



Bridging Refugee Youth & Children's Services

INVOLVING REFUGEE PARENTS IN THEIR CHILDREN'S EDUCATION - HIGHLIGHTED RESOURCES

1. **Family and Community Involvement: Reaching Out to Diverse Populations = La Participación de la Familia y la Comunidad: El Acercamiento a las Diversas Poblaciones.**

Southwest Educational Development Laboratory (SEDL) 26 pages. Austin, TX: Southwest Educational Development Laboratory (SEDL) 2000.

Availability: This resource is available free in PDF and HTML formats on the Web at:

<http://www.sedl.org/pubs/catalog/items/fam29.html>. A paper copy can be purchased from the same Web site. Southwest Educational Development Laboratory, 211 E. 7th St., Austin, TX 78701-3253.

Phone: 1-800-476-6861 toll free; Fax: 512-476-2286. Product ID: FAM-29

Designed for educators who want to develop meaningful parent and community involvement in public education in culturally and linguistically diverse communities. The advice of leaders of Hispanic, African American, Native American, and Asian communities is incorporated into five strategies to help develop parent participation: (1) know the community and identify leaders and education issues about which the community cares; (2) get smart about communicating with parents and community members; (3) provide extra help for school staff and parents; (4) bridge the gap between families, communities, and schools through welcoming and liaison efforts; and (5) evaluate public engagement efforts regularly. An annotated list of eight resources and a list of seven other organizations are included. (SLD)

2. **Illinois' Refugee Children School Impact Grant Video Tool Kit: In Our Country: Educating Newcomers in America and Welcoming New Learners: A Professional Development Tool.**

Illinois' Refugee Children School Impact Grant (RCSIG) Partnership Illinois State Board of Education (ISBE) Illinois Department of Human Services Chicago Public Schools. Guide is 49 pages. Springfield, IL: Illinois State Board of Education, 2005.

Availability: These videos and Guide (PDF format) are available free on the Web at:

http://www.isbe.net/bilingual/htmls/refugee_services.htm.

3. **"Indicator 7: Language Minority School-Age Children," in The Condition of Education 2006**

U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office, 2006.

Availability: This resource is available free in PDF format on the publisher's Web site at:

http://nces.ed.gov/programs/coe/2006/pdf/07_2006.pdf.

The Condition of Education 2006 summarizes important developments and trends in education using the latest available data. This data indicates that the number of children ages 5–17 who spoke a language other than English at home more than doubled between 1979 and 2004. - Publisher's description

4. **Investing in Our Communities: Strategies for Immigrant Integration.** Grantmakers Concerned with Immigrants and Refugees. 254 pages. Sebastopol, CA: Grantmakers Concerned with Immigrants and Refugees, 2006.

Availability: This resource is available free in PDF format on the publisher's Web site at:

http://www.gcir.org/resources/gcir_publications/toolkit.php.

This section (Promising Practices in Education) explores the challenges of serving newcomers' educational needs, from pre-school through college, and identifies successful strategies and programs to address them. The primary focus will be on children of immigrants who live in low-income households and whose parents have relatively limited education. - Publisher's abstract

5. Involving Immigrant and Refugee Families in Their Children's Schools: Barriers, Challenges, and Successful Strategies. Adult Learning Resource Center, Des Plaines, IL. 13 pages. Des Plaines, IL: Adult Learning Resource Center, 2003.

Availability: This resource is available free in PDF format on the Web at:

http://www.isbe.state.il.us/bilingual/pdfs/involving_families.pdf.

Outlines effective strategies for getting immigrant and refugee families involved in their children's schools. Among the many factors that cause some immigrant and refugee parents to be isolated from the community at large are limited English language skills, fear of violence in the community, demanding work schedules, family trauma, and lack of a welcoming atmosphere in the schools. Proven strategies that educational and social service agency practitioners can use to overcome these challenges, include: (1) partnering with community-based organizations and refugee resettlement agencies to provide translation assistance; (2) developing welcome videos and offering orientation sessions in different languages and in locations other than school that are familiar to refugee families; (3) producing parent handbooks in a variety of languages; (4) mentoring new families and conducting home visits with bilingual staff; (5) providing on-site programs to teach parents English language skills; (6) varying the time and day of parent activities to accommodate parents' changing work schedules; (7) hosting social events; and (8) providing in-service training of school personnel on effective methods of communicating with immigrant and refugee parents. In order for these steps to be successful, the principal wholeheartedly needs to support the school's outreach efforts.

6. Limited English Proficient (LEP) Parent Involvement Project: A Guide for Connecting Immigrant Parents and Schools. Minnesota Department of Education. 171 pages. Roseville, MN: Minnesota Department of Education, 2001.

Availability: This resource is available free in PDF format on the Web at:

http://mnabe.themlc.org/Parent_Involvement_Project.html. The full text of this resource is available in the BRYCS Clearinghouse from the full record page for this publication.

"The LEP Parent Involvement Project was developed to be used in various adult education settings such as ESL classes, community-based organizations and parent groups for the purposes of helping parents and caretakers with limited English see themselves as active participants in their children's learning.

In designing the materials we had the following goals in mind:

1. To build on what people already know from their experience as parents and caretakers in their own countries.
2. To help parents restore their own vision of themselves as first and primary teachers. (This vision is often lost in the immigration process.).
3. To create opportunities for parents to explore similarities and differences between their new and native countries and to build bridges that will link the two experiences.
4. To encourage parents to define and keep values and traditions, which are meaningful parts of their culture." - Publisher's description

CONTENTS

User's Guide

Module 1 Bridging Cultures

Module 2 Schools are Part of the Culture

Module 3 Parents are Teachers

Module 4 Discipline

Module 5 Life at School
Module 6 Families

7. "Meeting the Needs of Immigrant Students". In Improving Education for Immigrant Students: A Guide for K-12 Educators in the Northwest and Alaska. Northwest Regional Educational Laboratory (NWREL) Portland, OR: Northwest Regional Educational Laboratory (NWREL) July 1998.

Availability: This resource is available free in HTML format on the Web at:

<http://www.nwrel.org/cnorse/booklets/immigration/5.html>.

"This wide diversity of backgrounds, beliefs, and experiences [of immigrant students] requires educators to acquire skills in avoiding stereotypes, recognizing individual and cultural differences, and developing cross-cultural communication. Many areas of K-12 education that relate to immigrant students are already well-developed fields of educational research and practice: English as a second language, bilingual education, and migrant education. Programs in these areas may already be available in school districts with significant immigrant or migrant student populations. Districts in need of developing such programs are directed to the broad literature and resources in these fields. This section of the guide has a more general purpose:

- To provide teaching strategies and techniques for working with immigrant students within the context of the regular classroom
- To provide suggestions for enriching the educational experience of all students so today's children grow into adults who are respectful and understanding participants in a multicultural society." - Publisher's description

CONTENTS

Overall Strategies

Specific Strategies

Self-Report Card - Teacher

Self-Report Card - Administrator

8. REACH Out to Parents for Student Success: A Toolkit for Educators. Iowa Statewide Parent Information Resource Center. Des Moines, IA: Iowa Statewide Parent Information Resource Center, 2006.

Availability: This resource is available free in HTML and PDF format on the publisher's Web site at:

<http://www.iowaparents.org/getting-involved/toolkit>.

The Iowa Parent Information Resource Center (Iowa PIRC) has developed REACH Out to Parents for Student Success: A Toolkit for Educators. This tool was designed to assist school leaders in creating a culture that welcomes, honors, and connects with families in ways that result in a joint effort to design strategies and actions for the classroom at school and at home to help each child maximize his/her learning. To do that, educators and parents must come to the table together and learn from each other. The results of that work will not look like what either group has thought of as "parent involvement" in the past. Nor will it look like what the school district down the highway is doing. Each community must look at the needs of their own children, families, and schools to determine the best approach to take to support their children and youth as learners both at school and at home. - Publisher's description

9. School Success Tool-Kit: Tools To Help You Get Involved in Your Child's Education.

People For the American Way Foundation. 49 pages. Washington, DC: People For the American Way Foundation, 2003.

Availability: Available free in PDF format in the ERIC database at <http://www.eric.ed.gov>. Search for document by ERIC # ED476113. This resource is also available free in PDF format on the Web at:

<http://www.schoolsuccessinfo.org/downloadkit/toolbox.pdf>.

This tool kit is part of a national campaign to help parents get more closely involved in their children's education. The campaign, "Success in School Equals Success in Life," asserts that all parents have the right to free, high quality education for their children regardless of race, gender, national origin, or disability status; all parents have the right to be involved in their children's education; all parents have a right to public schools that are properly maintained and adequately funded; all parents have a right to be informed of school policies; all parents have the right to send their children to safe, respectful public schools; and all parents have the right to know about any problems or challenges their children are facing and how they can work with the school to help their children succeed. The booklet presents information on visiting the child's school during school visits or open houses; dealing with disciplinary issues; the child and standardized tests; overcoming social, economic, and cultural barriers; school funding (a key to quality education); learning disabilities and special education; undocumented students and their rights; where to turn with concerns; and other resources. Questions to ask and/or issues to consider are presented for each section. (SM)

10. Special Issue: Parent Involvement. Journal of Educational Issues of Language Minority Students. v. 16. 1996.

Availability: This resource is available free in PDF format on the publisher's Web site at: <http://www.ncela.gwu.edu/pubs/jellms/vol16/>.

TABLE OF CONTENTS:

- An Examination of a Four-Way Collaborative to Increase Parental Involvement in the Schools - Andrea B. Bermudez and Judith A. Marquez
- The Hmong Literacy Project: Parents Working to Preserve the Past and Ensure the Future - Hee-Won Kang, Phyllis Keuhn, and Adrienne Herrell
- Hispanic Parent Involvement and Perspectives in the Education of Their Preschool Child with Developmental Disabilities - Jozi De Leon, Robert Ortiz, Gilbert Sena, and Catherine Medina
- Young Seminoles and Natural Math - Linda C. Medearis
- Bilingual Teachers Involving Parents in the Teaching-Learning Process: A Practicum Experience - Liliana Minaya-Rowe
- Family Involvement in a Bilingual School - Yolanda Gomez Navarette
- Investing in the Future of Youth: Parent Training - Alberto M. Ochoa and Vahac Mardirosian
- ¡Aquí Vivimos! Voices of Central American and Mexican Participants in a Family Literacy Project - Marjorie Faulstich Orellana
- Fathers' Contribution to Children's Early Literacy Development: The Relationship of Marital Role Functions - Robert W. Ortiz
- School Improvement Ideas: Guidance From Parents and Students From Three Ethnic Groups - Richard Parker, Rafael Lara-Alecio, Salvador Hector Ochoa, Mark Bigger, Jan Hasbrouck, and William Parker
- Parent Power: A Positive Link to School Success - Martha Weidman Young and Stella Romero Helvie
- Overcoming Barriers to Effective Parental Partnerships: Implications for Professionals in an Educational Setting - Theresa Young and Fern Westernoff
- Parents as Resources in Schools: A Community-of-Learners Perspective - Carmen Zuniga and Sylvia Alatorre Alva

11. Building Culturally and Linguistically Competent Services to Support Young Children, Their Families, and School Readiness. Hepburn, Kathy Seitzinger. 146 pages. Baltimore, MD: Annie E. Casey Foundation, May 2004.

Availability: This resource is available free in PDF format on the Web at: <http://www.aecf.org/publications/data/cctoolkit.pdf>.

Building Culturally and Linguistically Competent Services to Support Young Children, Their Families, and School Readiness, from the Annie E. Casey Foundation, promotes early childhood development and school readiness. This tool kit provides assistance for communities in building culturally and linguistically competent services and practices for young children and their families.

12. Model Strategies in Bilingual Education: Family Literacy and Parent Involvement.

McCollum, H., and Russo, A.W. Washington, DC: U.S Department of Education, March 1993.

Availability: This resource is available free in HTML format on the publisher's Web site at:

<http://www.ncela.gwu.edu/pubs/ed/familylit/>.

This report offers administrators and teachers examples of many strategies used to work with parents of students with limited English proficiency (LEP). The report profiles nine exemplary sites, selected with the assistance of a panel of experts, which exhibit a wide range of parent involvement and family literacy programs. Five describe bilingual projects, including four that teach Spanish speakers and one serving Navajo families, while four describe projects serving mixed-language groups. - Publisher's description

13. Immigrant Students and Secondary School Reform: Compendium of Best Practices.

Spaulding, S., and Carolino, B., and Amen, K. 86 pages. Washington, DC: The Council of Chief State School Officers, 2004.

Availability: This resource is available free in PDF format on the publisher's Web site at:

<http://www.ccsso.org/content/pdfs/BestPractices.pdf>.

This compendium of best practices evolved from collaboration between CCSSO and the Carnegie Corporation of New York's Schools for a New Society Initiative. Surveys, interviews and informal conversations with district leaders planning high school reform efforts in conjunction with the Carnegie Corporation elicited both promising practices and institutional obstacles for high school ELLs. The best practices described in this compendium aim to inform the work of educators in secondary schools considering comprehensive reform, as well as the work of state policy makers, district leaders, and those generally interested in improving education for ELL students. A broad review of research and practice in the education of secondary English language learners (ELLs) in the United States has been synthesized into recommendations for best practices in six crucial areas. These areas are discussed in six sections of the compendium: (1) Immigrant Students with Limited Formal Schooling; (2) Academic Literacy; (3) Parent Involvement; (4) Summer Programs; (5) Professional Development; and (6) Special Education. - Publisher's abstract

14. Bridging Cultures in Our Schools: New Approaches That Work. Knowledge Brief.

Trumbull, Elise, and Rothstein-Fisch, Carrie, and Greenfield, Patricia M. 16 pages. San Francisco: WestEd, 2000.

Availability: Available free in PDF format in the ERIC database at <http://www.eric.ed.gov>. Search for document by ERIC # ED440954. It is also available for free at the WestEd Web site at:

http://www.wested.org/online_pubs/bridging/welcome.shtml.

This publication describes how teachers can begin to gain understanding of diverse students and families and their cultural values, behavioral standards, and social ideals. It presents specific examples of cross-cultural conflicts and illustrates strategies for resolving them. Data come from the Bridging Cultures action research project in California. The paper begins by describing a practical framework for understanding cultural differences, which includes the two contrasting value systems of individualism and collectivism. After elaborating on these differing perspectives, the paper presents examples of how some of the conflicts have played out across seven southern California classrooms and discusses strategies for resolving conflicts using the collectivist-individualistic framework. Some of the conflicts include independence versus helpfulness, cognitive versus social development, oral expression versus respect for authority, parents' roles versus teachers' roles, and personal property versus sharing. Easy ways to avoid conflict and promote harmony include making the classroom hospitable, engaging parents as resources, gauging how to support parent involvement, and understanding parents' ways of participating in school decision making. The paper concludes by discussing the issue of tapping community knowledge through ethnographic inquiry. (Contains 28 references.) (SM)

15. Family and Intergenerational Literacy in Multilingual Communities. Weinstein, Gail.

Washington DC: The Center for Adult English Language Acquisition, 1998.

Availability: This resource is available free in HTML format on the publisher's Web site at:

http://www.cal.org/caela/esl_resources/digests/Famlit2.html.

This Q&A reviews selected research, current policies, goals, models for program design, and curriculum approaches in intergenerational literacy work. It concludes with a discussion of promising practices in family literacy efforts. - Publisher's abstract

ADDITIONAL RESOURCES – AVAILABLE FREE OR FOR PURCHASE

1. Actions Speak Louder Than Words – Or Do They? Debunking the Myth of Apathetic Immigrant Parents in Education.

Ariza, Eileen N. Contemporary Education. v.71, n.3. 2000.

Availability: This article is available for purchase from Ingenta at <http://www.ingenta.com> or call Ingenta, Inc., 44 Brattle St., 4th Floor Cambridge, MA 02138, 1-800-296-2221 toll free or 617-395-4000, Fax: 617-395-4099, Email: ushelp@ingenta.com. It may also be available for free from your local library or from other sources (free or for a fee).

2. Bridging Cultures between Home and School: A Guide for Teachers--With a Special Focus on Immigrant Latino Families.

Trumbull, Elise, and Rothstein-Fisch, Carrie, and Greenfield, Patricia M., and Quiroz, Blanca. 172 pages. Mahwah, NJ: Lawrence Erlbaum Associates, 2001.

Availability: This resource can be acquired through a library on interlibrary loan. This publication can be ordered from the publisher Lawrence Erlbaum Associates via the web at: <https://www.erlbaum.com/shop/tek9.asp?pg=products&specific=0-8058-3519-9>. Lawrence Erlbaum Associates, 10 Industrial Avenue, Mahwah, NJ 07430-2262. Phone: 1-800-9-BOOKS-9, 201-258-2200; Fax: 201-236-0072.

This book focuses on how to meet the challenges of education in a pluralistic society, presenting the Bridging Cultures framework, which is designed for understanding differences and conflicts that arise in situations where school culture is more individualistic than the home value system. Six sections examine: (1) "The Bridging Cultures Framework" (e.g., what culture is, the dynamic nature of culture, individualism and collectivism, and strands of multicultural education); (2) "Parent Involvement: Recommended but Not Always Successful" (e.g., minority parent involvement, parent-school partnerships, and finding common ground); (3) "The Cross-Cultural Parent-Teacher Conference" (e.g., the tradition of parent-teacher conferences, using cultural knowledge to enhance communication, and improving parent-teacher conferences); (4) "Learning What Works" (e.g., understanding parents' points of view, evaluating the messages schools send, and developing closer personal relationships with families); (5) "Teachers as Researchers" (e.g., action research, inquiry and reflection, and ethnographic inquiry); and (6) "Conclusion: The Challenge of Coming Together" (e.g., the need for cultural knowledge, how Bridging Cultures fits into the big picture of school reform, and what is to be gained). An appendix presents the Bridging Cultures Project in brief. (Contains 191 references.) (SM)

3. Bridging Cultures: Teacher Education Module.

Rothstein-Fisch, Carrie. 168 pages. Mahwah, NJ: Lawrence Erlbaum Associates, Inc. 2003.

Availability: The book can be purchased from the WestEd Web site <http://www.wested.org/cs/we/view/rs/705>. WestEd, 730 Harrison Street, San Francisco, CA 94107. Phone: 1-877-493-7833 toll free or 415-565-3000; Fax: 415.565.3012. Order #: LCD-03-01.

"Bridging Cultures: Teacher Education Module helps pre-service and in-service teachers be more successful in working with students and families from immigrant cultures. As a starting point for understanding differences between home and school cultures, the module offers a framework for teachers to engage in strategies that improve home-school communication and parent involvement - factors that are known to be associated with higher student achievement. The centerpiece of the module is training resources, including an outline, an agenda, and a well-tested three-hour script designed as a lecture-discussion with structured opportunities for guided dialogue and small-group

discussion. Also included are overhead transparencies and handout masters; a discussion of the role of culture in education; an overview of the effects of the Bridging Cultures Project; and evaluation results of the author's use of the module in two sections of a pre-service teacher education course. Designed for use in one or two class sessions, the module can be incorporated in courses on educational psychology, child development, counseling psychology, and others that deal with culture in education. An adjunct book of supporting research, theories, and background information related to this module is also available." - Publisher's description

Table of Contents

Preface

Introduction to the Bridging Cultures Project

Facilitators Script

The Effect of the Module on Pre-Service Teachers

Overhead Transparency

Handout Masters

4. A Case Involving Culturally and Linguistically Diverse Parents in Prereferral

Intervention. Tam, Kai Yung, and Heng, Mary Anne. *Intervention in School and Clinic*. v.40, n.4. pp. 222-230. Austin, TX: PRO-ED, March 2005.

Availability: This article is available for purchase from the publisher at: PRO-ED, Inc., 8700 Shoal Creek Boulevard, Austin, TX 78757-6897. Tel: 800-897-3202 (Toll Free). It may also be available for free from your local library or from other sources (free or for a fee).

Describes how a Chinese boy and his mother solve behavioral and learning problems using the Prereferral Intervention (PRI) process. This family faces challenges such as limited English skills, poverty, long working hours, and cultural isolation--all affecting the child's academic success. PRI requires the single mother to assume the active role of tutor and tutee throughout the process. The parent's role includes: participation in the pre-PRI assessment, arranging work schedules to accommodate tutoring sessions, reading instruction, a behavior management program for the child, and monitoring progress. The key to successful parent participation is work schedule flexibility. Often, intervention from school personnel is required to gain the employer's support of the program. Positive change in the child's life is achieved through time-consuming and intense effort exerted by the school staff and the parent.

5. Cultural Considerations: Immigrant Parent Involvement. Ariza, Eileen N. *Kappa Delta Pi*. v.38, n.3. 2002.

Availability: This article may be available for free from your local library or from other sources (free or for a fee).

Describes teacher-student interactions that illustrate cultural misinterpretations and lists the causes and potential solutions to bridge the culture gap. A fictionalized case study presents an Anglo teacher in a Florida school with students from Haiti, Columbia, Vietnam, Malaysia, and from the Muslim culture. An explanation of behaviors in the case study reveals problems when a teacher and students/families are faced with divergent languages, religions, and child-rearing philosophies. Although many teachers may perceive immigrant parents as uncaring, common reasons for parental non-involvement include: language barriers, work schedules, transportation issues, and different cultural beliefs regarding teacher/parent roles. Schools can promote parental involvement with programs that outline parental rights and responsibilities in the U.S. education system. The home/school connection can be facilitated by using translation services and interpreters; home visits; celebrations of various cultures with songs, food, and customs; writing family histories; developing carpools; providing childcare for younger siblings during conferences; creating literacy programs to share reading time; and asking a "buddy" family to adopt the immigrant family.

6. Dialogue Across Cultures: Teachers' Perceptions about Communication with Diverse

Families. Joshi, A., and Eberly, J., and Konzal, J. *Multicultural Education*. v.13, n.2. 2005.
Availability: *This article may be available for free from your local library or from other sources (free or for a fee).*

Presents findings on how teachers perceive parental involvement and their knowledge and practical use of culture to enhance learning. Culture is defined as a "dynamic, systematic, and historic construct" which encapsulates ethnicity and race as well as historical context, geographic location, gender, generation, age, religion, group memberships, and education level. Cultural differences challenge the effectiveness of parent/school communication where different belief systems and understanding of proper roles exacerbate basic language barriers and time/financial constraints. Forty primary school teachers in New Jersey were surveyed on two topics: parental involvement and knowledge of culture. Responders believed that communication should occur during conferences or through notes sent to the home. Time constraints resulted in the lack of parental communication. Cultural knowledge was limited to external manifestations such as food, dress, and holiday celebrations. Other issues, such as child rearing techniques, communication patterns, social values, and preferred learning methods, were not part of the teachers' cultural awareness.

7. Dismay and Disappointment: Parental Involvement of Latino Immigrant Parents.

Ramirez, A.Y.F. *The Urban Review*. v.35, n.2. pp. 93-110. Heidelberg, Germany: Springer Netherlands, 2003.

Availability: *This article is available for purchase from the publisher: Springer, 233 Spring Street, New York, NY 10013. Tel: 800-777-4643; Tel: 212-460-1500; Fax: 212-348-4505; e-mail: service-ny@springer.com; Web site: <http://www.springerlink.com>. It may also be available for free from your local library or from other sources (free or for a fee).*

Describes the institutional communication barriers faced by Latino immigrant parents as they deal with teachers and school administrators. Background information on effective parental involvement programs throughout the country indicates that parental involvement improves student performance. In contrast, interviews with parents in a predominantly Latino Southern California community illustrate the frustrations of immigrants after attempting communication with schools. Barriers are cited in three areas: (1) Communications: lack of translators at meetings and poor notification of key home/school events; (2) Expectations: conflict between the school's expectation of parental involvement and job responsibilities, and also perceived lower teacher expectations from Latino children; and (3) Accountability: parental fears of retaliation if they expressed concerns or dissatisfaction with the school's acceptance of poor quality student work. Suggestions include: translation services, family English literacy programs, parent centers, new family orientation workshops, home visits, and teacher incentives to increase their training in language and distinctions between Hispanic cultures.

8. Educational Interventions for Refugee Children. Hamilton, Richard, and Moore, Dennis. 208 pages. New York, NY: RoutledgeFalmer, 2004.

Availability: *This book may be available for free from your local library or from other sources (free or for a fee).*

9. Facilitating Parent Involvement: Reflecting on Effective Teacher Education. DeHass, Alyssa Gonzalez. *Teaching & Learning*. v.19, n.2. pp. 57-76. 2005 Spring.

Availability: *This article is available in HTML and PDF formats from the publisher's Web site at: <http://www.und.nodak.edu/dept/ehd/journal/spring2005.htm>.*

Discusses methods to assist teachers in learning how to include parents in extended and engaging activities related to the education of their children, especially of adolescents. One approach is to create a parent resource center where students and other parents can gather, share experiences, and mentor teens through the complex secondary education process. Another recommendation involves broadening cultural information beyond a single "multicultural day" by including culturally significant authors, art, music, food, and holidays into the curriculum. Teachers can reduce communication barriers that result from cultural differences by employing a variety of approaches to behavior

management or student autonomy. Additional training in active listening and problem solving techniques is necessary for preservice teaching students and inservice for current teachers. Teachers should receive continuing education regarding the community resources available to help students and their families as well as periodic updates in the public school laws, with emphasis on child protection law, equal opportunity in education, and discipline cases. Preservice teaching students benefit from exposure to "master" teachers as well as learn from contact with involved parents who serve on Parent-Teacher Organizations or School Improvement Teams.

10. Immigrant Parents' Involvement in American Schools: Perspectives from Korean Mothers. Sohn, Soomin, and Wang, Christine. *Early Childhood Education Journal*. v.34, n.2. pp. 125-132. Heidelberg, Germany: Springer Netherlands, October 2006.

Availability: This article is available for purchase from the publisher: Springer, 233 Spring Street, New York, NY 10013. Tel: 800-777-4643; Tel: 212-460-1500; Fax: 212-348-4505; e-mail: service-ny@springer.com; Web site: <http://www.springerlink.com>. This article is also available for purchase from Ingenta at <http://www.ingenta.com> or call Ingenta, Inc., 44 Brattle St., 4th Floor Cambridge, MA 02138, 1-800-296-2221 toll free or 617-395-4000, Fax: 617-395-4099, Email: ushelp@ingenta.com. It may also be available for free from your local library or from other sources (free or for a fee).

Investigates the successes and challenges of the American educational system as perceived by Korean immigrant mothers. Interviews with six Korean mothers provide anecdotal evidence that they are generally confident in the quality of the American education system, especially in the individualized and developmentally-focused approach that is in contrast to the regimented and standardized Korean educational system. However, four major areas of concern are noted: language barriers, cultural differences, discrimination issues, and limited teacher/school support. Although most of the Korean mothers had basic conversational English skills, each expressed frustration at the language barriers and the lack of interpreters. The cultural differences include the Korean belief in deferring to the teacher in educational decisions; the Korean custom that parents only speak to teachers when the child is experiencing a behavioral or academic problem; and the tendency to prefer verbal ambiguity as a sign of respect for the teacher's authority. All of the mothers noted incidents of "subtle" discrimination such as harassment of Korean students by American children that went unpunished. Also, the Korean mothers felt that the schools and the teachers did not provide adequate time to discuss issues. The Internet may be used as a communication tool to increase teacher and peer awareness of Asian student culture.

11. The Importance of Presence: Immigrant Parents' School Engagement Experiences.

Carreon, G.P., and Drake, C., and Barton, A.C. *American Educational Research Journal*. v. 42, n. 3. pp. 465-500. Washington, DC: American Educational Research Association, 2005.

Availability: This article is available for purchase from Ingenta at <http://www.ingenta.com> or call Ingenta, Inc., 44 Brattle St., 4th Floor Cambridge, MA 02138, 1-800-296-2221 toll free or 617-395-4000, Fax: 617-395-4099, Email: ushelp@ingenta.com. The article is also available from the publisher: American Educational Research Association, 1230 17th St. NW, Washington, DC 20036-3078. Tel: 202-223-9485; Fax: 202-775-1824; e-mail: subscriptions@aera.net; Web site: <http://www.aera.net>. It may also be available for free from your local library or from other sources (free or for a fee).

The authors have been engaged in research focused on how parents in high-poverty urban communities negotiate understandings and build sustaining relationships with others in school settings. In this article, the authors draw upon ethnographic methodology to report on the stories of three working-class immigrant parents and their efforts to participate in their children's formal education. Their stories are used as exemplars to illuminate the challenges immigrant parents face as they work to participate in their children's schooling. In contrasting the three stories, the authors argue that parental engagement needs to be understood through parents' presence in schooling, regardless of whether that presence is in a formal school space or in more personal, informal spaces, including those created by parents themselves. - Publisher's description

12. **Leyendo Juntos: New Directions for Latino Parents' Early Literacy Involvement.** Ortiz, R.W. & Ordonez-Jasis, R. *The Reading Teacher*. v.59, n.2. pp. 110–121. Newark, DE: International Reading Association, October 2005.

Availability: This article is available for purchase from the publisher's Web site at:

<http://www.reading.org/publications/journals/rt/v59/i2/>. It may also be available for free from your local library or from other sources (free or for a fee).

Early reading experiences in the home prepare children for normal literacy instruction when they enter school. Most practitioners and researchers support the need for educational initiatives for increasing parents' involvement in early literacy. However, there is less of a consensus about how to develop family literacy models for Latino families. Existing literature suggests that deficit-based theories have historically shaped many programs geared toward Latino families. As an alternative, the authors propose a sociocultural framework for family literacy programs. The model includes participants' cultural, linguistic, and social experiences, and respects family dynamics, ways of knowing, and perceptions of how literacy functions in life in real and meaningful ways. Recommendations are offered for developing programs to help parents and educators recognize and broaden the role of families in their children's learning and establish home-school relationships based on mutual respect and trust. - Publisher's description

13. **Parent Involvement in Elementary School and Educational Attainment.** Barnard, W. *Children and Youth Services Review*. v.26, n.1. pp. 39-62. 2004.

Availability: This article is available for purchase from Ingenta at <http://www.ingenta.com> or call Ingenta, Inc., 44 Brattle St., 4th Floor Cambridge, MA 02138, 1-800-296-2221 toll free or 617-395-4000, Fax: 617-395-4099, Email: ushelp@ingenta.com. It may also be available for free from your local library or from other sources (free or for a fee).

Describes the link between the academic success of children in high school and parents who are actively engaged in assisting at the school during the primary years. Based on data from the Chicago Longitudinal Study (CLS), which has examined the academic and social development of inner-city Chicago children since 1986, students whose parents were involved in their children's elementary classrooms had lower drop-out rates in high school, greater on-time graduation completion, and higher grade levels completed. One limiting factor, however, is the complex nature of parent involvement since it is behavior that often reflects parental attitudes about the educational system. Encouraging parental involvement to promote long-term academic success is found to be a cost-effective tool. Training to help teachers incorporate parents into the educational process would be helpful, but mandating parental involvement is not advocated. Parents would benefit from a public policy that supports time-off to assist at the schools and to be involved with their children's education.

14. **Parental Involvement in Education: A Qualitative Study of Somali Immigrants in the Twin Cities Area.** Nderu, E.N. 2005.

Availability: This dissertation may be available for free from your local library or from other sources (free or for a fee).

15. **Parental School Involvement and Children's Academic Achievement.** Hill, Nancy E., and Taylor, Lorraine C. *Current Directions in Psychological Science*. v.13, n.4. pp. 161-164. 2004.

Availability: This article is available for purchase from the publisher at <http://www.blackwell-synergy.com>. It may also be available for free from your local library or from other sources (free or for a fee).

Discusses the cultural, socioeconomic, and community patterns that facilitate parental involvement and offers suggestions for further research on student developmental stages. Parental involvement affects academic achievement through two mechanisms: (1) social capital, which allows parents to gain information and additional skills to help their children through observation and interaction with teachers and other parents; and (2) social control, where the families and the schools create a consensus to determine appropriate behavior while at school or in the home. Community and cultural

characteristics such as socioeconomic status and ethnicity influence parental involvement and parental psychological state. Additionally, school policies exert great influence on whether teachers encourage parental participation. Further research is needed in the following areas: (1) capturing the multidimensional nature of parental involvement with standardized definitions and consistent measurement tools; (2) integration of all stakeholder perspectives, parents, teachers, and students; and (3) understanding the changes in parental involvement as the children get older and parents adopt a more advisory role. The practice of implementing parental involvement can be improved by exposing teaching students to parental inclusion methods as well as the effects of income, barriers and resources of communities.

16. Pathways: A Primer for Family Literacy Program Design and Development. King, Rebecca, and McMaster, Jennifer. 154 pages. Louisville, KY: National Center for Family Literacy, 2000.

Availability: This book is available for purchase from National Center for Family Literacy, Attention: Publications, 325 West Main Street, Suite 200, Louisville, KY 40202-4251; Tel: 502-584-1133; Fax: 502-584-0172; Web site: <http://www.familit.org>. It may also be available for free from your local library or from other sources (free or for a fee).

17. Reassessing Parent Involvement: Involving Language Minority Parents in School Work at Home. Daniel-White, Kimberly. Working Papers in Educational Linguistics. v.18, n.1. 2002 Spring.

Availability: This resource is available free in PDF format on the ERIC Web site at:

http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/27/9c/93.pdf.

Parental involvement has been promoted by politicians and educators as the cure all for academic ills in the American educational system. Programs have been funded and structured to involve all parents in schools in ways valued by middle class parents to the exclusion of language minority families, their language, and their culture. These middle class-based programs, which are founded upon a cultural deficit approach to parenting, do not provide Latino and other immigrant families with the tools they need to help their children and empower themselves. This paper describes an ethnographic investigation of home-based parent involvement as seen through the experience of a Costa Rican family in an African-American community in the northeastern United States. Using interviews, fieldnotes, and documents, this paper details a specific parental involvement effort initiated in a Latino home through a mini-grant offered by the school district. Citing literature from research on the use of funds of knowledge in school and the analysis of social contextual features in approaching the education of minorities, the paper analyzes the parental involvement effort and suggests changes in the ways future parental involvement efforts view parents and involvement. - Publisher's description

18. Responding to the Special Needs of Refugee Children: Practical Ideas for Teachers. Szente, Judit, and Hoot, James, and Taylor, Dorothy. Early Childhood Education Journal. v.34, n.1. pp. 15-20. Heidelberg, Germany: Springer Netherlands, August 2006.

Availability: This article is available for purchase from the publisher: Springer, 233 Spring Street, New York, NY 10013. Tel: 800-777-4643; Tel: 212-460-1500; Fax: 212-348-4505; e-mail: service-ny@springer.com; Web site: <http://www.springerlink.com>. It may also be available for free from your local library or from other sources (free or for a fee).

19. School Programs and Teacher Practices of Parent Involvement in Inner-City Elementary and Middle Schools. Epstein, Joyce L., and Dauber, Susan L. The Elementary School Journal. v.91, n.3. pp. 289-305. January 1991.

Availability: This article is available for purchase from the publisher, University of Chicago Press, <http://www.journals.uchicago.edu/ESJ/back.html>. It may also be available for free from your local library or from other sources (free or for a fee).

This study uses data from 171 teachers in 8 inner-city elementary and middle schools to examine the connections between school programs of parent involvement, teachers' attitudes, and the practices that teachers use to involve parents of their own students. Patterns are examined at 2 levels of schooling (elementary and middle), in different academic subjects, under various classroom organizations (self-contained, semi-departmentalized, departmentalized), and under different levels of shared support for parent involvement by the teachers and significant other groups. Each of these variables has important implications for the types and strengths of school programs and teachers' practices of parent involvement. The results add to the validation of Epstein's typology of 5 types of school and family connections. The data used in this study were collected as the first step in a 3-year action research process in which the sampled schools are engaged. The process is outlined in terms that any school can follow to improve programs and practices of parent involvement. - Publisher's description

20. Some Parents Just Don't Care: Decoding the Meanings of Parental Involvement in Urban Schools. Lightfoot, D. *Urban Education*. v.39, n.1. pp. 91-107. Thousand Oaks, CA: Sage Publications, 2004.

Availability: This article is available for purchase from the publisher's Web site at: <http://ux.sagepub.com/cgi/content/abstract/39/1/91>. It may also be available for free from your local library or from other sources (free or for a fee).

Analyzes the language used in parental involvement study reports and shows how certain phrases perpetuate a "deficit" or "empty" perception of diverse or low-income families. An example article discusses highly educated, upper-middle-class parents and uses phrases such as "unpaid teachers' aides" and "tutors" providing "communication regularly." A contrasting article discussing low-income, linguistically and ethnically diverse families uses terms such as "at-risk" and repeatedly warns not to expect these parents to provide their children with educational resources, quiet learning environments, or financial support for the school. Another example cites an article that attempts to "empower" Central American immigrant parents with the assumption that they are "lacking" the power to help themselves. Careful scrutiny of language is needed to avoid stereotyping parental involvement programs or any social change programs.

21. Southeast Asian Refugee Parents: An Inquiry Into Home-School Communication and Understanding. Blakely, Mary M. *Anthropology and Education Quarterly*. v.14, n.1. p. 43-68. 1983 Spring.

Availability: This article may be available for free from your local library or from other sources (free or for a fee).

Outlines the relationship between the school system and 32 families of Southeast Asian immigrant students in a middle-class Oregon town during the early 1980s. Background information on the Laotian, Cambodian, and Vietnamese immigrants is provided, as well as the current housing and employment information for the families. Home-to-school communication initially is conducted at first via family sponsors; then gradually the families develop their own informal communication network via word-of-mouth. Older children are often required to read and answer the written notices from the school. Public announcements (such as school registration announcements, immunization deadlines, bus schedules, holidays, and winter weather conditions) often are ignored by the immigrant population who do not read the newspaper or listen to news on the radio or television. Parental involvement at the schools is difficult and teachers express frustration when immigrant parents fail to attend conferences. The children do not bring schoolwork home for parents to see, and homework policies are not universally enforced for this student population. The immigrant parents indicate extremely positive opinions about their children's education and are pleased with the high quality of the teachers and facilities, enjoy the small-town atmosphere, and experience an overall sense of child safety. A bilingual program was instituted for several years at the elementary and junior high school levels, but most immigrant parents want to maintain focus on English language instruction and did not favor native language instruction.

22. Understanding Your Refugee and Immigrant Students: An Educational, Cultural, and Linguistic Guide. Flaitz, J. 320 pages. Ann Arbor, MI: University of Michigan Press, 2006.

Availability: This book is available for purchase from the publisher at <http://www.press.umich.edu/esl/ordering.jsp>. It may also be available for free from your local library or from other sources (free or for a fee).

Understanding Your Refugee and Immigrant Students is an excellent resource for educators who work with refugees and immigrants. This well-researched volume-including interviews with students from the profiled countries-provides a wealth of information about the specific schooling traditions, practices, circumstances, and expectations that follow these individuals to their new homes in North America and influence their learning experience. The author has focused her research on 18 countries that contribute a majority of refugees and immigrants to the United States: Afghanistan, Bosnia-Herzegovina, Croatia, the Dominican Republic, Ecuador, El Salvador, Ethiopia, Guatemala, Honduras, India, Iran, Laos, Liberia, Peru, Somalia, Sudan, and the Ukraine.

Each country profile features: statistics about the country, a historical synopsis, an overview of the country's official education policy, cultural perspectives, and a problem-solution section containing classroom strategies. The linguistic systems of the languages featured are also included for teacher reference.

Also included is information about teacher-student relationships, discipline and class management, and appropriate non-verbal communication. This volume provides invaluable insight into refugee and immigrant students' cultural and educational backgrounds and gives instructors the tools to translate this information into effective classroom strategies. - Publisher's description

23. You Can Help Your Child in School. Minnesota Department of Education. Roseville, MN: Minnesota Department of Education, 2001.

Availability: This resource is available from Minnesota's bookstore on the Web at: <http://www.comm.media.state.mn.us/bookstore/category.asp?category=T&CatID=23>.

This instructional video is designed for schools, teachers, community groups, etc. as a tool for use with refugee and immigrant parents. The video serves as a brief overview to the many facets of school which might be new or different for refugees and immigrant parents, including suggestions for what parents might do at home to support school learning. VHS, color, 9 minutes, subtitles. - Publisher's description

24. You Can Talk to Your Child's School. Minnesota Department of Education. Roseville, MN: Minnesota Department of Education, 2001.

Availability: This resource is available from Minnesota's bookstore on the Web at: <http://www.comm.media.state.mn.us/bookstore/category.asp?category=T&CatID=23>.

This instructional video is designed for schools, teachers, community groups, etc. as a tool for use with refugee and immigrant parents. The video focuses on the willingness of school personnel to talk with parents. Sample conversations between parents and school staff are portrayed. Color, 13 minutes, subtitles. - Publisher's description