norms of the newcomer will help schools become effective resource brokers and help families thrive.

Processes and Strategies to Facilitate Effective Newcomer Parent Engagement

Effective newcomer parent engagement programs start with attention to the strengths and needs of parents who send their children to your school—and aim to empower parents with the knowledge and skills they need to support their children's academic success. When schools empower parents, they can maximize learning not only at school, but also outside of school hours, where students spend the majority of their time (Paredes, 2010; Arias & Morillo-Campbell, 2008).

The table on the following page suggests five processes schools can harness to engage newcomer parents effectively: (1) collaboration among school staff, parents, and community members; (2) development of staff and newcomers' capacities to re-envision their roles and take actions that support student success; (3) acknowledgement of newcomers' assets and focus on how they can strengthen the school; (4) taking a multi-pronged approach to communicating with parents and providing language supports such as interpreters and translated materials; and (5) making parent and family engagement a standard part of the school's continuous improvement efforts.



Processes and Strategies to Facilitate Effective Newcomer Parent Engagement

Processes	Strategies
Collaboration	<ul style="list-style-type: none"> • Examine assumptions and cultural biases, recognize and employ newcomer families’ assets, bring parent voices into planning for their child and the school’s success, craft multi-modal informational resources on everything families need to know and do. • Bring newcomer families and staff together to co-construct meaningful communications and resources for families and to collaborate in the delivery of learning and support activities for families (Patrikakou et al., 2005). • Encourage and help parents develop leadership skills to participate in decision making throughout the school and the community. • Enlist newcomer parents to design and conduct parent learning opportunities on parenting across cultures, promoting child development, supporting learning, and planning for college and careers.
Capacity Development	<ul style="list-style-type: none"> • Build newcomers’ and staff members’ capacity to effectively carry out multiple roles (advocate, supporter, encourager, decision maker, etc.) • Build staff capacity to challenge deficit mind-sets related to the traditional expectations for newcomers and encourage an asset orientation (Arias & Morillo-Campbell, 2008). • Create parent and family welcome kits with information about the school. Include parent rights and responsibilities; school schedules; phone numbers; procedures; and any other information that will help parents feel welcome, informed, and integrated into the school. • Sponsor and encourage parents to attend family literacy events where parents or students can read books together.
Assets Orientation	<ul style="list-style-type: none"> • Establish opportunities for listening to parents, and strive to meet high expectations, aspirations, and hopes by drawing on newcomers’ cultures, language, knowledge, and skills. • Incorporate the cultural strengths of families and the community into the school curriculum and activities. • Ensure that newcomer families are represented in the school’s decision-making bodies (Arias & Morillo-Campbell, 2008).

Continued on next page

Processes and Strategies to Facilitate Effective Newcomer Parent Engagement

Continued from previous page

Processes	Strategies
Multi-Modal Communications and Language Supports	<ul style="list-style-type: none">• Use multiple methods (newsletters translated in the languages represented in the school, telephone trees, school website, parent outreach workers) and structures to communicate.• Conduct newcomer focus groups and/or newcomer advisory committees to get input on decision-making structures, concerns, questions, and recommendations.• Ensure that language supports are available for all educational communications and activities.• Use suggestion boxes, surveys, targeted and short interviews, or polling with the appropriate language supports to encourage newcomer parents to voice their concerns and ideas to inform school planning.
Continuous Improvement	<ul style="list-style-type: none">• Identify strategies so that newcomer families can enrich the school community's culture by sharing their personal and cultural assets (Arias & Morillo-Campbell, 2008; Mapp & Kuttner, 2013).• Continuously improve family engagement by examining multiple data sources to assess the impact of policies and practices on the newcomers.• Include newcomer families' values and perspectives to promote cross-cultural understanding, and strengthen their 21st century skills through volunteer experiences.



Special Considerations for Parent Engagement in Secondary Schools

Secondary schools should be aware of the diverse needs and aspiration of newcomer families as they strive to help them understand the various pathways to graduation and the relative advantages of the options available to high school students (Kreider et al., 2007). Newcomer parents may need help developing the knowledge and skills to advocate for their child's inclusion in college preparatory, career pathway, Advanced Placement, and concurrent enrollment courses. They may also need information on adolescent development, gang affiliation, identifying and responding to drug use, financial aid for college, college exploration, and filling out application forms for college and financial aid. High schools can include such topics in their newcomer parent-education programming. In addition, schools can support parent and newcomers by developing individual graduation plans that are regularly reviewed with counselors to ensure that students are on track to graduate from high school ready for college and careers.

Core Components of Parent Engagement Programs

When designing family engagement programs for newcomers, schools may wish to take into account these three goals for family participation:

1. **Academic Success:** Strengthen newcomer families' capacity to support academic achievement by increasing their awareness of instructional programs and ways they can support their own child's learning.
2. **Advocacy and Decision-Making:** Strengthen families' understanding of how to advocate for their child and how to participate in decisions to improve learning for their children and for others in the school.
3. **Awareness and Use of Resources:** Strengthen families' awareness of resources available in the school and community and how to access these resources to support their family's well-being and their own personal growth.

The Important Role of Parent Centers

Parent centers are valuable tools for engaging and supporting newcomer parents and families. A thoughtfully designed center can do the following things:

Welcome Newcomer Families

A parent center can provide a welcoming place within the school for all parents. Families should be informed about the center and its purpose. They need to know that it is a place they can get information about the school and the community, feel safe asking questions, and meet other parents. Those who staff the center—usually a parent coordinator or volunteer—should be informed about the special needs of newcomer families and ways the center can make newcomer parents feel welcome and comfortable.

Serve as a Hub for Information and Communications

The parent center staff can introduce newcomer parents to the center and provide orientation materials, such as a fact sheet about the school. Parents should be informed that parent centers are places where parents can gather to learn, share resources about external and internal opportunities for learning, exchange expertise, and connect with school and community resources. They provide up-to-date information about employment, medical and dental services, food stamps, and citizenship applications. Parent centers often offer a variety of classes, based on families' needs and interests.

Model and Support Parents' Engagement With Their Child's Learning

Parent centers can help parents identify learning opportunities at home and take advantage of museums, libraries, parks, and other resources. Centers often sponsor classes to introduce families with young children to early literacy activities in the language the family feels most comfortable speaking. The children will benefit from reading materials in their home language, and the newcomer parent can become familiar with various cultures by discussing ideas, exploring characters in fiction, and being introduced through social studies to new perspectives. Staff in the center may model questioning and engagement strategies that parents can use to facilitate their children's learning at home. Families should be encouraged to monitor their child's reading and to talk about text every day; centers can empower families by building their capacity to do so in English and/or the home language.

Provide Disability Resources

Parent resource centers including Parent Training and Information (PTI) Centers and Community Parent Resource Centers (CPRCs) provide resources to families who have a child with a disability. They can provide information about the disability of the child, early intervening services, school services, therapy, transportation, and additional resources that are available. CPRCs may have some additional resources, as they are designed to reach underserved children with disabilities including those who are English Learners (ELs). Having a child with a disability may carry a cultural stigma for some newcomers, and parent resource centers can provide supports and help families to navigate the special education process within the school system.

Provide Access to Technology and Digital Know-How

Parent centers provide opportunities for families to use technological resources. Rideout and Katz (2016) found that many immigrant families have mobile-only access (e.g., cell phones), and no home access (that is, no laptop or desktop computer and no internet connection). Center staff should be aware of newcomers' families' access and attitudes related to technology:

- The main reason some families do not have home computers or internet access is because they cannot afford it.
- Parents use the internet for a broad range of purposes, but mobile-only families are less likely to do certain online activities.
- Children from low- and moderate-income families use computers and the internet for a variety of educational activities, but those without home access are less likely to go online to pursue their interests.
- Parents feel largely positive about the internet and digital technology, but many also have concerns about inappropriate content online, distractions from important activities, online bullying, and the possibility that classroom technology might be a distraction that hurts children's education.
- Children and parents frequently learn with and about technology together, especially in families with the lowest incomes and where parents have less education.

Parent centers can be good places to build meaningful and equitable digital skills and connections for all families. However, Katz, Levine, and Gonzalez (2015) stated that "parents' relationships with administrators and teachers are crucial to how they integrate technology at home. Many parents depend on teacher-recommended online resources to guide children's out-of-school learning. Schools' outreach to parents when adopting new digital learning platforms—specifically how a district promotes the program to families, and how programs respond to parents' needs and concerns—is also critical to maintaining families' trust."

In schools without parent centers, teachers and administrators may wish to explore other practical and easily accessible and sustainable places to support families' digital use. For example, partnerships with libraries, internet cafes, and public-private ventures may help families gain access to the internet. Schools should be mindful that "rapid, uncritical adoption of technological innovations is very likely to leave parents behind, reduce their capabilities to help with their children's schoolwork, and exacerbate intergenerational differences that ultimately disadvantage students' academic advancement, rather than enhance it" (Katz, Levine, & Gonzalez, 2015).

Stories From the Field: Four Blog Posts on Innovative Newcomer Family Engagement

Here are some ways other schools are engaging newcomer families in U.S. schools. See if these stories spark ideas for your school. See the second school-wide tool at the end of this chapter for additional examples from the field.

Principals Engage Families in Diverse Communities

<http://www.naeyc.org/blogs/engaging-diverse-families-two-principals-share-their-stories>

Two elementary schools principals who work in diverse communities share their experiences engaging families. They describe such strategies as working with a family liaison or parent-community coordinator and hosting math, science, and literacy nights:

"We value children and families' different cultures and experiences. ...Teachers learn about children and families. ...Families can share about their cultures, home languages, and how their children learn best. This helps families feel invested in their children's education from the start."

"Teachers share good ideas and work together to plan engaging events. For example, if I hear one kindergarten teacher is planning an event, I may encourage the other kindergarten teachers to get involved. And after encouraging teamwork, I find it now happens naturally among teachers."

Future Educators Acquire Skills to Partner With Families in Their Communities

<http://hfrp.org/publications-resources/browse-our-publications/new-stories-of-innovation-in-family-engagement>

A teacher educator at the College of Charleston partnered with a family literacy program for Hispanic immigrant mothers to provide "opportunities to teacher candidates about how to engage culturally and linguistically diverse families in meaningful ways within a community-based program." This type of partnership could also be implemented with new and experienced teachers in schools.

Academic Parent-Teacher Teams Reorganize Parent-Teacher Conferences

<http://www.hfrp.org/publications-resources/browse-our-publications/academic-parent-teacher-teams-reorganizing-parent-teacher-conferences-around-data>

The developer of a family engagement strategy that focuses on academic learning activities and student performance data explains how the parent-teacher teams are organized with groups of families and a parent liaison. "A surprising result has been the high numbers of fathers who have come to team meetings—more than in classrooms with conventional parent-teacher conferences. When fathers were asked what made them more interested in coming to team meetings, they said that they were specifically interested in academics and wanted to be involved in understanding their child's progress."

Opening Doors/Abriendo Puertas Validates Contributions of Migrant Parents

<http://www.tolerance.org/magazine/number-33-spring-2008/feature/opening-doors-border>

Available in English and Spanish, this blog post describes a program first developed with migrant families on the Texas-Mexico border. The program involves families by bringing English classes into their homes. The author, who researched the program, shares the following insights:

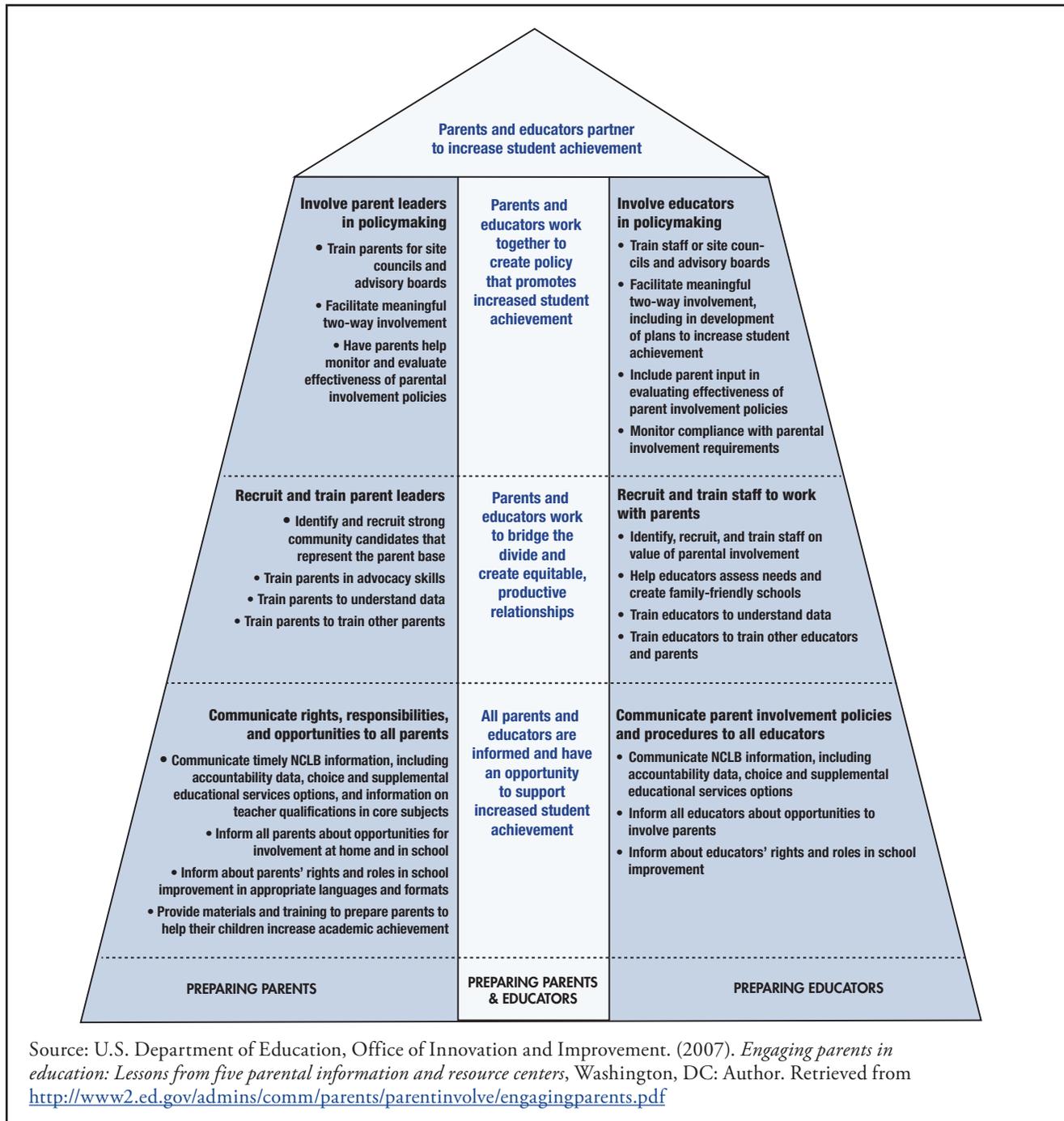
“[O]utreach means more than just inviting parents to PTA meetings, because there are multiple ways parents can be involved. ...It’s equally as important to stress home-based knowledge and validate the contributions parents are making to motivate their kids through their involvement in everyday life.”

“[Y]ou also have to meet the needs of the migrant parents. School involvement has traditionally been seen as parents doing something or coming to the building—very unidirectional—whereas the broader concept of school-community collaboration is a two-way street. Schools, teachers and administrators are meeting parents halfway, going into the community and establishing a presence there.”



Conceptual Model for Parent Involvement in Education

Depicted below is a model for successful parent and educator partnerships that increase student achievement. Your school community can use this model to examine and improve partnerships with all families, including those who are newcomers.



No official endorsement by the Department of any product, commodity, service, enterprise, curriculum, or program of instruction mentioned in this publication is intended or should be inferred. For the reader's convenience, the tool kit contains information about and from outside organizations, including URLs. Inclusion of such information does not constitute the Department's endorsement.

Engaging Newcomer Families: Five Examples From the Field

These examples demonstrate a wide range of approaches schools can take to engage newcomer parents and families. Use them to help your school staff gain insight and inspiration.

Example 1: Engaging Families in Decision-Making (California)

A quarter of the students in the Alhambra Unified Schools District in California arrived in the U.S. less than three years ago from various parts of the world. The district engaged families in decision making as part of a Safe Schools/Healthy Students (SS/HS) initiative. This initiative “focuses on enabling students, teachers, families, and clinicians to come together to work on education and health issues. . . . To this end, the SS/HS Initiative created an ethnically diverse parent advisory board to provide a forum for family concerns. SS/HS staff worked with the schools to identify a variety of families, not just community leaders. Forty families joined the advisory board; many came as couples, demonstrating their commitment to their children’s success. To reach out to immigrants, every flyer, poster, and communication is translated into Cantonese, Spanish, and Vietnamese, and at every meeting, translations of speakers’ comments are provided via headphones.

“The Parent Advisory Board surveyed the diverse community about concerns and created Parent University, a daylong event to address barriers to children’s success. Gateway to Success also created a diverse student advisory board to provide a forum for student voices.”

Source: Education Development Center. (2011). *Strategies for engaging refugee and immigrant families*. Retrieved from http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/strategies_for_engaging_immigrant_and_refugee_families_2.pdf (See p. 8; also see pp. 8-9 for additional successful activities and outcomes of Parent University and Gateway to Success.)

Example 2: Parent Ambassadors Program (Tennessee)

Launched in September 2014, the Parent Ambassadors program is a bridge between Metro Nashville Public Schools (MNPS) and Nashville’s New American community. Twenty-five volunteer parent ambassadors have been trained and paired with families who are new to Nashville schools and come from their same home country and/or speak their same native language.

As part of this free program, the parent ambassadors “provide families with information and guidance on navigating the school system. They also serve as advisers to Metro Schools, assisting school leaders on policies and practices that ease the transition into schools for new families and their students.”

The Parent Ambassadors program is a collaborative effort between the office of Mayor Karl Dean and the MNPS’ Office of English Learners. It grew, in part, out of Mayor Dean’s New Americans Advisory Council.

Source: Metro Government of Nashville and Davidson Counties, Tennessee. (n.d.). Parent ambassadors. Retrieved at <http://www.nashville.gov/Mayors-Office/Priorities/New-Americans/Parent-Ambassadors.aspx>

Example 3: Family Resource Center at an Elementary School (California)

The Family Resource Center (FRC) housed at an elementary school in the Franklin-McKinley School District in Santa Clara County, California, offers parents a range of resources and learning opportunities. Parents can learn about topics such as early literacy, parent advocacy, and health and nutrition in a collaborative environment where parents and volunteers from the community can share information and ideas with each other. The FRC, an initiative of First 5 Santa Clara, sends community workers into the local community to reach out to families to provide them with information and connect them with resources offered by the FRC.

“Oftentimes you find parents—especially the immigrant, monolingual, Spanish-speaking parents who may not have any other family here—who feel they are the only ones struggling with these issues, whether it be learning their child may have a learning disability, or their husband just got laid off. By building a sense of community, parents look to each other for support and information-sharing. So a lot of activities are about helping the parents learn from each other. ... So we find that the parents do end up connecting, and becoming a community in the FRC, which really spills out into other areas of the neighborhood and community, because then those parents start taking a leadership role and then they bring other parents in, or they go out and talk to other families about what they’re learning.”— Laura Buzo, Program Director for the Family Resource Centers

Source: Mapp, K. L., & Kuttner, P. J. (2013). *Partners in education: A dual capacity-building framework for family-school partnerships*. Austin, TX: SEDL. Retrieved from <http://www.sedl.org/pubs/framework/> (See pp. 20-21.)

Example 4: South Gate High School (California)

South Gate High School (SGHS) “serves a predominantly Latina/o student population. Created on campus in 1991, the SGHS Parent Center began as a space for families to discuss concerns and issues regarding their children’s school experiences. ... Within the last couple of years, the Parent Center has become a central place on campus for college preparation and education about eligibility requirements, admissions and financial aid. A Community Liaison manages the Parent Center and is selected by a committee of families. Educational workshops ... are a large part of the work of the SGHS Parent Center. Workshops are created based on families’ interests as expressed in parent surveys sent home each year. ... Workshops teach families about curriculum, standards, assessment and evaluation, and the educational policies that govern the school system. The sessions are intended to empower families to become advocates for their children, particularly with respect to preparing for college.”

Source: MacDonald, M. F., & Dorr, A. (2008). *Engaging Parents as Partners in Creating College Going Cultures*. Retrieved from <http://apep.gseis.ucla.edu/bestla/BEST-EngagingParentsAsPartners-DevelopingParentCenters-PracticalGuide.pdf> (See p. 7.)

Example 5: Partnering With a Refugee and Immigrant Assistance Center (Massachusetts)

Project SHIFA in Boston, Massachusetts, serves Somali immigrants and refugees, who may have untreated mental health problems due to trauma and stress. Two key program leaders are Somali; one trains local Somalis to become clinicians in social work, and another, with the Refugee and Immigrant Assistance Center, serves as a school-based parent liaison. The programs support the youth in local schools and focus on serving a range of student and family needs.

Continued on next page

Based at the Lilia G. Frederick Pilot Middle School in Boston, the project provides culturally appropriate services along a continuum of care—from prevention to full intervention:

- Parent workshops focused on education about mental health issues, breaking down the stigma attached to them
- Home visits and phone calls to build relationships with the families
- Teacher training on culture and identification of mental health issues
- Student groups to build communication and life skills
- Direct intervention for students, using Trauma Systems Therapy.

Source: Kugler, E. G. (2009). *Partnering with parents to support immigrant and refugee children at school*. Washington, DC: The George Washington University, School of Public Health and Health Services, Center for Health and Health Care in Schools. Retrieved from www.healthinschools.org/Immigrant-and-RefugeeChildren/%7E/media/48FDB9013C3C454AB6EC9E491D752AA0.ashx

Assessing the Effectiveness of Family–School–Community Partnerships

School communities may wish to examine the effectiveness of their practices. Multiple data sources and data-gathering processes such as interviews, focus groups and informal conversations can help identify what is working for families (Castellón et al., 2015). Once a vision and framework for newcomer parent engagement is in place, its effectiveness needs to be assessed. The Wisconsin Department of Public Instruction offers this tool to help schools evaluate their family engagement, with attention to six types of partnerships highlighted by the work of Joyce Epstein.

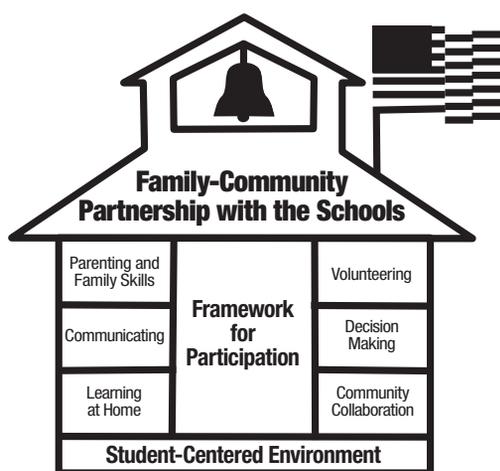
Wisconsin Department of Public Education: Measuring Your Family–School–Community Partnerships—A Tool for Schools

How does your school reach out to and involve families and the community in children’s learning?

This tool is based on the six types of partnerships: parenting and family skills; communicating; learning at home; volunteering; decision making; and community collaboration. It may help your school do these three things:

1. Assess the strength of the partnerships it conducts.
2. Indicate the focus or direction of your partnerships.
3. Identify areas that can be changed.

Your school may do all, some, or none of the activities or approaches listed. Not every activity is appropriate for every grade level. The items listed were selected because they show that schools in which they happen are meeting the challenge to involve families in many different ways. These activities can improve school climate, strengthen families, and increase student learning. Your school may also be conducting other activities. Be sure to add them under each type of involvement and include them in your school’s assessment of its key partnership practices.



Source: Wisconsin Department of Public Instruction. (n.d.). *Measuring your family–school–community partnerships: A tool for schools*. Retrieved from <http://dpi.wi.gov/sites/default/files/imce/fscp/pdf/tk-measure-prtshps.pdf>

“The Three As”: Academics, Advocacy, and Awareness

CORE COMPONENTS OF STRONG FAMILY ENGAGEMENT PROGRAMS (PLANNING TOOL)

Purpose

This exercise will help your school team build a common understanding of the core components of strong family engagement programs for newcomers (academics, advocacy, and awareness and use of resources), and reflect on your school’s practices related to each component. It includes a template to help organize your team’s thinking and planning.

Preparation for Activity

- A few days in advance, ask participants to read Chapter 5 of this tool kit.
- Make a poster (or handout) that displays the “three As” of strong family engagement programs.
- Make copies of handouts A and B (one of each for each participant).

Time Required for Activity

1 hour

Instructions for Facilitator

Step 1: Individual Reflection on Core Components

Distribute handout A and instruct participants as follows: This handout presents three core components (focus points) of strong family engagement programs that influence newcomer families’ experiences with schooling in the United States. It describes each component and summarizes the potential impact of well-designed activities for families in each of these focus areas. The handout also describes effective delivery methods for each area of support and, ultimately, who needs to share the responsibility for engaging families. Take a few minutes to study the chart, and **underline areas that you think our school is not currently attending to** and **circle areas that are being addressed** in our school, particularly with regard to newcomer families. (Allow about 10 minutes for individual reflection.)

Step 2: Group Discussion

Facilitate a group discussion to make participants’ thinking visible to the group. You might want to record main ideas on a flip chart or whiteboard. (Allow 5-10 minutes for discussion.)

Step 3: Preparation for Planning Activity

Distribute handout B and instruct participants as follows: We will use this template to plan ways our school can address engagement of newcomer families in the coming year. Based on the exercise and discussion we just completed, and on what you know about research on effective parent engagement programs, jot down five

things you think are priorities for our school. These should be actions you think our school absolutely must address. They can include aspects we are currently addressing, as well as aspects you think we should start addressing. (Allow about 3–5 minutes for individual thinking.)

Step 4: Group Planning Activity

Facilitate a group process for coming to consensus on priorities to include in your school's family engagement plan. Record the priorities and make sure they are used to inform your school's planning for the coming year.

The Three As (Core Components) of Family Engagement Programs for Newcomers

When school communities design family engagement programs for newcomers, they should consider including in their plans three core components or areas of focus:

1. **Academic Success:** strengthening newcomer families' capacity to support academic achievement by increasing their awareness of instructional programs and ways they can support their own child's learning
2. **Advocacy and Decision-Making:** strengthening families' understanding of how to advocate for their child and participate in decisions to improve learning for their children and others in the school
3. **Awareness and Use of Resources:** strengthening families' awareness of resources available in the school and community and how to access them to support their family's well-being as well as their own personal growth

HANDOUT A: **Organizing Family and Community Engagement for Impact**

Component 1 Academic Success	Component 2 Advocacy and Decision-Making	Component 3 Awareness and Use of Resources
<p><i>Opportunities for engagement:</i></p> <ul style="list-style-type: none"> • Directly linked to student grade-level learning goals • About two-way communication and collaboration with teachers and school leaders 	<p><i>Opportunities for engagement:</i></p> <ul style="list-style-type: none"> • Related to school academic and nonacademic programming • Connected to exercising advocacy and shared decision-making • About successful transitions 	<p><i>Opportunities for engagement:</i></p> <ul style="list-style-type: none"> • Linked to social services • Connected to adult education • About information and access to school and community resources
Impact (why)	Impact (why)	Impact (why)
<ul style="list-style-type: none"> • Family knowledge and understanding of key grade-level learning concepts • Greater ability to apply strategies that support grade-level learning concepts anywhere and anytime • Strong collaboration between teachers and families • Higher expectations for learning and achievement • Improved student achievement, attendance, and behavior • Family ability and access to monitor progress regularly • Increased interaction with learning between families and their children 	<ul style="list-style-type: none"> • Increased family participation in the life of the school community through organized meetings, groups, and committees • Increased knowledge and understanding about families’ rights and responsibilities • More families as thought partners for district and school improvement • Access to academic and nonacademic resources and after-school programs • Better understanding of curriculum, academic standards, and benchmarks • Knowledge of district and school vision, mission, and policies • More volunteers supporting the school and all students 	<ul style="list-style-type: none"> • Increased number of partnerships with specialized community organizations • Greater selection of services and resources for families throughout the community • Increased number of academic and nonacademic opportunities for children beyond the school day • Efficient and effective use of fiscal and human resources across the community • An increased number of community organizations are engaged in supporting district and school goals

Continued on next page

Organizing Family and Community Engagement for Impact

Continued from previous page

Component 1 Academic Success	Component 2 Advocacy and Decision-Making	Component 3 Awareness and Use of Resources
Approach (how)	Approach (how)	Approach (how)
<ul style="list-style-type: none"> Ongoing professional learning opportunities for school leaders, teachers, and support staff Systematic application of research and evidence-based practices in engagements Personal outreach by teachers Integration of family engagement into the fabric of teaching and learning Effective and targeted use of time and human and fiscal resources 	<ul style="list-style-type: none"> Personal invitations Coordinated parent and family orientation that includes transition years, academic milestones, and college and career readiness Redesigned compacts Quarterly newsletter Structured and targeted open house events Welcome centers 	<ul style="list-style-type: none"> A district/school strategic plan for community partnerships that targets the needs of the school community An organized family and community engagement leadership team that meets regularly and includes partners across service areas Marketing
People Responsible (who)	People Responsible (who)	People Responsible (who)
<ul style="list-style-type: none"> District/school leadership team Teachers Parents and families Support staff Family and Community Engagement (FACE) Coordinators 	<ul style="list-style-type: none"> District/school leadership team Family and Community Engagement (FACE) Coordinators <i>Title I</i> staff Volunteers Front office staff 	<ul style="list-style-type: none"> Strategic community partners Volunteers Family and Community Engagement (FACE) Coordinators District leadership

Source(s): Arias & Morillo-Campbell, 2008; Caspe, Lopez, & Wolos, 2006/2007; Castellón et al., 2015; Kreider, Caspe, Kennedy, & Weiss, 2007; Mapp & Kuttner, 2013; Patrikakou, Weissberg, Redding, & Walberg, 2005; and Weiss, Caspe, & Lopez, 2006.

HANDOUT B:
**Planning Template for Addressing
 Three Core Components of Strong
 Family Engagement Programs**

Year	Component 1 Academic Success	Component 2 Advocacy and Decision-Making	Component 3 Awareness and Use of Resources
What do newcomer families and staff need to know?			
How will you assess their needs?			
What will be the focus of engagement activities?			
What assets do the families and staff have that can be leveraged?			
Who will be involved in planning the engagement activities?			
How will you create a safe and welcoming environment for participants?			
What capacities need to be developed or strengthened for families and staff to improve the impact of the engagements?			
How will the required capacities be developed for both families and staff?			

Continued on next page

Planning Template for Addressing Three Core Components of Strong Family Engagement Programs

Continued from previous page

Year	Component 1 Academic Success	Component 2 Advocacy and Decision-Making	Component 3 Awareness and Use of Resources
What resources and structures will be used to recruit participants?			
What resources and structures will be used to have strong engagements and communications?			
What is the expected impact of activities?			
How will the impact be measured?			

Resources

Abbott, S. E., & Hastings, M. (2012). *Ninth grade counts: Strengthening the high school transition for English language learners*. Washington, DC: U.S. Department of Education. Retrieved from <https://www2.ed.gov/programs/slcp/ninthgradecounts/sninthgradecountsguide.pdf>.

This guide is the second in a three-part series and is designed to equip educators with insights and research they can use to strengthen support programs for ELs. It includes a self-assessment protocol and reading activity, vignettes of high schools that have adopted innovative practices to strengthen their ninth-grade transition strategies for long-term and newcomer ELs, and four “planning roadmaps,” one of which focuses on family and community engagement.

Arias, M. B., & Morillo-Campbell, M. (2008). *Promoting ELL parental involvement: Challenges in contested times* [Policy brief]. Tempe, AZ: Arizona State University, College of Education, Division of Educational Leadership and Policy Studies, Education Policy Research Unit. Retrieved from <http://epsu.asu.edu/epru/documents/EPST-0801-250-EPRU.pdf>

This policy brief analyzes the characteristics of effective parent involvement for EL populations as well as the barriers to EL family engagement with schools. It presents and compares the characteristics of traditional and non-traditional parent involvement models. It offers policy makers a set of recommendations.

Bailey, A. L., & Kelly, K. R. (2010). *ELPA validity evaluation: Creating enhanced home language survey instruments*. Retrieved from <http://www.eveaproject.com/doc/HomeLanguageSurveyInstrument.pdf>

This document guides the creation of enhanced home language surveys to better discriminate between students in the general k–12 student population who may need further assessment or placement in English language support services. It also argues that the responses to new items will produce meaningful information so that a home language survey (HLS) can be more effectively used to identify ELs.

Bailey, A. L., & Kelly, K. R. (2013). Home language survey practices in the initial identification of English Learners in the United States. *Educational Policy*, 27(5), 770-804. Retrieved from <http://doi.org/10.1177/0895904811432137>

This article explores the different forms of HLS used across the country. It concludes with a series of recommendations for federal- and state-level actions to help remedy current concerns with EL identification processes around the nation.

Breiseth, L., Robertson, K., & Lafond, S. (2011, August). *A guide for engaging ELL families: Twenty strategies for school leaders*. Washington, DC: Colorín Colorado. Retrieved from http://www.colorincolorado.org/sites/default/files/Engaging_ELL_Families_FINAL.pdf

This guide offers twenty ideas for creating an EL family engagement plan. The ideas are clustered around six themes: connecting with families, communicating important information, parent participation, parents as leaders, community partnerships, and creating an action plan.

Bridging Refugee Youth and Children's Services (BRYCS). (n.d). *Refugee children in U.S. schools: A toolkit for teachers and school personnel*. Retrieved from <http://www.brycs.org/publications/schools-toolkit.cfm>

This tool kit is designed to prepare teachers and school staff to support and assist schools with large numbers of refugee students.

Brown, K. (2014, Spring/Summer). The power of family engagement for English language learners. *Curriculum in Context* (Washington State ASCD eJournal). Retrieved from <http://wsascd.org/curriculum-in-context-ejournal/>

In this article, an EL specialist at a school in Washington state describes her strategies for creating a welcoming school community and engaging families who speak a range of six different home languages.

Burnett, Sara. (2015, January 27). Welcoming immigrant students into the classroom. Retrieved from Edutopia website: <http://www.edutopia.org/blog/welcoming-immigrant-students-into-classroom-sara-burnett>

This article compiles a number of best practices for creating a welcoming classroom for immigrant students, as well as some helpful dos and don'ts for building relationships with them and their families.

Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011). *Teaching the teachers: Preparing educators to engage families for student achievement* [Issue brief]. Cambridge, MA: Harvard University, Harvard Graduate School of Education, Harvard Family Research Project. Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/teaching-the-teachers-preparing-educators-to-engage-families-for-student-achievement>

This research brief examines how teacher education programs can create the foundation for meaningful and effective parent engagement. It describes five core elements that are necessary for a system of teacher preparation and professional development that support parent and family engagement, and which are drawn from case studies of five teacher preparation programs. The brief offers policy recommendations for educating teachers.

Caspe, M., Lopez, M. E., & Wolos, C. (2006/2007, Winter). Family involvement in elementary school children's education. *Family Involvement Makes a Difference* (No. 2). Retrieved from <http://www.hfrp.org/publications-resources/publications-series/family-involvement-makes-a-difference/family-involvement-in-elementary-school-children-s-education>

This research brief is the second in a series of three that summarizes the latest evidence that links family involvement to outcomes for students. It presents what works in family engagement programs for elementary school children, focusing on the linkages between the family and elementary schools. It offers recommendations for policy, practice, and research.

Castellón, M., Cheuk, T., Greene, R., Mercado-Garcia, D., Santos, M., Skarin, R. & Zerkel, L. (2015). *Schools to learn from: How six high schools graduate English language learners college and career ready*. Stanford, CA: Stanford University, Stanford Graduate School of Education. Retrieved from <http://ell.stanford.edu/content/schools-learn>

This report presents detailed case studies of six schools with exemplary programs for newcomers and ELs; the studies are based on site visits and data gathered by teams of researchers. The executive summary presents shared values and innovative school design elements identified in the schools. Each case study provides a vignette of a class; background information on the school; descriptions of the programs, processes, practices, and supports in place for students and teachers; and examples of materials used by teachers for planning and instruction.

Center for Mental Health in Schools at UCLA. (2011). *Immigrant children and youth: Enabling their success at school* [Policy brief]. Los Angeles, CA: Author. Retrieved from <http://smhp.psych.ucla.edu/pdfdocs/immigrant.pdf>

This policy brief discusses “(1) different reasons families migrate, (2) concerns that arise related to immigrant students, (3) prevailing school practices for addressing immigrant concerns, (4) a framework for broadening what schools and communities do, and (5) implications for policy.”

Center for Parent Information and Resources (CPIR). (n.d.). CPIR Resource Library. Retrieved from <http://www.parentcenterhub.org/resources/>

The CPIR Resource Library serves as a central resource of information and products to the community of Parent Training Information Centers and the Community Parent Resource Centers. Most resources are translated into Spanish.

Colorín Colorado. (n.d.a). Welcome Kit for ELLs. Retrieved from <http://www.colorincolorado.org/article/welcome-kit-new-ells>

The webpage outlines the components to include in a successful parent welcome kit.

Colorín Colorado. (n.d.b). Helping parents become partners. Retrieved from <http://www.colorincolorado.org/article/helping-parents-become-partners>

This interview with an ESL interpreter who has developed a family literacy and parent involvement program discusses best practices for increasing parent participation and confidence, encouraging literacy, and helping schools and communities support ELs and their families.

Digby, C., & Bey, A. (2014, December). Technology literacy assessments and adult literacy programs: Pathways to technology competence for adult educators and learners. *Journal of Literacy and Technology*, 15(3). Retrieved from http://www.literacyandtechnology.org/uploads/1/3/6/8/136889/jlt_v15_3_digby.pdf

This article provides case studies of digital literacy programs.

Education Development Center, Inc. (2011). *Strategies for engaging refugee and immigrant families*. Washington, DC: Author. Retrieved from http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/strategies_for_engaging_immigrant_and_refugee_families_2.pdf

This guide provides descriptions of diverse, culturally appropriate parent and family outreach strategies in six sites involved in two initiatives: New Routes to Community Health and Safe Schools/Healthy Students.

Fairfax County Public Schools. (2012, December). Immigrant parent involvement in American schools: Helping parents transition from cultural supporters to cultural leaders. Retrieved from <https://fcpsdac.wikispaces.com/file/view/Immigrant+Parent+Involvement+in+American+Schools.pdf>

This handout discusses immigrant parent involvement in American schools and how to help parents transition from cultural survivors to cultural leaders.

Fairfax County Public Schools, Family and School Partnerships. (2015). *Parent center guide*. Retrieved from <http://www.fcps.edu/is/fam/resources/publications/documents/ParentCenterGuide.pdf>

This guide provides information on (1) the purpose of a parent center (or family center or welcoming center), (2) developing a center, and (3) designing and implementing a welcoming program for parents and families.

Fuligni, A. J. (2005, June). Convergence and divergence in the developmental contexts of immigrants to the United States. In K. Warner Schaie, & Glen Elder (Eds.), *Historical influences on lives and aging*. New York, NY: Springer.

This chapter shows that the impact of major social and historical events on individuals' life course trajectories has much to do with the developmental period during which these events occur, and, for immigrants, can affect one's assimilation and acculturation into a new environment.

Han, Y., & Love, J. (2015, December). Stages of immigrant parent involvement: Survivors to leaders. *Phi Delta Kappan* 97, 21–25. doi: 10.1177/0031721715619913

This publication provides an overview of four stages of immigrant parent involvement—“Cultural Survivor,” “Cultural Learner,” “Cultural Connector,” and “Cultural Leader.”

International Rescue Committee. (2006). *Educational handbook for refugee parents*. Silver Spring, MD: Author. Retrieved from the BRYCS Clearinghouse website: <http://www.brycs.org/documents/upload/Educational-Handbook-English.pdf>

This handbook, disseminated by BRYCS with permission from IRC, discusses several topics that newcomer, and specifically refugee, parents may not be aware of and provides examples.

Katz, V.S., Levine, M. H., & Gonzalez, C. (2015, September 16). Family partnerships are key to digital equity. *Education Week*. Retrieved from <http://www.edweek.org/ew/articles/2015/09/16/family-partnerships-are-key-to-digital-equity.html>

The study described in the article investigates how low-income Hispanic families use technology through the day and the impact technology has on relationships between the family and school staff.

Kreider, H., Caspe, M., Kennedy, S., & Weiss, H. (2007, Spring). Family involvement in middle and high school students' education. *Family Involvement Makes a Difference* (No. 3). Retrieved from <http://www.hfrp.org/publications-resources/publications-series/family-involvement-makes-a-difference/family-involvement-in-middle-and-high-school-students-education>

This research brief is the third in a series of three that summarizes the latest evidence that links family involvement to youth's academic and social outcomes. It presents what works in family engagement programs for middle and high school youth. It focuses on the linkages among the family and secondary schools. It offers recommendations for policy, practice, and research.

Kugler, E. G. (2009). *Partnering with parents to support immigrant and refugee children at school*. Washington, DC: The George Washington University, School of Public Health and Health Services, Center for Health and Health Care in Schools. Retrieved from www.healthinschools.org/Immigrant-and-RefugeeChildren/%7E/media/48FDB9013C3C454AB6EC9E491D752AA0.ashx

This guide explains the context and needs of immigrant and refugee students and their families related to mental health issues, and describes successful strategies a variety of schools and community organizations have used to support the academic success and social emotional health of immigrant and refugee students and their families.

Law, B., & Eckes, M. (2010). Helping ELL newcomers: Things your students need to know. Retrieved from Colorín Colorado website: <http://www.colorincolorado.org/article/helping-ell-newcomers-things-your-students-need-know>

This article includes topics like routines, rules, transportation, and classroom expectations.

Liquanti, R., & Bailey, A. L. (2014). *Reprising the home language survey: Summary of a national working session on policies, practices, and tools for identifying potential English Learners*. Washington, DC: Council of Chief State School Officers. Retrieved from <http://www.ccsso.org/Documents/2014/CCSSO%20Common%20EL%20Definition%20Reprising%20the%20Home%20Language%20Survey%2001242014.pdf>

This document—the first in a series of working papers from CCSSO addressing a framework for moving “toward a common definition of English learner”—summarizes a national working session of state and consortium representatives, experts, and stakeholders held in September 2013 in Washington, DC.

MacDonald, M. F., & Dorr, A. (2008, March). *Engaging parents as partners in creating college going cultures: Developing parent centers with a strong academic, college focus: A practical guide*. Los Angeles, CA: Building Education Success Through Collaboration in Los Angeles County. Retrieved from <http://apep.gseis.ucla.edu/bestla/BEST-EngagingParentsAsPartners-DevelopingParentCenters-PracticalGuide.pdf>

This guide provides resources and guidance for those who want to start or improve parent centers.

Mapp, K. L., & Kuttner, P. J. (2013). *Partners in education: A dual capacity-building framework for family–school partnerships*. Austin, TX: SEDL (in collaboration with the U.S. Department of Education). Retrieved from <http://www.sedl.org/pubs/framework/>

This report presents a research informed framework for effective family–school partnerships. It outlines four components toward building collective capacity to engage in partnership for both families and school staff. Three case studies illustrate and further develop the framework.

Metro Government of Nashville and Davidson Counties, Tennessee. (n.d.). Parent ambassador program. Retrieved at <http://www.nashville.gov/Mayors-Office/Priorities/New-Americans/Parent-Ambassadors.aspx>

This webpage describes Nashville’s Parent Ambassador Program, a project of the Nashville Mayor’s Office of New Americans.

National Center for Family Literacy. (2004). *Practitioner toolkit: Working with adult English language learners*. Louisville, KY: Author. Retrieved from http://www.cal.org/caela/tools/program_development/CombinedFiles1.pdf

This tool kit contains background information about models of adult English as a second language programs. It provides extensive descriptions of classroom activities and an overview of parent education in family literacy programs.

National Resource Network. (2016). National Resource Network: New solutions for cities [Website]. Retrieved from <http://www.nationalresourcenetwork.org/en/home>

This organization offers multiple services including a compilation of frequently asked questions, and an online library of tools and technical assistance. The network also has a “311 for Cities” number (registration required) to request, in multiple languages, assistance through the website.

NBC News: Education Nation. (n.d.). Parent toolkit [Website]. Retrieved from <http://www.parenttoolkit.com/>

This website gives suggestions by topic (e.g., academics and behavior) and grade level on how to track a student’s progress in school, among other tips.

Paredes, M. C. (2010). Academic parent-teacher teams: Reorganizing parent-teacher conferences around data. *FINE Newsletter*, 2(3). Cambridge, MA: Harvard University, Harvard Graduate School of Education, Harvard Family Research Project. Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/academic-parent-teacher-teams-reorganizing-parent-teacher-conferences-around-data>

This Family Involvement Network of Educators (FINE) newsletter article presents a district’s new paradigm for parent-teacher conferences. It describes a unique parent engagement model that engages families in academically oriented activities to support their children. Within this model families learn how to use data to plan learning targets and understand the impact of instruction and parental supports on their child’s outcomes.

Patrikakou, E. N. (2008). *The power of parent involvement: Evidence, ideas, and tools for student success*. Lincoln, IL: Center on Innovation and Improvement. Retrieved from http://education.praguesummerschools.org/images/education/readings/2014/Patrikakou_Power_of_parent_involvement.pdf

This report describes key principles of parent involvement including factors that affect parent involvement, one of which addresses cultural awareness in the context of increasing cultural and linguistic diversity of families. It also provides ideas and tools for building a successful school-family partnership and includes school and teacher checklists on communication and homework and a parent checklist on communication.

Patrikakou, E. N., Weissberg, R. P., Redding, S., & Walberg, H. J. (Eds.). (2005). *School-family partnerships: Fostering children's school success*. New York, NY: Teachers College Press.

This book presents research summaries, reports, perspectives, and recommendations on aspects of family involvement. Conceptual frameworks of school-family partnerships, cultural perspectives related to family engagement, and the value added of school-family partnerships to academics, as well as social emotional development, are discussed. It also includes discussion of policy.

PBS Kids. (n.d.a). Immigration: The family factor. Retrieved from <http://pbskids.org/itsmylife/family/immigration/article4.html>

This webpage takes a closer look at what happens when an entire family immigrates together and the challenges they may face.

PBS Kids. (n.d.b). Family: Offline activities. Retrieved from http://pbskids.org/itsmylife/family/offline_activities.html

This webpage provides printable activities as a fun way to explore the topics on “It’s My Life,” a PBS show.

Rideout, V., & Katz, V. S. (2016). *Opportunity for all? Technology and learning in lower-income families*. New York, NY: The Joan Ganz Cooney Center at Sesame Workshop. Retrieved from http://digitalequityforlearning.org/wp-content/uploads/2015/12/jgcc_opportunityforall.pdf

This study examined how families can use digital technologies to help promote educational opportunities, despite digital divides.

School’s Out Washington. (n.d.). *A resource toolkit to help newcomer parents navigate the U.S. school system*. Seattle, WA: Author. Retrieved from <http://www.schoolsoutwashington.org/UserFiles/File/RSIG%20Parent%20Toolkit.pdf>

This tool kit is designed to help newcomer parents navigate the U.S. school system and to increase school integration and engagement.

Short, D. J., & Boyson, B. A. (2012). *Helping newcomer students succeed in secondary schools and beyond*. Washington, DC: Center for Applied Linguistics. Retrieved from <http://www.cal.org/resource-center/publications/helping-newcomer-students>

This report presents findings from a national survey of secondary school newcomer programs and case studies of 10 exemplary programs. It provides detailed information on program structures and practices, such as program design, instruction, assessment, and family and community engagement, as well as challenges, accomplishments, and recommendations for newcomer programs. The report includes resources useful for educators who want to create or refine a newcomer program.

U.S. Citizenship and Immigration Services. (n.d.). Immigration and citizenship. Retrieved from WelcometoUSA.gov website: http://www.welcometousa.gov/Immigration_citizenship/Immigrating_United_States.htm

This webpage provides information on how to apply for an immigrant visa and related topics.

U.S. Department of Education. (n.d.). Talk, read, and sing together every day! Tip sheets for families, caregivers and early learning educators. Retrieved from <http://www.ed.gov/early-learning/talk-read-sing>

This webpage provides links to PDF versions in English and Spanish of tip sheets for families, caregivers, and early learning educators on developing young children's early literacy skills. These documents promote literacy activities in the family's home language, include tips for using language at home and in the community, and discuss the benefits of being bilingual.

U.S. Department of Education. (2004). Parental Involvement: *Title I*, Part A (Non-regulatory guidance). Retrieved from <http://www2.ed.gov/programs/titleiparta/parentinvguid.doc>

This document outlines requirements for parental involvement described in *ESEA*, as amended by *NCLB*, and includes a definition of "parent" for these purposes.

U.S. Department of Education, Office of English Language Acquisition. (2015). English Learner tool kit. Retrieved from <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

This webpage provides links to download the EL tool kit for SEAs and LEAs as one document or by individual chapters; the introduction is available in multiple languages. The EL tool kit is designed for state, district, and school administrators, and for teachers; it offers tools and resources to help them meet their legal obligations in providing support to ELs to learn English while meeting college- and career-readiness standards.

U.S. Department of Education, Office of Innovation and Improvement. (2007). *Engaging parents in education: Lessons from five parental information and resource centers*. Washington, DC: Author. Retrieved from <http://www2.ed.gov/admins/comm/parents/parentinvolve/engagingparents.pdf>

This publication summarizes how five Parental Information and Resource Centers (PIRCs) designed and established parent-school partnerships to improve schools and strengthen students' academic achievement.

U.S. Department of Justice, Civil Rights Division, and U.S. Department of Education, Office for Civil Rights. (2015, January). *Information for limited English proficient (LEP) parents and guardians and for schools and school districts that communicate with them*. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf>

This fact sheet answers common questions about the rights of parents and guardians who do not speak, listen, read, or write English proficiently because it is not their primary language.

Warschauer, M., & Liaw, M. (2010, June). *Emerging technologies in adult literacy and language education*. Washington, DC: National Institute for Literacy, Emerging Technologies in Adult Literacy and Language Education. Retrieved from https://lincs.ed.gov/publications/pdf/technology_paper_2010.pdf

This report describes the contributions that emerging technologies can make to adult literacy and language education.

Weiss, H., Caspe, M., & Lopez M. E. (2006, Spring). Family involvement in early childhood education. *Family Involvement Makes a Difference* (No.1). Retrieved from <http://www.hfrp.org/publications-resources/publications-series/family-involvement-makes-a-difference/family-involvement-in-early-childhood-education>

This research brief is the first in a series of three that summarizes the latest evidence that links family involvement to outcomes for students. It presents what works in family engagement programs. It focuses on the linkages among the family, early childhood settings, and schools. It offers recommendations for policy, practice, and research.

Wisconsin Department of Public Instruction. (n.d.). Wisconsin Department of Public Instruction. (n.d.). *Measuring your family–school–community partnerships: A tool for schools*. Retrieved from <http://dpi.wi.gov/sites/default/files/imce/fscp/pdf/tk-measure-prtshps.pdf>

This document provides a tool for gauging a school's community and parent involvement.