

Engaging Families and Communities in the Education of English Learners

Webinar for Title III State Directors
Wednesday, April 18, 2011

*Title III Group, SASA, OESE, U.S.
Department of Education*



Agenda

- Introductions – Petrairie Johnson
- U. S. Department of Education Family and Community Engagement Initiatives – Carrie Jasper
- Handbook on Family and Community Engagement – Sam Redding and Megan Hopkins
- Immigrant Parent Involvement in Schools - Young-Chan Han
- Juntos es Mejor -Al “Papa Rap” Lopez
- Parent Refusal of Services
- Updates – Supreet Anand



U.S Department of Education (ED) Family and Community Engagement Initiatives

Carrie Jasper

Office of Communications and Outreach

May 18, 2011



U.S. Department of Education

Family and Community Engagement Initiatives

- Family Engagement Team
- Parent Outreach Interagency Team
- Parent Forums
- Other ED Outreach and Technical Assistance Efforts

Family Engagement Team

Office of Communications and Outreach

- Team is composed of representatives from Region 1 (Boston), Region IV (Atlanta), Region V (Chicago), Region VIII (Denver) and Region X (Seattle).
- Members of the team respond to requests from States and hold parent forums and workshops for SEAs, LEAs, and parents.
- Listen and learn sessions, roundtables, and meetings are also held to identify the needs and concerns of parents.

Family Engagement Team Contacts

- Carrie Jasper – Carrie.Jasper@ed.gov
- Olga Pirela (Boston) - Olga.Pirela@ed.gov
- Jonava Johnson (Atlanta) – jonava.Johnson@ed.gov
- Shirley Jones (Chicago)- Shirley.Jones@ed.gov
- Diana Huffman (Denver)- Diana.Huffman@ed.gov
- Linda Pauley (Seattle) – Linda.Pauley@ed.gov

ED's Parent Outreach Interagency Team

Several offices across the Department have partnered to bolster family and community engagement outreach efforts:

- Office of Elementary and Secondary Education
- Office of Civil Rights
- Office of Special Education and Rehabilitative Services
- Office of Faith-based and Neighborhood Partnerships
- Office of Early Learning
- Office of Innovation and Improvement
- Office of Communications and Outreach

Parent Forums

- Forum topics are based on feedback from parents.
- Previous topics include:
 - Special education
 - PIRCs
 - Civil rights
 - Resources available through states
 - Bullying
 - Federal Student Aid
 - Section 1118 of the ESEA – Parental Involvement

Parent Forums

- Parent forums are held in partnership with universities, colleges, businesses, associations, organizations, school districts, and community groups.
- ED has also partnered with states, other government agencies and universities to hold workshops.

Parent Forum Goals

- The goals of the parent forums are to:
 - Inform parents of legislation that will influence their children's education,
 - Equip them with knowledge and skills to be advocates for their children,
 - Enable parents to become informed leaders and decision makers within their community, and
 - Open the lines of communication between educators and parents to alleviate barriers that exist because of miscommunication and misunderstandings.

Forum Presenters

Presenters for the forums include staff from:

- Parent Information Resource Centers
- Regional Comprehensive Centers
- Parent Training Institutes
- Comprehensive Parent Resource Centers
- State education agencies
- ED and other federal agencies.

Other Outreach Efforts

- The Parent Outreach Interagency Team
 - Produces a quarterly newsletter, *Engaging Parents*, which encourages support of family engagement to improve student achievement
 - Disseminates information to parents through a national parent listserv
 - Provides input for [Touching Base](#), the Department's quarterly newsletter for the military community
 - Shares and develops parent resources and tools:
<http://www.edpubs.gov/>

Other Outreach Efforts - OSERS

- In partnership with Office of Communications and Outreach held the first in a series of Webinars, *Family Engagement and the Individuals With Disabilities Education Act*, specifically for parents based upon their requests.
- The May 2011 webinar is available at http://tadnet.org/news_posts/44 or the home page, tadnet.org.

Other Outreach Efforts - SASA

- FACE Team in SASA, which includes representatives from Title III, Homeless Education, Neglected & Delinquent Education and Title I, Part A.
- Established a mailbox, FACE@ed.gov for information regarding family and community engagement activities specific to Title I Part A, Section 1118.
- Partnered with the Academic Development Institute and Center on Innovation and Improvement to produce the *Handbook on Family and Community Engagement*.
- Designated family engagement regional specialists in ED's 16 Regional Comprehensive Centers.

Other Outreach Efforts - OII

- A series of Webinars on family, school and community engagement. The recorded Webinars can be found at:
http://www.nationalpirc.org/engagement_webinars/archives.html
- A Family, School and Community Engagement Summit in September 2010

Other Outreach Efforts - OCO

- Hosted a series of policy briefings on family engagement
- Established a parent mailbox, parent@ed.gov to receive general comments, questions and requests from parents
- Developed a webpage for Veterans and Military Families:
<http://www.ed.gov/veterans-and-military-families>

Thank you!

Carrie.Jasper@ed.gov

Moving Beyond Parent Involvement to
Family & Community Engagement:
A Handbook Linking Research and Practice

Sam Redding,
Center on Innovation & Improvement

What Is Family Engagement?

1. Families engaged with own children.
2. Families engaged with families of other children.
3. Families engaged with their children's' school.

What is Community Engagement?

1. School community – people intimately associated with the school – students, families, teachers, staff, volunteers.
2. Community resources to support the school and its families.
3. School attuned to diversity of surrounding community.

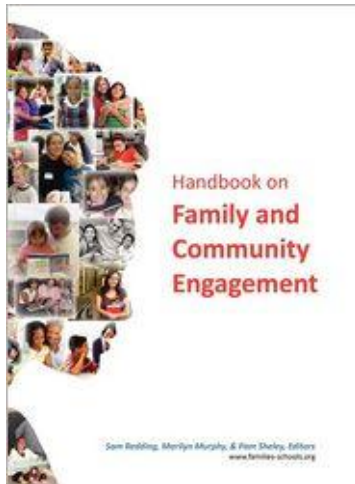
Comprehensive Family Engagement

- Leadership, structures (teams), systems (processes)
- Doing many things well over time
- Ongoing conversation
- Engaging families intentionally, with purpose
- Connecting to student learning (academic, social, emotional)
- Adopting a “school community” approach
 - People intimately attached to the school
 - Relationships among all members—leaders, teachers, staff, parents, students, volunteers
 - Roles and responsibilities
 - Knowing each family’s story

Student Learning Outcomes

- Academic, Social, and Emotional Learning
- What the research tells us
 - Strong link between family and school learning
 - Curriculum of the Home
 - Parental aspiration for children
 - Self-efficacy perception
 - Parents'
 - Students'

Handbook on Family and Community Engagement



- Published in September 2011
- 36 experts contributed chapters
- In partnership with U. S. Department of Education – Title I
- Download free at:
www.families-schools.org
- Purchase published version from Information Age at:
www.infoagepub.com

Why the Handbook?

- Bring best research together in one place
- Add the wisdom of many voices
- Present in a straight-forward manner
- Provide practical application
- Include ample references and resources
- Leaven with a dash of reality with vignettes

How the Handbook is Organized

- Introduction
- Part I: Framing the Discussion
- Part II: Families and Learning
- Part III: Families and Schools
- Part IV: Checklist of Suggested Practices
- Vignettes

Framing the Discussion

New Directions for Title I Family Engagement: Lessons From the Past

Oliver C. Moles, Jr. & Arnold F. Fege

The School Community: Working Together for Student Success

Sam Redding

Making Data Matter in Family Engagement

Heather Weiss & M. Elena Lopez

Engaging Families and Communities in School Turnarounds: When Students Can't Wait

Lauren Morando Rhim

Social, Emotional, and Academic Learning: Complementary Goals for School–Family Partnerships

Amy Mart, Linda Dusenbury, & Roger P. Weissberg

Engaging the Entire Community: The Community Schools' Way

Marty Blank

Families and Learning

Aspiration and Expectations: Providing Pathways to Tomorrow

William Jeynes

Self-Efficacy: Up to the Challenge

Kathleen Hoover-Dempsey

Curriculum of the Home

Herbert J. Walberg

Homework and Study Habits

Lee Shumow

Engaging Families in Reading

Holly Kreider

Reading and Literacy

Diana Hiatt-Michael

College and Career Readiness

Mary R. Waters & John Mark Williams

Families and Schools

A Framework for Partnerships - *Steven B. Sheldon*

Parent Leadership - *Anne T. Henderson & Sam Redding*

Maximum Homework Impact: Optimizing Time, Purpose, Communication, and Collaboration -
Frances Van Voorhis

Differentiating Family Supports - *Patricia Edwards*

Bridging Language and Culture - *Patricia Gándara*

Minority Families and Schooling - *Susan J. Paik*

Association of Poverty With Family Relations and Children's and Adolescents' Socioemotional Adjustment - *Ronald Taylor*

Families of Children With Disabilities: Building School–Family Partnerships - *Eva Patrikakou*

Linking Schools to Early Childhood - *Kate McGilly*

Family Engagement in High Schools - *Mavis Sanders*

Family and Community Engagement in Charter Schools - *Brian R. Beabout & Lindsey B. Jakiel*

Family Engagement in Rural Schools - *Amanda L. Witte & Susan M. Sheridan*

Bridging Two Worlds for Native American Families - *Pamela Sheley*

Engaging Immigrant and English Learner Parents

- Low-income immigrant parents often do not have the social capital or English skills to navigate the U.S. education system.
- Parents' failure to come to school or to meet with teachers is often interpreted as "not caring," yet research has shown that most care deeply about their children's education and have high expectations for their children's futures.
- Bilingual teachers are important for helping connect immigrant parents to schools and converting high expectations into success.

Bilingual Educators Facilitate Immigrant and EL Parent Engagement

- Evidence from a multi-state study showed that bilingual teachers were .23 times more likely to reach out to parents of English learners informally.
- These “curbside conversations” were key for developing relationships with parents and connecting them to school.
- Twice as many bilingual teachers reported hearing from parents of English learners once a week or more, compared to non-bilingual teachers.
- Bilingual teachers demonstrated a team approach to parent engagement, rather than relying on traditional forms of involvement.

Action Principles for Immigrant and English Learner Parents

State Education Agency

- **Personnel:** Prioritizing the recruitment and training of bilingual teachers that match the languages spoken at schools.
- **Programming:** Developing model professional development programs and teacher training lessons.
- **Responsiveness:** Preparing teachers to understand social and cultural context.

Local Education Agency

- **Coordination:** Generating needs assessments of every school and organizing information and support.
- **Integration:** Breaking the isolation of low-income families and developing schools and programs that incorporate English learners and English speakers.

School

- **Personnel:** Hiring bilingual educators and parent liaisons.
- **Resources:** Offering programs that teach parents about U.S. schools, creating a welcoming space with meaningful activities, providing reading materials in home languages.

Checklist of Suggested Practices

For State, District, and School

- **Shared Leadership:** Building strong, distributed leadership for family and community engagement.
- **Goals and Roles:** Setting family and community engagement priorities and defining the roles of leaders, teachers, parents, and others in meeting goals.
- **Communication:** Promoting communication among leaders, teachers, parents, students, and others and providing information and guidance for them.
- **Education:** Providing education and professional development for leaders, teachers, parents, and others to advance their knowledge and skills relative to the roles they play in family and community engagement.
- **Connection:** Bringing together people and groups to advance the goals of family and community engagement and sharing their experiences.
- **Continuous Improvement:** Establishing policies, systems, and procedures to evaluate and continuously improve family and community engagement efforts.

Vignettes

- **Jessica**—*William Jeynes*
- **Annabelle**—*Marilyn Murphy*
- **Tyler**—*Lee Shumow*
- **Xiomara**—*Georganne Morin & Holly Kreider*
- **Alicia and Dan**—*Diana Hiatt-Michael*
- **Angela**—*Patricia Edwards*
- **Billy**—*Sam Redding*
- **Tony**—*Lori G. Thomas*
- **Marie**—*Pamela Sheley*

Family Engagement Regional Specialists

- Alaska Regional Comprehensive Center - Jerry Schoenberger
- Appalachia Regional Comprehensive Center - Anita Deck
- California Regional Comprehensive Center - Maria Paredes
- Florida and Islands Comprehensive Center - John Lockwood
- Great Lakes East Comprehensive Center - Frank DeRosa
- Great Lakes West Comprehensive Center - Caroline Wentzel
- Mid-Atlantic Comprehensive Center - Janet Brown
- Mid-Continent Comprehensive Center - Sharon Brooks
- New England Comprehensive Center - Joe Trunk
- New York Comprehensive Center - Crystal Francis
- North Central Comprehensive Center - Jane Hill
- Northwest Comprehensive Center - Deborah Davis
- Pacific Comprehensive Center - Canisius Filibert
- Southeast Comprehensive Center - Sally Wade
- Southwest Comprehensive Center - Maria Paredes
- Texas Comprehensive Center - Marion Baldwin

www.families-schools.org

- *Handbook*
- Webinars and PPTs
- Indicators in Action – School Community
- Resources for Parents
- Resources for Schools
- *School Community Journal*

Families and Schools

- Parents Surveyed in 2007 National Household Education Survey
- Parents received note or email from school specifically about child..... 54%
- Parents received telephone contact from school.....49%
- Parents received information about homework..... 83%
- Parents received information about parents' role in school..... 86%
- Parents attended PTO/PTA meeting at school..... 89%
- Parents attended parent-teacher conference (grades 9-12)..... 61%
- Parents attended parent-teacher conference (grades K-2)..... 90%
- Parents attended parent-teacher conference (grades 3-5)..... 92%
- Parents attended parent-teacher conference (grades 6-8)..... 76%
- Parents whose K-12 children do homework..... 94%
- Parents of K-12 students satisfied with school..... 59%
- Parents satisfied with school staff-parent interactions..... 55%
- Parents reporting amount of homework "about right" 75%
- Parents who expect children to finish high school.....99%
- Parents who expect children to finish 4-year college..... 40%

Herrold, K., and O'Donnell, K. (2008). Parent and Family Involvement in Education, 2006–07 School Year, From the National Household Education Surveys Program of 2007 (NCES 2008-050). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

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Immigrant Parent Involvement in Schools – From Survivors to Leaders

Presented by:

**Young-chan Han, Family Involvement Specialist,
Maryland State Department of Education**

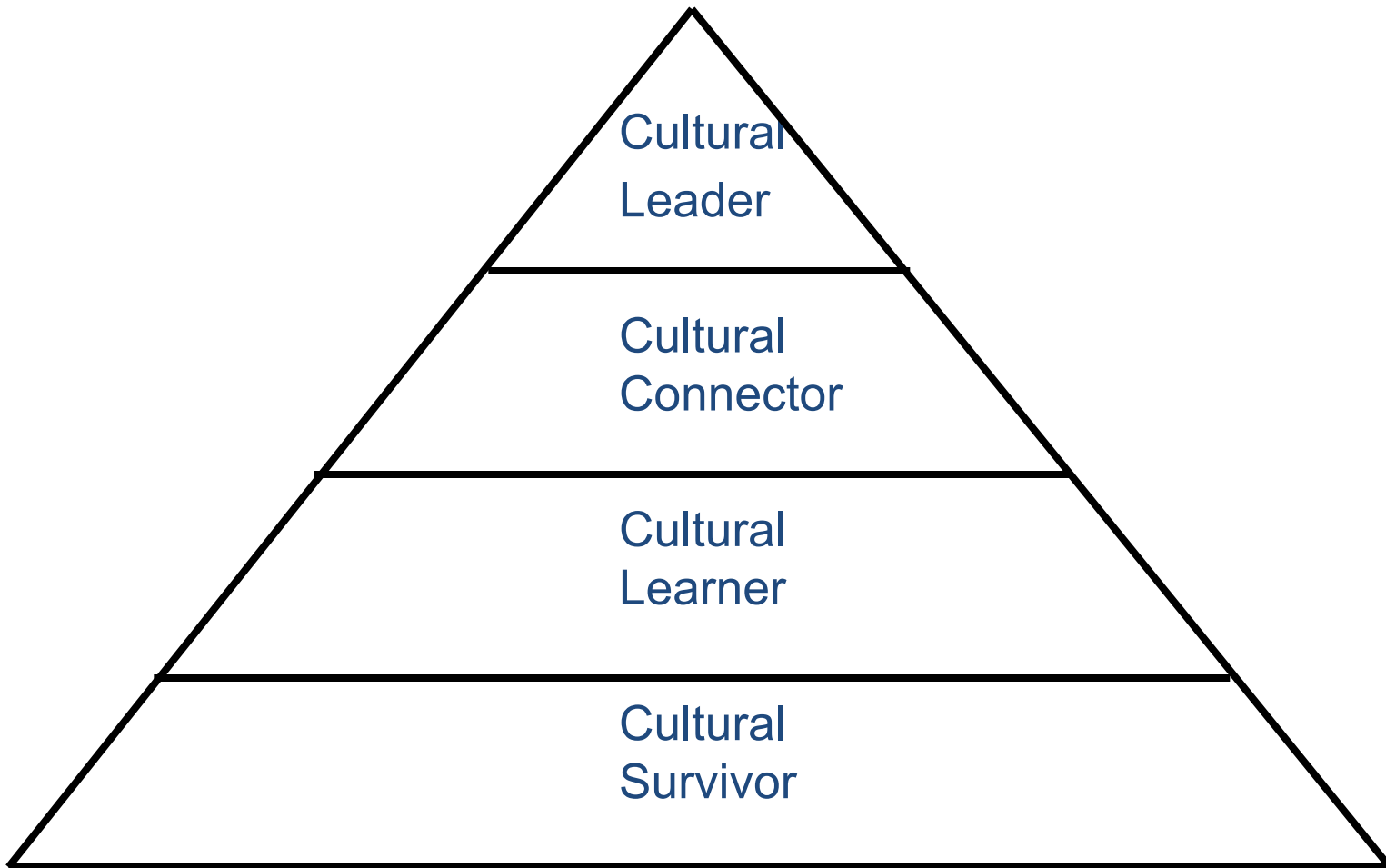
yhan@msde.state.md.us

(April 18, 2012)

Understanding ELL Parents

- Education level
- Level of language proficiency
- Support system/group
- Socioeconomic status
- Degree of integration into main stream American life

Stages of Immigrant Parent Involvement



Key Points:

Immigrant families are a heterogeneous group.

- Years of residency in the US does NOT determine the stage of involvement.
- Parent involvement stages are fluid.
- Support to immigrant families should be determined by their stages of parent involvement.
 - Cultural survivors need more intense support to meet basic needs.
 - Workshops and outreaches to parents need to look different at each stages.

Exemplary immigrant parent involvement practices from MD

- Form-filling activities
- Language specific workshops/ outreaches at various locations
- Interpreters and translated documents
- Immigrant parent leadership programs

Strategies to support immigrant families:

- Make no assumptions about “Basic Needs” of ELL families.
- Identify and partner with **cultural connectors** and **cultural leaders**

References:

- **Roseberry-McKibbin, C. (1995). Increasing sensitivity to students and families from multicultural backgrounds**
- **Kugler, E. (2012). *Innovative Voices in Education: Engaging Diverse Communities.***
- **Han, Y. (2012). “From Survivors to Leaders: Stages of Immigrant Parent Involvement in Schools”**
- **Howard County Public School System, Maryland.
www.hcpss.org**

Together is better, Juntos es mejor

Turning our challenges
into opportunities



***Al “Papa Rap” Lopez
Community School Liaison
Springdale Public Schools
Co-founder, OneCommunity***

What are the challenges?

Hispanic Myths: Where are we getting our facts?

What We Hear

Education-Parents not interested in their children's education and that is why they do not come to school.

Immigration status-Most of the parents are undocumented, so their kids cannot get in-state tuition for higher education. Why make the effort to finish high school?

Our Experience

They bring school experiences. They value education very much. For some, that is the reason they came to USA. What the teachers and administrators do is hardly ever questioned. This is how it is done in their country.

Families are divided, documented and undocumented. If their child is born here they can get in-state tuition. Undocumented students can receive higher education, it just costs more. We are working on the *Dream Act*. Do you know what it is?

More Challenges-Colegio de la vida

What We Hear

- **Education Level**-Parents education level is very low so they cannot help their kids with their homework.
- **Behaviors**-Students are feeling disconnected-
Joining gangs, very clannish, only want to speak Spanish.

Our Experience

- In Mexico the law is free education until 9th grade- after that you are on your own and you have to pay for it.
- Many times students are feeling lost with their identity. Looking to belong.

(Selena Movie) Feel hopeless because of parents sometimes being discriminated.

Parents have solutions,
Uniforms./ Colegio de la Vida

How are we involving our parents and our students to be part of the solution?

❖ Parents

- Is everything translated in their native language?
- Do they feel welcomed when they visit the school?
- Is there somebody that can communicate with them in their own language?
- Has the main office staff, teachers and administrators' received any type of cultural sensitivity training?
- Do schools make a genuine effort to communicate with their parents through interpreters?

How are we involving our students to be part of the solution?

❖ Students

- Are we bringing them speakers, role models that look like them? (Not only ex-gang members and drug dealers)
- Do we let them know that we value their native language and their culture as a strength?
- Do we focus on the student's natural ability and intelligence to guide them towards the right career choice?
- Do we let our students know that we are aware of the extra challenges that their community might have with immigration reform and the Dream Act
- Do we have bilingual posters with positive messages at the school?

Some Community Resources:

El Gran Secreto: Childcare

- Family literacy program, 9 schools-200 parents graduate on May 4.
- OneCommunity program- PTLA-Parents Taking Leadership Action (PTLA) program
- Mexican Consulate in LR - Plazas comunitarias, not only for Mexicans
- Catholic Charities- Refer parents on immigration issues and train faculty
- Francennette Herrera, Governors office
- The Spanish and English Media- Bringing them the good stuff
- Dr Andre Guerrero at the Arkansas Department of Education-Always there to help
- City Government- Don't Pass the Bus

More resources- Mas fiesta

Helping our students to become leaders VS Don't join gangs

Just a few of many

- ALPFA Leadership Institute Club- Scholarship fundraiser, Dance
- LULAC –School chapter, Scholarship Gala
- US Hispanic Leadership Institute-Bringing nationally recognized speakers that look like our ESL families and have gone through similar struggles in life.
- Lemke Journalism Project-Grow your own.

Mas Oportunidades

- School and Community Musical Assemblies-Benchmark; Bullying-drug awareness; Terrific Kids-right choices, etc.
- PSA: Feed your Brain, Don't Pass the Bus, Health Raps, Right to Write, G.A.N.G. Not for me.
- Radio- Weekly Community Outreach Show and daily live interventions. Recently had Chancellor Gearhart talking about the Dream Act
- Bringing Latino speakers from NWACC and U of A and taking students and parents to their institutions, Paso a Paso, U of A Latino initiative
- Having a district presence in all Latino community events shows that we care.

Together is Better, Juntos es Mejor

- Together we can help our students so in the future they can help our community
- Together we can learn to build bridges of communication that will show us how to work on common ground issues
- Together we can become OneCommunity



[Springdale Schools](#)
www.onecommunity.org
paparap@paparap.net
479-856-3606



Title III Section 3302. Parental Notification

(a) In General. – Each eligible entity using funds provided under this title to provide a language instruction educational program shall, not later than 30 days after the beginning of the school year, inform a parent or parents of a limited English proficient child identified for participation in, or participating in, such program of-

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Title III Section 3302. Parental Notification

(a)(8) information pertaining to parental rights that includes written guidance –

(A) detailing –

(i) the right that parents have to have their child immediately removed from such program upon their request; and

(ii) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and

(B) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

Questions

- Have you met parents who did not want their children enrolled in a language instruction educational program (LIEP)?
- What were the reasons they did not want their children enrolled in a LIEP?
- What are some effective practices that LEAs can use to ensure parents have the information necessary to make informed decisions about their children's education?

Reminder

All students identified as English learners must participate in the annual English language proficiency assessment, including students whose parents refuse Title III services.

Resources

Working with Immigrant, Refugee Students and Families To Help Them Understand School Transportation Services

<http://content.yudu.com/A1rhdI/STNApril2011/resources/38.htm>

National Coalition for Parent Involvement in Education

http://www.ncpie.org/Resources/resources_by_org.cfm?orgID=261

Center for Innovation and Instruction for Diverse Learners

<http://louisville.edu/education/ciidl/quicklinks/parent>

Center on Innovation and Improvement

<http://www.families-schools.org/>

SASA Family and Community Engagement (FACE)

<http://www2.ed.gov/programs/titleiparta/face.html>

Promoting ELL Parental Involvement: Challenges in Contested Times

epsl.asu.edu/epru/documents/EPsl-0801-250-EPRU.pdf


Walking the Walk: Portraits in Leadership for Family Engagement in Urban Schools

<http://www.csun.edu/coe/doctorate/research/articles/WalkingtheWalk-Auerbach.pdf>

State Laws on Family Engagement in Education

http://www.pta.org/State_Laws_Report.pdf

Engaging Families and Communities in the Education of English Learners



LAURA HERRON
Grade 12, Age 18

Unbreakable
Gold Medal
Photography

Marian High School
Mishawaka, IN
Teacher: Kathryn Gunty
Affiliate: The Regional Scholastic
Art Awards Advisory
Committee

