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Increasing English Language Learner and Immigrant Parent Involvement in the School to Improve Student Success

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INCREASING ENGLISH LANGUAGE LEARNER AND IMMIGRANT PARENT

INVOLVEMENT IN THE SCHOOL TO IMPROVE STUDENT SUCCESS.

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INCREASING ENGLISH LANGUAGE LEARNER AND IMMIGRANT PARENT

INVOLVEMENT IN THE SCHOOL TO IMPROVE STUDENT SUCCESS: WHAT

TEACHERS AND ADMINISTRATORS CAN DO.

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Abstract

This literature review with application emphasis analyzes the components of parent involvement and its positive relationship to student success, with respect to the barriers that all parents experience and the supplemental barriers for immigrant parents or English Language Learner (ELL) parents. Further review examines strategies utilized by school staff to increase immigrant or ELL parent involvement and areas for further development of strategies. The suggestions and application material include rationale and explanation of a community resource reference sheet for parents, a Quick Facts information sheet and a Professional Development (PD) slideshow for teachers, and concepts for administrator considerations.

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Chapter I: Introduction

Rationale

Parent involvement in schools is a topic that has been widely researched and consistently indicates a positive relationship between increased parent involvement and increased academic success for children (Epstein, 1996; Jeynes, 2001; Henderson & Mapp, 2002). Undoubtedly, parent involvement is a multi-dimensional concept and further questions have arisen regarding what elements of parent involvement are the most beneficial and to what extent practices of these elements are sufficient. Subsequently, research stemming from these questions has aimed to analyze the inhibiting and encouraging factors of parental involvement. Further research also identified that parents who were immigrants or multilingual face a greater amount and extent of barriers and are less likely to participate in education than native-born white parents (Turney & Kao, 2009). In order to increase the involvement of all parents, the most influential barriers to participation need to be identified and effective strategies to surpass or overcome these barriers need to be modified or developed.

Background Information

In order to analyze the strategies or methods in which English Language Learner (ELL) or immigrant parent involvement can be increased, it is necessary to understand the connection between parental involvement and improved student outcomes. Furthermore, this process is most effectively interpreted while considering the different elements that comprise parenting methods, as well as identifying the aspects that strengthen or discourage parent's ability to become involved. Lastly, it is essential to overview immigration in the United States and recognize the supplemental barriers that ELL or immigrant parents may experience.

Parent Involvement and Student Success

Research supports that, due to parental involvement, students are more likely to attain higher grade point averages, higher scores on standardized testing, enroll in advanced academic programs, pass more classes, earn more credits, display a positive behavior at home and school, display better social skills, attend school more often and utilize the ability to adapt in school (Henderson & Mapp, 2002). Historically, parent involvement, perspectives on education and responsibility for academic achievement has seen waves of increased and decreased intensity (Jeynes, 2011). Similarly, teacher's perspectives and expectations of parent involvement, communication, responsiveness and responsibility have also fluctuated (Jeynes, 2011). More recent studies have concluded that all stakeholders in education (teachers, parents and students) would benefit from "a systematic, organized, and institutional approach to involvement that could establish common expectations, patterns, and protocols to facilitate parent-teacher interactions (Reynolds, Crea, Medina, Degnan, & Mcroy, 2014, p. 767)."

For the purpose of this review and to better understand methods that parents practice, it is necessary to organize the overarching elements of parental involvement into these categories: parenting, communication, participation at school, participation at home, and community engagement (Henderson & Mapp, 2002; see also Epstein, 1996). When attempting to identify the most beneficial elements of parental involvement, the complexity of parent participation methods and practices present a difficult task, comparable to a puzzle. Each of the overarching categories contain specific elements or activities for parent participation but it is also fundamental to understand that implementation of singular practices do not necessarily indicate a student's success but utilizing multiple participation methods have proven the positive relationship

between parent involvement and student success academically and behaviorally (Henderson & Mapp, 2002).

Barriers that All Parents Face

Every parent will experience factors that influence their role and ability to be involved in their child's education. There are many pieces to the parent involvement puzzle and each family will experience different ranges and combinations of barriers. However, it is crucial to interpret each factor as encouraging involvement, inhibiting involvement or both in order to obtain a well-rounded perspective of parents and students. Some components that affect parent involvement are family structure, income, education level, motivation, willingness, educational aspirations, race, ability to effectively communicate and previous experiences.

Although the list of barriers a parent may face are infinite, there are some specific factors in which research has determined to be the most beneficial in relation to student success. Family structure plays an important role in a child's functional and academic development (Jeynes, 2011). Income has been related to lower attendance rates, higher rates of tardiness, higher risk of abuse or maltreatment, and increased exposure to violence, danger and conflict (Marrissey, Hutchinson & Winsler, 2014). Higher parent education level also has indicated higher rates of student success (Davis-Kean, 2005). While connecting to the two aforementioned barriers, parent employment can also positively or negatively affect a student's achievement (Jeynes, 2011). In some circumstances, parents and teachers have misaligned perceptions of the definition of involvement and to what degree involvement is expected (Lawson, 2003). Additionally, a teacher's perspective on the parent's involvement also affects success if the expectations for a student are inadequate or if the teacher has misconceptions of a student (Ho & Cherng, 2018). Lastly, effective communication and relationship building between teachers, parents and students

is critical for student success and accountability before intervention is needed (Reynolds, Crea, Medina, Degnan & Mcroy, 2014). The amplitude, duration and frequency to which a family experiences any of the previously stated aspects are relative to each individual and subject to change at any time or remain constant forever.

Immigration in the United States of America

Immigration in the United States is an indefinite and ever-changing component of our country. It is estimated that 13.6 percent of the U.S. population is composed of foreign-born residents and about 77 percent of that population is residing in the country while documented (Oliver & El Hayek, 2019). Immigration is indefinite, as supported by the Census Bureau's immigration projection approximates 75 million individuals will begin residency by 2060 and about 29 million individuals will emigrate from the U.S., creating a net immigration projection of 46 million (Camarota & Ziegler, 2019). Immigration is ever-changing and unpredictable because of the wide variation of races, ethnicities, cultures, languages and experiences that immigrants bring forth. Additionally, with natural political, social and cultural advancements, the policies, protections and resources available to the public need to be amended in order to serve all of the people.

Additional Barriers for ELL Families

In concurrence with the previous barriers stated, English Language Learner (ELL) parents experience supplementary barriers and are more likely to face any of these barriers at a greater magnitude (Turney & Kao, 2009). Some additional barriers that ELL parents may experience are related to language ability, immigration status, discrimination, stereotypes, culture shock, culture differences, assimilation, access to resources, length of time residing in the U.S., limited or interrupted formal education, and a lack of knowledge about the U.S. education

system. Although the information we have is disheartening, advocacy for more ELL research, programs, funding and resources is facilitating the process of developing and providing services for ELL families to navigate life and overcome their barriers.

Definition of Terms

Important definitions to be considered in this review include:

Barriers can be defined as "challenges that made it difficult for them [parents] to participate in activities at their children's schools (Turney & Kao, 2009, p. 259-260)."

Culture can be defined as "the ideas, customs, skills, arts, and tools that characterize a given group of people in a given period of time (Brown, 2014, p. 175)."

English Language Learners (ELLs) or English Learners (ELs) can be defined as "non-native English speakers who are learning English in school (Peregoy & Boyle, 2017, p. 4)."

English as a Second Language (ESL): ESL can be defined in the same manner as ELL and is used to label or identify students and students. However, "The terms English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL) are often used to refer to programs, instruction, and development of English as a non-native language (Peregoy & Boyle, 2017, p.5)."

Ethnicity can be described as identification based on nationality and culture. According to the Merriam-Webster Collegiate Dictionary (2020), ethnic is defined as "relating to large groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background."

Immigrant Status: ELL students and parents are either native-born or foreign-born, but their immigrant status defines if they are a U.S. citizen, refugee, asylee, on a visa, a legal

permanent resident (green card holder), or an undocumented person (U.S. Department of State-Bureau of Consular Affairs, *n.d.*).

Parent Involvement: The methods, strategies, and practices in which a parent participates in their child's life or development (Epstein, 1996; Henderson & Mapp, 2002).

Student Success: For the purpose of this review, student success is measured by academic achievements such as Grade Point Average (GPA), standardized test scores, high school diploma, and post-secondary education attainment. Additionally, student success is used to reference positive behavior, values or morals, life skills, socials skills, and life aspirations (Henderson & Mapp, 2002; Jeynes, 2011).

Race can be described as identification based on ancestral origin and shared physical characteristics. According to the Merriam-Webster Collegiate Dictionary (2020), race is defined as "a family, tribe, people, or nation belonging to the same stock."

Guiding Questions

A review of research or literature will answer and be guided by the questions:

1. How does parent involvement affect student success?

2. What factors positively and negatively affect parent involvement and are there additional factors for ELL or immigrant parents?

3. What can teachers, administrators, districts, and schools do to increase ELL parent involvement?

Chapter II: Literature Review

A review of research or literature will answer and be guided by the questions: How does parent involvement affect student success? What factors positively and negatively affect parent involvement and are there additional factors for ELL or Immigrant parents? What can teachers, administrators and districts do to increase ELL parent involvement? In order to obtain current and relevant research, CLICsearch and Google Scholar were utilized. These databases aided in the acquisition of quantitative, qualitative and mixed-methods peer-reviewed studies and articles. Google Search was also utilized to obtain up to date information regarding immigration and Somali culture attributes. Search terms used in this exploration included various combinations of keywords and topic words such as parent involvement, student success, ELL parents, ESL parents, immigrant families or parents, parent involvement barriers, ELL parent barriers, immigration statistics, ELL programs, ELL parent programs and strategies, and increasing parent involvement. Due to foundational information being completed in longer established studies, research selection was geared toward the previous twenty years but is not limited to such.

Chapter II is organized as follows. The literature about methods of parent involvement and the connection to student success is reviewed. Then, literature about the barriers that parents may experience is reviewed. Finally, the literature regarding currently utilized methods or techniques to increase ELL or immigrant parent involvement is reviewed.

Connection Between Involvement and Success

Parents are involved in their students' lives in a multitude of ways. There are many perspectives and methods that parents and teachers utilize to ensure their students are emotionally, socially, physically and academically successful. However, due to societal and economic changes in recent years, educators have become more aware of the importance of

parental involvement. In addition, the concept of parent-school interaction looks different for immigrant or multilingual parents. Overall, the influence that parents have on their child's education has been proven to affect the child's academic success.

Methods of Parent Involvement

Parental involvement cannot be defined without a comprehensive examination of each family's lifestyle and experiences because each family has a different dynamic incorporating ability, education level, goals, beliefs and practices. Furthermore, there are different levels and methods of parent involvement dependent on the child's age and grade. However, the goal of student success remains constant. For the purpose of this review and to better understand different methods that parents practice, it is necessary to organize the overarching elements of parental involvement into the categories: parenting, communication, participation at school, participation at home, and community engagement (Henderson & Mapp, 2002; see also Epstein, 1996).

Parenting

There are differing variables of personality and mentality that can help children be successful in school. Many of the most helpful attributes are taught by or learned from parents. Parenting styles that include high expectations of academic performance, reading at home, and consistent attendance at school can support positive academic performance (Jeynes, 2011). When children are very young, parents set the standards for how they expect their child to behave. Some avenues of parent involvement are monitoring technology usage, discussing student interests or issues, supervising behaviors, and expressing educational goals (Jeynes, 2011). Although parents understand that their parenting influences their child, they may not be aware of the extent to which it is essential. As concluded by Jeynes (2011), "Through their expectations

for success and style of parenting, they establish an atmosphere conducive to strong achievement" (p. 54). Furthermore, parents have the opportunity to instill positive character traits such as motivation, respect, responsibility, self-accountability, compassion, empathy and self-efficacy (Oyserman, Brickman, & Rhodes, 2007).

Communication

Another method of parent involvement is communication between parents, students and teachers. Many current educators base much of their perceptions of parent involvement on parent-teacher communication, such as parent-teacher conversations about academic performance and behaviors (Jeynes, 2011). Henderson and Mapp (2002) also recognize "school-initiated contacts about academic performance, parent-initiated contacts on student's academic program, parent-school contacts on post-secondary plans, school-initiated contacts about student's academic program (courses, placement)" (Table 4, p. 22) to define parent involvement methods communication for grades 8-12. Therefore, successful communication requires initiation and participation by the teacher, school and parents.

Participation at School and Home

Parental participation at school has a simpler definition, though it may be the most intimidating and challenging aspect. Volunteering at school or within the classroom, participating in fundraisers and attending school activities are different ways that parents can participate in school (Jeynes, 2011). In order to connect parent involvement and student academic and social success, Hill and Craft (2003) performed a study in which a sample of economically similar African American and Euro-American kindergarteners and their mothers were evaluated by standardized test scores, teacher reports, parent involvement related questionnaires, and socioemotional questionnaires. The results of those who were included in the

analysis indicated that children's academic performance is increased when parents participated in school activities in person (Hill & Craft, 2003). However, Henderson and Mapp (2002) argue that parent participation with in-person school activities only showed slight influence on their child's academic success. It should be noted that parent-teacher conferences also fall into this category when a parent is collaborating with teachers regarding academic performance in a school-initiated context.

The concept of parental involvement outside of school involves a multitude of opportunities, many of which have long lasting effects (Epstein, et *al*., 1996). Some examples of these strategies are reading at home, checking on homework, checking grades. Additionally, parents can put their children in extracurricular activities, help with studies, discuss academics, discuss goals for the future, provide private education and advocate for their children when struggling (Henderson & Mapp, 2002). Lastly, ensuring that students are consistently attending school is related to higher test scores and grades (Morrissey, Hutchison, & Winsler, 2014).

Community Engagement

Having strong ties to the community allows parents to enrich their children academically, socially, and functionally (Đurišić & Bunijevac, 2017). Some common methods of engagement within the community include, "using community learning resources (like museum visits), taking part in community groups (scouts, sports), communicating parent to parent" as stated by Henderson and Mapp (2002). Additional activities could include community social media groups, participating in city or school board meetings, and volunteering in the community. Furthermore, Arias and Morillo-Campbell (2008) asserted that, despite any cultural, socioeconomic, or linguistic differences, increased community involvement results in lower

drop-out rates and academic student success. However, each parent's extent of community

engagement varies depending on his or her ability and willingness.

Connecting Parent Involvement and Student Success

When focusing on the correlation between parent involvement and student success, it is

beneficial to comprehend that implementation of singular methods do not necessarily suggest a

student will be successful. Therefore, utilizing several of the aforementioned methods have

proven to have a strong relationship between parent involvement and student success

academically and behaviorally (Henderson & Mapp, 2002).

In an information analysis by Henderson and Mapp (2002), 51 research studies were

analyzed regarding the impact of parent and community involvement on student achievement,

effective strategies to connect schools, families and community, and parent and community

efforts to improve schools. The studies were selected and reviewed covered all regions of the

country, all ages of public-school programs, diverse populations, and qualitative and quantitative

measures. Furthermore, this analysis asserted that, due to parental involvement, students may

attain higher grade point averages, higher scores on standardized testing, enrollment into

advanced academic programs, higher percentage of courses passed, higher percentage of credits

earned, proficient attendance, positive behavior at home and school, better social skills, and

ability to adapt to school.

Additionally, William Jeynes' (2011) book, *Parental Involvement and Academic Success*,

analyzed the relationship between parental involvement and both elementary and secondary

achievement. This analysis also determined that "nearly every study examining the effects of

parental involvement concludes it considerably influences the lives and education of children

(Spera, 2005; Wallace & Walber, 1993, as cited in Jeynes, 2011, p. 164), regardless of race,

gender, and socioeconomic status (Jeynes, 2003a, 2007b, as cited in Jeynes, 2011, p. 164)." In conclusion, these studies support that when parents are fully and persistently involved in their child's education, the student will have increased academic success.

Another concept to evaluate, from a study focused on Latino parent involvement in middle and high school, is the correlation between parent involvement and academic achievement was stronger for high school students than middle school students (Kuperminc, Darnell, & Alvarez-Jimenez, 2008, Discussion section, para. 2). This study used questionnaires to evaluate academic achievement, perceived academic competence, parent involvement, teacher expectations, school belonging, and demographics of 195 middle and high school Latino students in the Southeastern United States. Although the study is limited as it did not obtain parent or teacher reports but only received data from students, such information implicates differences in academic success due to age and could be essential in understanding when students need the most support.

Differences Regarding Race

Our current society in America is increasingly becoming more diverse in regard to race, culture, language and gender. Even though all students are required to have public, free, equitable and fair education, it would be naive to presume that all races are equal in regard to available resources, time, education, socioeconomic status and all other associated elements. In fact, Durand (2001) collected the Early Childhood Longitudinal Study of 2,601 Latino children to obtain their social, cognitive and health-related growth in their transition from Pre-School to Kindergarten and compared the results with a parent involvement questionnaire. It should be noted that the definition of parent involvement is different pertaining to various race or ethnic groups, but Durand (2001) asserts Latino children may be more disadvantaged due to their

minority status, previous schooling experiences and poverty. However, their research concluded that high levels of reported parent involvement related to high levels of student achievement. Although this study was targeted toward Latino students, this statement could be considered when analyzing disadvantaged families, regardless of race. Therefore, each family has different strengths, abilities and areas of improvement related to their involvement in education. Moreover, Jeynes (2011) specifies by stating

> African Americans reported slightly higher involvement than whites reported in all types of involvement at home. At school, the level of involvement reported was about the same. Hispanics reported slightly higher levels of home supervision than whites did, but reported about the same in all other types. Asians reported more supervision at home than whites reported. Asians also reported spending less time discussing school, communicating with school staff, and volunteering and attending PTO meetings than white families reported (p. 37).

Furthermore, Hill, Witherspoon, and Bartz (2018), performed a study of ethnically diverse parents, teachers and students with the purpose of highlighting the goals, common perceptions and most beneficial methods of parent involvement. The researchers selected academically average performing families to answer quantitively and qualitative questions regarding parental involvement while providing compensation and necessary accommodations such as translators and flexible scheduling. The data collection occurred in a group discussion in which an assistant transcribed the conversation while a trained moderator led the conversation to cover all topics and established that no answer is incorrect, participants should be courteous and confidentiality is essential. The findings emphasized the importance of parent taught

independence for students, the need for effective communication among teachers and parents, the different motivations and perspectives on homework completion or importance, and similar aspirations for student success.

Additionally, it was discovered that some African American parents are perceived to be adversarial or lack the willingness to become involved due to their intense or cautious interactions. Furthermore, some diverse parents accredit their involvement to protecting their children from and avoiding the discrimination and bias against youth of color that is present in the American school system. This powerfully, true statement can be helpful in future consideration of parent involvement for diverse families.

To summarize the connection for all races, Jeynes' (2011) studies showed that all areas of student success are affected by parental involvement. This includes testing and grade point average. With that being said, positive and consistent parent involvement beneficially affects the student's outcomes and negative or inconsistent involvement correlates to decrease student success. Lastly, it is important to note that some races participate in studies more than others, therefore possibly affecting accuracy and reliability for specific groups in data, but still concluding similar overall results with all other races (Jeynes, 2011).

Inhibiting and Encouraging Factors for Families

As described in the previous section, overall parent involvement is directly correlated to student success. However, there are many pieces to the parent involvement puzzle that can help or hinder a parent's ability to become and remain engaged. This section of the review seeks to highlight the most prominent factors affecting parent involvement and, although there are an infinite number and combination of factors, those subsequently listed have been proven to be the most influential factors on parental involvement.

Factors for All Parents

For the purpose of this review, it is imperative to view each factor as encouraging, inhibiting or a combination of both that affects a parent's ability to get involved in their child's school. For example, if a family is low-income or a two-income household, it could be considered inhibiting because they have less time to spend with their child or attend school functions. On the other hand, the same parents may utilize their valuable time off by spending more time with their child, and therefore it could be viewed as an encouraging factor. In addition, while the parent might not have as much time for academic help, the child may learn motivational traits as they observe their parent's work or other related ambitions.

Family Structure. Family dynamic and structure impacts parent involvement due differing constraints. Some examples include homelessness, illness, divorce, custody agreements, substance problems, families with several children, demanding work hours for either parent, willingness to provide academic support, and discipline styles (Jeynes, 2011). Furthermore, it has been established that having an intact two-biological parent household is most beneficial for parents to become involved in their children's education (Wallerstein & Lewis, 1998, Jeynes, 2003a, 2003b, 2005b, 2007b, 2011)

It is essential to highlight the effect that divorce has on parental involvement for either biological mother or father. The majority of researchers and stakeholders would agree that a two-parent biological family correlates with increased parent involvement and student success in comparison to a single-parent household or a mixed-family household (Case, Lin, & McLanahan, 2001; Evenhouse & Reilly, 2004; Ginther & Pollak, 2004), but Jeynes (2011) argued that none of the various family structures directly related to increased involvement for mothers and fathers. Research suggests that divorce causing socio-economic changes explain

decrease educational success (Bane & Jargowsky, 1988; McLanahan & Sandefur, 1994) or that decreased access to parents due to divorce is a disadvantage to students' academic outcomes (Jeynes, 2000b, 2011; McLanahan & Sandefur, 1994).

Income. According to Marrissey, Hutchinson and Winsler (2014), families that receive free or reduced-price lunch are considered low-income which may vary per district or state. They assert that family income affects a student's academic achievement because they experience lower attendance rates and higher percentages of tardiness (Marrissey, Hutchinson & Winsler, 2014). Furthermore, low family income can affect academic achievement due to lesser learning opportunities in the home, lesser access to educational resources, poorer nutrition, decreased ability to afford higher or post-secondary education, increased exposure to household conflict or instability, increased risk of maltreatment or abuse, lack of positive role models, and an increased likelihood for physical, behavioral and mental health problems. Additionally, low income students have increased environmental safety concerns such as dangerous neighborhoods, increased exposure to gangs, drug activity and violence within the community, lack of governmental or police protection, and systematic discrimination. Subsequently, low income or low socio-economic status (SES) has been proven to be "associated with low academic achievement, juvenile delinquency, and teenage pregnancy (Mistry, Vandewater, Huston, & McLoyd, 2002)." However, Davis-Kean (2005) asserts that "If parents are successful in providing an emotionally stable and stimulating environment, the negative effects of financial restrictions can be minimized (p. 302)."

Education Level. In the mixed-method study conducted by Davis-Kean (2005), it was discovered that parent education level positively affected the parent's educational expectations, involvement with child-school interaction, and warmth in interactions with their child. Therefore,

the parent's education level indirectly was a factor in increasing student success. It could also be implied that higher parental education level correlates to increased job opportunities and income, therefore negating the negative influences of low SES and increasing parent involvement. Additionally, if a parent has a lower education level they may not view their knowledge as sufficient enough to be involved (Hornby & Lafaele, 2011).

Employment. As has been previously stated, general biparental involvement positively affects a child's academic success. In the 1900's-50's, many parents began to place the educational responsibilities and performance of their child onto teachers, due to John Dewey's educational theories (Dewey, 1916). Accordingly, as work hours increased for parents, the accountability for parental involvement in their child's education was lessened. This eventually lead to parent's viewing themselves as material providers rather than educational and developmental influencers (Jeynes, 2011, p. 122-123). However, in the 1960's, increasing divorce rates changed the traditional concept of family structure in which a biological father works, and a biological mother is a caretaker. This affected the parent's role due to financial responsibilities, household responsibilities and child rearing and, therefore, decreased the children's access to both parents (Jeynes, 2011, p. 24-25). Overall, a parent's employment status affects their available time to spend with a child, their SES status, and family structure. Additionally, a parent's employment can be related to their highest level of education achieved and income level. Although it would be convenient to assert parent employment status has specific influence on their child's academic success, there are many resulting factors of employment status and each parenting style, regardless of employment status, can be more influential on a student's success (Davis-Kean, 2005).

Perceived Definition of Parent Involvement. One factor that has become increasingly relevant in research studies is the perceived definition of parent involvement dependent on the participants of a study. Furthermore, teachers and parents have varying definitions of parent involvement (Lawson, 2003) and what degree of parental involvement is sufficient. In a qualitative study by Williams and Sanchez (2012), a sample of 10 teachers and 15 parents at an inner-city high school were interviewed to identify the methods and conceptions of parental involvement. The participants were asked about their personal history, their ideas surrounding parental involvement, and their positive or negative experiences with home-school interactions. The data was collected via audiotaped, transcribed interviews and were then analyzed to ensure the research's interpretations were correctly encapsulating the participant's views. Their results concluded that, although it is essential for parents and teachers to both take on the task of involvement, the two groups had varying definitions on how it is done. Interestingly, the teachers perceived parent involvement with a communication centered context, such as parent response to contact made home via call or email and conference attendance, as well as behaviors and academic performance. On the other hand, parent's perceive academic involvement as helping with schoolwork or ensuring daily attendance but also describe parental involvement as providing basic needs, having high expectations for achievement, and teaching values and skills that help them succeed in life or school (Williams & Sanchez, 2012).

The most troubling conclusion to this area of research is the link between a teacher's perception of a parent's involvement and that student's academic outcomes (Ho & Cherng, 2018). Therefore, if a student is performing well in a class, the teacher perceives the parent's involvement to be sufficient and if a student is not performing well, it is perceived by the teacher that the parents are less involved. This is a difficult result to analyze because it has been proven

that students with involved parents perform better academically but other factors, such as discrimination or bias, could affect the teacher's perception of involvement and cause the teacher to lower their expectations for a student (Ho & Cherng, 2018). Furthermore, Reynolds, Crea, Medina, Degnan & Mcroy (2014) emphasized that invitations for parents to participate does lead to a higher degree of parent involvement but found that teacher reported perceptions of parent involvement levels were more definitive and subjective than parent reported levels, possibly due to increased parent reported inclusion of involvement outside of schooling.

Attention to the problem from it is too late for intervention. When analyzing parent involvement, productive and frequent communication between the teacher, student and parent is an element that is essential for student success. The final barrier to parent involvement for all parents is communication from the teacher or student about a problem before it is too late to improve the situation. In many cases, it is difficult for students to improve their grades or change their behaviors and expectations in a class after a certain amount of time passes. According to Reynolds, Crea, Medina, Degnan, & Mcroy (2014), parents would like to hear from teachers more frequently about existing or probable issues so they can be addressed and corrected before it is too late to intervene. Additionally, parents would also like to hear more meaningful and positive communication when possible (Hornby & Lafaele, 2011). This barrier is further intensified due to the mass-communication methods schools use to give information to families. For example, many schools send out important deadlines, resources and information by administration email or phone call, which is often overlooked due to length and impersonality. Overall, consistent and meaningful communication between stakeholders is necessary to increase parent involvement and student success.

Additional Factors for English Language Learner's Parents

Although all parents have barriers hindering their ability to get involved with their children's education, parents of English Language Learners (ELLs) experience additional, and more significant, struggles in concurrence with the previously mentioned factors (Turney & Kao, 2009). Many ELL parents are a minority, an immigrant or are an English Learner themselves. In fact, Turney & Kao (2009) assert, "We found that minority immigrant parents were less likely than were white native-born parents to participate in activities at their children's school." This section of the review seeks to acknowledge some of the barriers specifically for ELL parents in order to analyze strategies that can increase ELL parent involvement in schools.

Language. As previously stated, effective communication between teachers, parents and students is essential for meaningful and productive parent interaction. However, many ELL parents will struggle to achieve this if they have not acquired English proficiency (Vera, Israel, Coyle, Cross, Knight-Lynn, Moallem, & Goldberger, 2012). In fact, it could be implied that a language barrier may be the most significant barrier for parents to experience (Reynolds, Crea, Medina, Degnan, & Mcroy, 2014). Some parents, who have a primary language other than English, avoid contact in general with the school because they feel they are not able to communicate effectively with staff (Hornby & Lafaele, 2011). In research examining the disadvantages of immigrant parents, foreign-born Hispanic and Asian parents were 5.5 and 9.7 times, respectively, more likely to report a language barrier impeding their involvement than native-born white parents (Turney & Kao, 2009). Overall, school staff needs to be aware, vigilant, positive and proactive in providing language support because it is a matter of ethics and equity to create the same relationship or communication practices with English and non-English speaking parents (Reynolds, Crea, Medina, Degnan, & Mcroy, 2014).

Citizenship and Immigration Status. Within the ELL student and parent population, there are varying levels of citizenship and residency. English Language Learning students and parents are either native-born or foreign-born but their immigrant status defines if they are a U.S, citizen, refugee, asylee, on a visa, a legal permanent resident (green card holder), or an undocumented person (U.S. Department of State-Bureau of Consular Affairs, n.d.). As previously mentioned, immigrant or ELL parents are less likely to participate in activities at their child's school (Kao, 2004; Turney & Kao, 2009). Furthermore, Kao (2004) specified by explaining that different ethnicities will be more likely to become highly engaged in their child's education depending on if they are Foreign-born or native-born immigrant parents. For example, Hispanic Foreign-born parents are less likely to have high levels of involvement in comparison to Hispanic native born parents (Griffin & Nord, 1999). Interestingly, Foreign-born parents are more likely to focus their educational aspirations for their children, and the communication of such, on future education rather than current academics or schooling (Kao, 2004). Additionally, Turney & Kao (2009) discovered that even in groups where the barriers for parent involvement are controlled, there is still a negative relationship between immigrant status and involvement.

The analysis and explanation for differences between race, native/foreign-born, and immigration status is complex because of the multitude of barriers these individuals will face. For example, when stating that Hispanic and Asian Foreign-born parents are less likely to participate in school activities, it must be considered that the same study also established this population were more likely to report a language barrier impeding their involvement than native-born white parents (Turney & Kao, 2009). Further research in this area has indicated that immigration status may have a positive effect on parent/student self-efficacy and psychological motivation. The reasons behind this being "related to increased optimism for the future, an

emphasis on immigrating for educational purposes, and unique parent–child relationships in immigrant families (Reynolds, Crea, Medina, Degnan, & Mcroy, 2014)."

In some circumstances, parents may feel as though they don't have the necessary skills or abilities to become involved or they may feel intimidated to participate in relationships with teachers who they may perceive as more qualified than them (Hornby & Lafaele, 2011). Also of necessary acknowledgment, is our current social and political climate and how it has started to make individuals of status other than citizens feel fear of the negativity towards immigrants (Vera et al., 2012). In conclusion, it is important to acknowledge the complexity of race, native/foreign-born, immigration status and culture when attempting to analyze the involvement of ELL parents.

Discrimination, Stereotypes and Related Perceptions. Even with progressive legislature practices and national efforts for diversity awareness, many ELL families experience discrimination or stereotypes based on race, ethnicity, linguistic ability, SES or income, and religion. Minority parents are more likely to report problems with their children's safety in comparison to native-born children, more likely to feel unwelcome in their child's school, and may attend meetings conducted in English without a translator (Turney & Kao, 2009). According to Hornby and Lafaele (2011), "In general, minorities are less involved, less represented and less informed, and are less likely to have access to resources, as well as more likely to have problems associated with language, transport, communication and childcare." Additionally, most teachers and parents share a white middle-class culture and minority parents are more likely to have different relationships with school staff than that of parents from the white majority (Hornby & Lafaele, 2011). Although ELL families may face systematic oppression in these ways, they also might experience discrimination, stereotypes and insensitivity from a teacher due to his or her

preconceived bias (Tadesse, 2014). Furthermore, the parent's perception of the school's mindset or climate around parent involvement affects their willingness to participate in activities (Vera et al., 2012). Ultimately, there will always be barriers for parents but in order to improve our education system, it is necessary to recognize the additional struggles for other primary language parents and students and make efforts for improvement.

Cultural Norms and Differences. Cultural Competency in education can be defined as learning and acknowledging the differing customs, practices, beliefs and values of student populations and consciously practicing appropriate instructional techniques with understanding of student attributes (Gottlieb, 2016). Historically and presently, immigration is part of the United States' structural composition. From all over the world, people move to the U.S. for new opportunities, safety and freedom. However, blissful co-existence is only possible if the current citizens and new immigrants practice cultural competency or are able to be culturally cognizant and accepting of one another.

Vera, Israel, Coyle, Cross, Knight-Lynn, Moallem, & Goldberger (2012) mailed the Family Involvement Questionnaire to 239 parents of ELL identified children in a Midwestern metropolitan region of the United States in order to evaluate the connections between the various barriers parents experience and the different types of parental involvement parents participate in. The researchers aimed to answer inquiries regarding the most or least commonly reported types of parent involvement, the most common barriers reported, the relationship between the two, and the additional factors that effect this relationship, such as demographics and education level. The results indicated that the most commonly used type of parental involvement revolved around support at home, such as homework assistance and discussions regarding school. The least reported type of parental involvement was utilizing community resources. The most common

barriers were language, difficulty understanding the education system, and hesitancy to interject in a teacher's role. The study also discovered that education level and parent ethnicity may have the largest impact on the relationship between barriers experienced and parental involvement types. The study is limited in that the community from which participants resided was well resourced in comparison to struggling urban communities. Additionally, it was assumed that parents who responded were already involved in their children's education as they took the time to complete the survey and, therefore, the sample may be excluding parents who would not report high levels of interaction. Importantly, the study stated, "it is critical for teachers to be educated about the reasons that some parents of EL students may be less involved in their children's schools, such as the cultural differences previously discussed, as opposed to the parents not valuing education (Vera et al., 2012)."

It goes without saying that every culture has their own values, beliefs, family structure, norms, educational standards, achievement standards, formal and informal communication styles, social practices, and differences in lifestyles. Davis-Kean (2005) explains that parental influence of values, skills, beliefs and behaviors are just as beneficial to overall child success as their approach to achievement. However, Hornby and Lafaele (2011) argue that in some cultures education is not a priority and a parent who does not have academic expectations for their child is less likely to be involved. Additionally, some cultures may view involvement as interference with the teacher and school, which may be disrespectful in their culture (Walker, Ice, Hoover-Dempsy, & Sandler, 2011). Again, the concepts of parent, teacher and student cultural competency become intricate when viewed through a busy teacher's perspective. The reality is that, in every class, teachers will have several different cultures, languages and norms to interact

with and understand but unless they are given time or training to learn, cultural differences will continue to be a barrier for ELL families (Reynolds, Crea, Medina, Degnan, & Mcroy, 2014).

Access to Resources. Many communities offer public services and resources to their members with the aspirations of education, child development, opportunities for family fun and aid for those who need help. Being involved in the community or participating in programs is one method of providing structure to life, promoting learning and receiving assistance in any manner. Although there are a plethora of resources intended to assist children, low-income families, immigrants and ELL families, many parents struggle to access community services. This may be due to availability, accessibility, limited in multilingual activities or information, parent education level, awareness of resource existence, awareness of the importance of community integration, affordability, language barriers, and negative or hesitant preconceptions about the program or community. Furthermore, this may be one of the least reported methods of parent involvement due to the aforementioned reasons or because parents may not understand what is considered a community resource (Vera et al., 2012).

Length of Time Living in the United States. Some barriers in life have ways of working themselves out over time. One example of this is the positive relationship between length of time living in the U.S. and parent involvement in school and child participation in extracurricular activities (Bodovski & Durham, 2010). Additionally, as the length of time spent living in the U.S. increases, immigrant parenting practices begin to resemble those of native-born or culturally dominant practices and can eventually disappear (Bodovski & Durham, 2010). As to be expected, the data regarding this relationship shows variability for different races. Specifically, foreign-born Hispanic parent involvement increased as time living in the U.S. increased but the opposite occurred for Black families (Turney & Kao, 2009). Also, the data

showed that foreign-born Asian and Hispanic parents assimilate more than foreign-born white families (Turney & Kao, 2009). The positive relationship between length of time in the U.S. and parental involvement could be attributed to assimilation, increased linguistic abilities or acculturation (Bodovski & Durham, 2010).

Lack of Understanding of the U.S. Educational System. Parent education levels can range from zero formal education experience to doctorate degrees, but it is necessary to recognize how different education systems are between cities, states and countries. One of the most common barriers for ELL parent involvement is their lack of understanding the U.S. education system (Vera et al., 2012). Additionally, some parents may be perceived as distant or uninvolved, but they could just be unaware of the expectations of parent involvement and parent-teacher communication in the U.S. school system (Turney & Kao, 2009; Vera et al., 2012). Lastly, parent education level and ethnicity may affect a parent's familiarity with the U.S. school system or language barrier, therefore affecting parent involvement in the schools (Vera et al., 2012).

Providing education for parents about how schools work in the U.S. and expectations about the involvement of parents in the U.S. may be useful interventions in response to this information (Brilliant, 2001; Moll, Amanti, Neff, & Gonzalez, 1992).

Current Strategies for Increasing Involvement and Areas of Development

The positive relationship between parent involvement and student success has been proven on countless occasions (Epstein, et *al*., 1996; Henderson, & Mapp, 2002; Oyserman, Brickman, & Rhodes, 2007; Jeynes, 2011; Vera et al., 2012; Williams, & Sanchez, 2012; Morrissey, Hutchinson, & Winsler, 2014; Hill, Witherspoon, & Bartz, 2018) and attempting to employ effective strategies in schools is hardly new territory for the professionals in education.

There are many resources to offer, events to attend, and incentives used to increase parent involvement in school. However, the education system is always exploring strategies, methods and programs to increase parent involvement in a manner that is convenient and accessible to all. For the purpose of this review, an explanation of programs or methods that are currently utilized for ELL parent involvement will be discussed. Subsequently, different strategies that are implemented by teachers, administrators, and counselors will be analyzed in order to suggest areas of improvement.

Programs or Methods for Increasing ELL Parent Involvement

Direct Programs

A direct parent involvement program or method can be defined as a program or set of activities with the goal of increasing parent participation in the classroom, school, or community. It is important to note that most schools, districts, and teachers attempt the implementation of certain effective strategies rather than a systematic program. Nevertheless, some different components or activities that may be included in programs directed towards ELL parent involvement are any teacher interventions, home learning, parenting skills, communication between parents and teachers, parent education, parent participation in decision making, volunteering, and community involvement or support (Mattingly, Prislin, Mckenzie, Rodriguez, & Kayzar, 2002).

Indirect Programs

An indirect parent involvement program is better defined as a variety of strategies and methods focusing on parental involvement for ELL families that do not directly target parental involvement in schools but, nonetheless, facilitate the parent's ability to participate. Furthermore, many ELL parents enroll themselves in ESL classes to improve their English proficiency with

the goal of increasing their participation in their child's education and easing their lives functionally (Wood, Rogers, & Yancey, 2006; Ladky & Peterson, 2008; Hornby & Lafaele, 2011). Many parents also volunteer in school or community events for the opportunity to use and practice their English abilities (Ladky & Peterson, 2008). Language centered programs are extremely beneficial to parents, but education programs hold equal importance for the whole family. Wood, Rogers, & Yancey (2006) stated, "Research and experience support the concept that children share the legacy of their parents' educational and economic achievements." Some programs that aim in developing parent education could include Adult Basic Education (ABE) programs for parents enroll in courses to complete a high school diploma, General Educational Development (GED) programs to obtain their GED, technical or vocational programs to enhance their skills for job prospects, and post-secondary education or college programs to further their education. Although every ELL parent has differing levels of education and language, when they engage themselves in related programs they are modeling their expectations and values by promoting the importance of education (Davis-Kean, 2005; Wood, Rogers, & Yancey, 2006; Ladky, & Peterson, 2008; Hornby & Lafaele, 2011).

Indeed, there are limits to partaking in any programs dependent on a parent's access of free time, funding, child-care, transportation, willingness, enthusiasm, motivation, and many other possible responsibilities (Jeynes, 2011; Garbacz, Herman, Thompson, & Reinke, 2017). However, ensuring the creation of flexible, efficient, useful, creative, and welcoming programs helps to surpass barriers parents may face, encourage diversity within the community and promote student success (Dobson, 2017).

Strategies in Use and Areas of Development

There are a multitude of barriers to effective and sufficient ELL parent involvement in the classroom, school and community. Therefore, there are a multitude of strategies to increase ELL parent involvement and there will always be space for improvement or further advancement. This section of the review aims to highlight some useful strategies that are currently practiced by education professionals and identify areas that could benefit from further development, creation or modification.

Teachers

Undoubtedly, teachers can be described as hard-working, innovative, and busy professionals within the education system. For teachers, much of the efforts in which parents can initiate or maintain involvement is dependent on them. Of course, there are expansive and independent variables for each family and school, but teachers are at the core of the most prominent strategies for increasing parent involvement.

Cultural Competence and Language. Cultural Competency in education can be defined as learning and acknowledging the differing customs, practices, beliefs and values of student populations and consciously practicing appropriate instructional techniques with understanding of student attributes (Gottlieb, 2016). It has been established that cultural differences, cultural norms, and language proficiency are among the most conspicuous and difficult barriers for teachers to understand and parents to work around (Davis-Kean, 2005; Turney & Kao, 2009; Hornby, & Lafaele, 2011; Walker, Ice, Hoover-Dempsey, & Sandler, 2011; Vera et al., 2012; Reynolds, Crea, Medina, Degnan, & Mcroy, 2014). Again, the approach of teacher cultural awareness becomes intricate to a greater extent when viewed through a teacher's perspective due to the indefinite and various number of students, cultures, languages and norms to comprehend.

However, cultural competency is imperative for teachers to acquire or unavoidable differences in culture and language, of any amount, will continue to be a barrier for ELL families (Reynolds, Crea, Medina, Degnan, & Mcroy, 2014).

Due to our country's continued diversification, many schools and communities have instrumented courses, lessons, seminars, programs, training and general information for the public to learn about various cultures and ethnicities. Additionally, many people educated in the U.S. school system have experienced a relatable language barrier due to the requirement of non-native language courses in high school. Despite these valid, growing attempts to teach the public, more needs to be done with our teachers so they are knowledgeable, experienced and effectual in interacting with individuals of other cultures or languages. One approach to teacher advancement of cultural competency is professional development (PD) courses (Avalos, 2011; Marschall, Shah, & Donato, 2012). Avalos' (2011) review of teacher education publications defines PD as teachers learning and enhancing their knowledge or skills in order to improve their student's growth. Furthermore, PD is beneficial for teachers and students when the session covers relevant topics with novel approaches, successfully acquires teacher buy in for the majority of the group, uses appropriate instruments to stimulate learning, and is provided in a conducive environment depending on the school's culture. Therefore, if teachers are given PD on cultural norms and differences with regard to effective practices, it would be beneficial in practicing or acquiring cultural competency.

Other programs have become available for teachers, such as Culturally Responsive Teaching (CRT) or Positive Behavior Interventions and Supports (PBIS) (Gottlieb, 2016). However, PD about diversity can avoid monotony by being deliberate in providing information on specific cultures and languages within their school or community and many programs are

optional and avoided. Additionally, at the beginning the school year or at the teacher's convenience, it could be valuable for a teacher to receive or access a brief synopsis detailing a culture's core elements, such as values, beliefs, family structure, norms, educational standards, achievement standards, formal and informal communication styles, social practices, and differences in lifestyles (Peterson & Ladky, 2007; Marschall, Shah, & Donato, 2012). In conclusion, teachers are in a position to encourage or inhibit ELL parent involvement and unfamiliarity with a family's circumstances only impedes the capability of parent-teacher relationship formation and effectiveness.

Communication. Effective parent-teacher communication can be a decisive and persuasive strategy for increasing ELL parent involvement by helping parents feel welcomed or invited (Hornby & Lafaele, 2011; Reynolds, Crea, Medina, Degnan, & Mcroy, 2014). Many factors influence the relationship between teachers and parents, such as willingness, attitude, frequency of messages, confidence in topic being discussed, respect toward one another, previous experiences, non-discriminatory or prejudiced perspective toward one another. Parent-teacher communication includes, but is not limited to, conferences, phone calls, emails, test messages, report cards, agendas, permission slips, signatures on student work, newsletters and activities out of school hours (Epstein, 1996; Henderson & Mapp, 2002; Kao, 2004; Ladky & Peterson, 2008; Hornby & Lafaele, 2011; Jeynes, 2011; Marschall, Shah, & Donato, 2012; Vera et al., 2012). More recently, studies have identified parent appeals for increased positive or meaningful comments in communication, whether it be in concurrence or in the absence of negative comments (Hornby & Lafaele, 2011; Reynolds, Crea, Medina, Degnan, & Mcroy, 2014). In most cases, these methods of communication are usually executed per individual teacher's preference. Additionally, using translators, bilingual staff, and other cultural liaisons is

common practice when communicating with ELL families. Overall, there are numerous, productive manners in which school-home communication is carried out. However, ensuring equity for students or families requires access to all information in primary language, equal frequency of school-initiated contact, and the opportunity to get involved within the school and build relationships with school personnel.

Reynolds, Crea, Medina, Degnan, and Mcroy (2014) performed a case study using teacher and parent perspectives to examine the inhibiting or hindering reasons behind parental involvement and the degree to which parent involvement is influenced. Utilizing group discussions, interviews and surveys of 73 diverse participants, the results indicate that psychological and contextual motivators increased parent involvement. The results also concluded similar findings as Williams and Sanchez (2012), in which parent reports of parent involvement identified strategies in home settings and teacher reports focused on school setting involvement. Additionally, the study found more teacher and parent appeals for linguistic support and a more consistent, systematic method of school-home communication. Although this study has limitations such as low response rate and small sample size, it emphasizes that if parents and teachers are able to engage in equitable, positive and routine communication, research shows that ELL parent involvement and student success will progress.

Homework. One considerable strategy for increasing ELL parent involvement is homework. Historically, teachers have assigned homework as a means for extra practice of curricular material. However, recent research has proven that homework is essential for creating meaningful home-school connections and providing opportunities for parents to engage in their child's education (Battle-Bailey, 2004; Vera et al., 2012). Additionally, homework completion forms a teacher's perception of student ability, motivation, knowledge and parent involvement

and may affect their overall perspective of the student (Williams & Sanchez, 2012; Ho & Cherng, 2018). Some techniques that teachers have utilized to ensure homework completion for ELL students are decreasing volume of questions, assign homework routinely, provide alternate assignments such as reading or vocabulary activities, providing audio or visual resources, flexibility in response method such as drawing or using their primary language, providing extra time for submission, providing a model or answer key for parent use, providing support before or after school hours, providing assignments in the student's most proficient language, and a combination of the aforementioned modifications (Battle-Bailey, 2004; Ladky & Peterson, 2008).

Due to the length of years in which homework has been assigned and the significance it carries, the concept and use of homework is overdue for redevelopment or modification. If only analyzing attainment of student knowledge, standards-based learning approaches suggest that homework should be learning focused, rather than completion focused, exclusively containing essential and tested content at a volume that is reasonable in consideration of other responsibilities, mental or emotional stamina and out of school activities (Battle-Bailey, 2004; Vatterott, 2011). Additionally, the underlying benefits examined in previous sections implicates the purpose of homework should also support parent interaction, be modified to eliminate language as a barrier for incompletion and engage students through interest or relevancy (Battle-Bailey, 2004; Ladky & Peterson, 2008). Furthermore, expecting teachers to accept and master reconceptualizing and repurposing homework is a large task that would require education or professional development, possibly along with accountability measures to ensure proper and continued application. Overall, the evolution of homework is a daunting task, but the associated outcomes are worth acknowledgment and attempt.

Administration

A teacher's role is influential in promoting strategies to increase ELL parent involvement is critical, but much of the foundation is laid by the administration. Of course, the variables being considered are dependent on the location of the school, community demographics, population of students, available funding, priorities of individuals with authority, willingness to consider and implement progressive changes, and demeanor of leaders. Nonetheless, administration can create and be involved in strategies or programs to increase ELL parent involvement and can benefit from listening to their staff's needs (Wood, Rogers, & Yancey, 2006; Marschall, Shah, & Donato, 2012; Beauregard, Petrakos, & DuPont, 2014).

Professional Development. Professional Development is vital to the development of teacher strategies and knowledge, but administrators are often responsible for providing or choosing PD material that is useful, relevant and engaging. Avalos (2011) reviewed 10 years of publications regarding teacher development in the journal, *Teaching and Teacher Education*, with the purpose of identifying different PD techniques or methods, identifying the goals of different types of PD, and the effectiveness for teachers and students. Avalos (2011) defines PD as teachers learning and enhancing their knowledge or skills in order to improve their student's growth. Furthermore, the researchers asserted that in-service or long-term PD models are beneficial for teachers and students when the session covers relevant topics with novel approaches, successfully acquires teacher buy in for the majority of the group, uses appropriate instruments to stimulate learning, and is provided in a conducive environment depending on the school's culture. Additionally, the researchers discovered that PD instructed in a co-learning method better supports teacher information acquisition as opposed to more traditional expert

instructed methods. Lastly, the article emphasized that PD effectiveness is enhanced when there is a growth mindset environment and less requirements monitoring teacher accountability.

As previously discussed, identifying the barriers for ELL parent involvement then helping teachers understand and appreciate these issues should be a priority when selecting mandatory PD sessions (Beauregard, Petrakos, & DuPont, 2014). Furthermore, if administrators choose PD topics with input from community or staff needs and requests, the staff will be more engaged in the PD sessions and the information will be put to use.

Staff Demographic. In addition to training current teachers, current research has concluded that hiring staff who are multilingual, minority, immigrant or individuals of color is beneficial for creating relationships between students, staff and parents, and therefore, increasing ELL parent involvement (Wood, Rogers, & Yancey, 2006; Marschall, Shah, & Donato, 2012). Furthermore, Marschall, Shah, and Donato (2012) also established the relationship between administration of color and the prevalence of ELL parent involvement programs, suggesting that administrators or color are actively evaluating and devoting effort to ELL and minority parent needs. On the other hand, every city, state and region of the country has a different demographic population and, although districts have been conversing more about hiring individuals of color, there may not be an available option for some schools. In total, if administrators are unable to hire multilingual, minority, immigrant or individuals of color, it is imperative to provide more resources to staff in order to facilitate relationship building.

School Environment. Another underlying strategy for increasing ELL parent involvement, influenced by administration, is creating a welcoming, positive, competent, and safe environment (Beauregard, Petrakos, & DuPont, 2014). Beauregard, Petrakos, and DuPont (2014) performed a study with the purpose of explaining the practices immigrant parents take up

as they assimilate and the factors that influence this. Using questionnaires to lead transcribed interviews of 28 immigrant parents in Quebec, resulted in qualitative data about parental practices and parental views of their roles in communication, school obligations or support, schoolwork at home, family involvement in school life, and participation in decision making. In addition, the factors that influence their perspectives include parent culture, pathway of immigration, native language, past school experiences, and the home and school environment. Furthermore, staff turnover, identification and appropriate intervention for children's needs, experiences with school staff, and attitudes of staff are influential on the school's positive or negative environment. Again, this study identifies bias or stereotype as a barrier for parent involvement and suggested a professional development course for teachers to further their understanding of ELL or immigrant families and their possible barriers to enhance communication.

Additionally, school environments are enriched when administrators model proactive, progressive and risk-taking practices for students to aspire toward (Wood, Rogers, & Yancey, 2006). In summary, when the infrastructure is solid and support is readily available, administrators allow students, teachers and parents to be successful in school participation.

Additional Support Staff

Fortunately for ELL students and parents, schools have a plethora of support staff such as counselors, social workers, cultural liaisons, case managers, speech-language pathologists, special education professionals and psychologists. Special education professionals and speech-language pathologists are essential in assuring that students are correctly being dual-identified as special education and ELL. Psychologists and social workers are conducive in providing resources to families for support, health, material needs, or assessing other needs. School

counselors can also cooperate in the process of ELL parent involvement. In most schools, counselors assist students with academic, emotional, social, and behavioral struggles as well as provide guidance regarding future plans. Sometimes counselors can act as a liaison between home and school by examining and addressing concerns from both parties. Thus, the role of school counselors is momentous in increasing ELL parent involvement (Gonzalez, Borders, Hines, Villalba, & Henderson, 2013). Fortunately, school counselors receive extensive training on cultural competency, advocacy for students, and guiding adolescents. They are able to evaluate, intertwine, and express the expectations and needs of divergent home and school environments to concerned parties. Gonzalez, Borders, Hines, Villalba, and Henderson (2013) described that counselors can facilitate parent involvement by "focusing on teacher and counselor invitations to the family, parent or partnership focused role construction and flexible formats for involvement that respect families with limited time (p. 185)." By involving counselors in programs or strategies to increase ELL parent involvement, teachers and administrators can take advantage of expert staff, established relationships and supportive colleagues.

District

District level employees may not have direct contact or experience in increasing ELL parent involvement, but it is at a district level that policies are implemented and advocacy for the ELL population is brought forth to governing bodies (Marschall, Shah, & Donato, 2012). Even though it may be abstract to evaluate due to the indirect nature, without district initiatives and support, "immigrants in new destinations are likely to be initially disadvantaged in ways that significantly affect the schooling and educational outcomes of their children (Marschall, Shah, & Donato, 2012)." Overall, it is crucial for the district level staff to seek information or feedback

regarding the wants and needs of administration, teachers, and paraprofessionals in order to

properly evaluate the school's functionality.

For the purpose of this section, suggested strategies and rationale will precede new materials or examples for application. The suggested strategies will connect research and evidence to developed methods, such as providing community resources to parents and providing teachers with specialized Professional Development regarding race, ethnicity, communication and the effects of teacher perception. It is important to note that each community, school and district has different resources available and different demographic populations and, therefore, the materials for application should be considered as examples. The application materials will detail the intended audience, measures needed, sustainability, and purpose.

Suggested Strategies and Rationale

Parents

One overarching, but often overlooked, method of parent involvement is community engagement and use of helpful resources. This is especially the case for ELL and immigrant parents, as their barriers are greater for discovering, accessing, and engaging in such resources. One strategy to increase parental community engagement is to provide a list of resources available in the community, which may include but is not limited to Adult ESL courses, multi-level education programs, employer agencies, library information, volunteering, community education courses, sport registration, transportation, cultural liaisons, and translation services (Mattingly, Prislin, Mckenzie, Rodriguez, & Kayzar, 2002). However, every community has different resources and it would be the responsibility of each school or district to prepare such a document.

Some of the many reasons why community involvement is important are providing structure to life, promoting learning and receiving assistance in any manner. However, many

parents struggle to find these resources due to availability, accessibility, limited in multilingual activities or information, parent education level, awareness of resource existence, awareness of the importance of community integration, affordability, language barriers, and negative or hesitant preconceptions about the program or community (Vera et al., 2012; Henderson & Mapp, 2002). This is unfortunate as there are several programs and resources intended to assist children, low-income families, and immigrants or ELL families. Essentially, providing information about resources may initially give parents knowledge of opportunities or assist in decreasing the magnitude and amount of barriers that ELL families experience (Turney & Kao, 2009; Gonzalez, Borders, Hines, Villalba, & Henderson, 2013).

Teachers/Staff

Providing training or resources to ensure teacher and staff cultural competency in regard to appropriate awareness, preparedness and action is essential in increasing ELL parent involvement in schools. Furthermore, creation of materials or information that is personalized toward the prominent demographics in each school will enhance the staff's knowledge base pertaining to their specific students. As a result, parent involvement and student success will increase by supplying staff with relevant information about the aforementioned barriers that ELL or immigrant parents experience (Davis-Kean, 2005; Turney & Kao, 2009; Bodovski & Durham, 2010; Hornby & Lafaele, 2011; Walker, Ice, Hoover-Dempsy, & Sandler, 2011; Vera et al., 2012; Reynolds, Crea, Medina, Degnan, & Mcroy, 2014; Tadesse, 2014; Ho & Cherng, 2018). The suggested method of application, as subsequently detailed, includes Professional Development for teachers and staff on the barriers and feelings that ELL or immigrant parents experience. Additionally, all teachers and staff would have access to a Quick Facts information

sheet that explains differences, values, norms for specific cultures, races, ethnicities or language groups.

District/Administration

Some suggested materials or information may need to be approved or developed on a district or administration level. Additional components, to be considered by a district or administrator, that may increase ELL or immigrant parent involvement include video call conferences/meetings, provide courses or information sessions regarding the school systems and policies, actively collect information for parents about their concerns or child's school experience and frequently invite feedback from staff concerning areas of need and positive or negative experiences (Marschall, Shah, & Donato, 2012).

New Materials for Application

Parents

Community Resources for ELL Families. The purpose of providing parents a list of resources available in the community is to address needs and provide information to support parents in connecting to the community. The categories can include, but are not limited to, Adult Basic Education, Adult ESL Courses, Childcare, Cultural Liaison Connections, Employment, Food Shelves, Health, Libraries, Translation Services, Transportation Services, and Volunteering Opportunities. Each category can include the resource name, website, definition of what the resource is, and the time or date of occurrence. This resource list could easily be provided during student registration, conferences, orientation, or given to students during the first week of school. It would require development and customization for each community by the school or district, depending on the resources available. This resource sheet is only sustainable with reevaluation

bi-annually in order to ensure correct information is included. See Appendix A for further consideration of examples.

Teachers

Barriers and Feelings of ELL and Immigrant Parents and Students Professional Development Slideshow Presentation. Although there are many different methods in which teachers can increase ELL and immigrant parent involvement, the initial step is practicing cultural competency. This process could begin with a Professional Development session which utilizes a slideshow defining and detailing the barriers and feelings that ELL or immigrant parents experience and suggesting five techniques to improve their practices. The barriers included are Language, Employment, Income, Education Level, Teacher Vs. Parent Perceptions, Positive/Negative Communication, Immigration Status, Discrimination/Stereotypes, Cultural Norms and Differences, Access to Resources, Length of Time in the U.S., and Understanding of the Education System. Each slide divulges combinations of definitions, manner in which the barrier is challenging, the emotional impact a barrier may have and facts or quotes regarding the barriers. Suggested techniques to lessen these barriers include utilizing resources, increasing positive communication, proactively increasing knowledge base, reevaluating preconceptions or implicit bias, and using patience, understanding and empathy.

The purpose of such information is to provide information regarding the magnitude of challenges parents may face and commence an opportunity for further understanding through an ELL or immigrant lens. The session could be instructed by ESL staff, administration or other involved staff with the intended audience being teachers, support staff, administration and other employees who work with ELL or immigrant families. In order to increase interest and engagement, discussion questions at the beginning of the session will help the audience

empathize with some circumstances ELL or immigrant families experience. Additionally, review responses at the end of the session will request information regarding learned knowledge due to the presentation, inquire about changes the audience will make to improve their cultural competency practices and request specific populations in which the audience would like to learn more about. Asking staff which populations they would like to learn more about would help the school or district in deciding which populations to create Quick Facts sheets about, which are described in the subsequent section.

Resources needed would include audience time and compensation for a Professional Development session, availability of a knowledgeable presenter, writing and paper materials for review questions, projection room, projection materials for presentation. Finally, this material would be sustainable if the audience is open-minded and engaged, the presenter is knowledgeable, and if the feedback received regarding further learning is implemented or returned in a timely manner. See Appendix B for further consideration of the developed slideshow.

Quick Facts Sheet. Despite providing information regarding barriers and techniques to increase cultural competence, many teachers and staff do not have the time or ability to independently seek out information regarding students and their respective cultures, races, and ethnicities. The Quick Facts sheet is a one or two-page document in which details regarding specific populations are available for teacher or staff use. Some details could include, but is not limited to, Geographic Region, Languages, Religion, Identifier, Important Historical or Cultural Notes, Family Structure, Attire, Customs or Courtesies, Gender Roles, Education, Common Holidays/Events, Sports, and Cuisine. The creation of such materials may be completed by ESL staff, administration, or district employees. Therefore, resources needed would be time and

compensation for teacher review of materials or trained staff creating materials. Additionally, the resources would need to be added to a webpage that is easily accessible and navigated by teachers or staff who are reading the information.

The purpose of using a Quick Facts sheet is for teachers, staff, and other involved employees to receive significant information for prominent populations available in a succinct manner so that readers are able to increase their cultural competence. In order to make this sustainable, it is essential for the documents to be easily accessible, specifically prepared for the populations in each school, and to ensure the information is correct, relevant and current. Engagement with such materials could be elevated by requiring teachers to review their student lists, identify different populations in their classes, read the Quick Facts sheet for each population and respond to questions on a Google Form. Another option could be to add such questions into the teacher's performance review program, prompting an analysis of their learned knowledge before, during and after involvement with diverse students. See Appendix C for further consideration and examination of a Quick Facts example for Somali students.

Chapter IV: Discussion and Conclusion

Summary

All stakeholders in education continually search for methods to increase student success. This has generated inquiries concerning the connection between parent involvement and academic achievement, the barriers to effective parent involvement and the methods or remedies most beneficial for increasing parent involvement.

There has been a considerable amount of research regarding the manners of parent involvement in relation to the degree to which a student succeeds. The totality of studies analyzed in this review assert or acknowledge the positive impact that parent involvement has on academic achievement (Epstein, 1996; Henderson & Mapp, 2002; Jeynes, 2001, 2011; Reynolds, Crea, Medina, Degnan, & Mcroy, 2014). The methods of parent involvement can be organized into the categories: parenting, communication, participation at school, participation at home, and community engagement with variations in each family (Epstein, 1996; Durand, 2001; Henderson & Mapp, 2002; Oyserman, Brickman, & Rhodes, 2007; Kuperminc, Darnell, & Alvarez-Jimenez, 2008; Morrissey, Hutchison, & Winsler, 2014; Hill, Witherspoon, & Bartz, 2018). Thus, educators have begun to analyze the factors which are inhibiting and encouraging parental involvement within their schools.

Factors that influence a parent's ability to engage in their child's education can help or hinder the degree to which the student benefits. Some factors that may affect any parent's educational engagement include family structure, income, education level, motivation, willingness, educational aspirations, race, ability to effectively communicate and previous experiences (Bane & Jargowsky, 1988; McLanahan & Sandefur, 1994; Case, Lin, & McLanahan, 2001; Mistry, Vandewater, Huston, & McLoyd, 2002; Lawson, 2003; Evenhouse &

Reilly, 2004; Ginther & Pollak, 2004; Davis-Kean, 2005; Hornby & Lafaele, 2011; Jeynes, 2011; Williams & Sanchez, 2012; Marrissey, Hutchinson, & Winsler, 2014; Reynolds, Crea, Medina, Degnan, & Mcroy, 2014; Ho & Cherng, 2018). Furthermore, the United States experiences consistent immigration of diverse populations (Camarota & Ziegler, 2019) and further questions arise regarding the additional barriers that ELL or immigrant parents face. Some supplementary elements specifically impacting ELL or immigrant parents include language ability, immigration status, discrimination, stereotypes, culture shock, culture differences, assimilation, access to resources, length of time residing in the U.S., limited or interrupted formal education, and a lack of knowledge about the U.S. education system (Kao, 2004; Davis-Kean, 2005; Arias & Morillo-Campbell, 2008; Turney & Kao, 2009; Bodovski & Durham, 2010; Hornby & Lafaele, 2011; Walker, Ice, Hoover-Dempsy, & Sandler, 2011; Vera et al., 2012; Reynolds, Crea, Medina, Degnan, & Mcroy, 2014; Tadesse, 2014; Đurišić & Bunijevac, 2017) Furthermore, immigrants or multilingual parents face a greater amount and extent of barriers and are less likely to participate in education than native-born white parents (Turney & Kao, 2009).

Due to the aforementioned findings, education stakeholders have begun to consider different manners or strategies to improve parent involvement. Some components that are currently included in programs directed towards ELL parent involvement are teacher interventions, home learning, parenting skills, communication between parents and teachers, parent education, parent participation in decision making, volunteering, and community involvement or support (Mattingly, Prislin, Mckenzie, Rodriguez, & Kayzar, 2002; Arias & Morillo-Campbell, 2008; Đurišić & Bunijevac, 2017). Additionally, parents may increase their involvement by participating in activities such as Adult ESL classes, volunteering in the community, Adult Basic Education (ABE) programs, General Educational Development (GED)

programs, technical or vocational programs, and post-secondary education or college programs (Davis-Kean, 2005; Wood, Rogers, & Yancey, 2006; Ladky & Peterson, 2008; Hornby & Lafaele, 2011).

Numerous strategies and activities have been employed by administrators, educators, and school staff attempting to engage ELL or immigrant parents in their child's education. Teachers currently connect with families through communication, homework, and participating in Professional Development (PD) courses regarding cultural competence (Epstein, 1996; Henderson & Mapp, 2002; Battle-Bailey, 2004; Kao, 2004; Ladky & Peterson, 2008; Avalos, 2011; Hornby & Lafaele, 2011; Jeynes, 2011; Vatterott, 2011; Marschall, Shah, & Donato, 2012; Vera et al., 2012; Williams & Sanchez, 2012; Reynolds, Crea, Medina, Degnan, & Mcroy, 2014; Ho & Cherng, 2018). Administrators affect parent involvement by creation of the school's environment, staff employment, and providing staff with educational opportunities (Wood, Rogers, & Yancey, 2006; Marschall, Shah, & Donato, 2012; Beauregard, Petrakos, & DuPont, 2014). Additional Support Staff work to identify struggling students, advocate or aid with any needs, assist with communication, provide encouragement and promote well-being (Gonzalez, Borders, Hines, Villalba, & Henderson, 2013). The district affects parental involvement by implementing equitable structures or procedures and advocating for school necessities (Marschall, Shah, & Donato, 2012).

Overall, all individuals who are concerned with student success will utilize different elements of parent interaction or involvement and will be influenced by various types or degrees of barriers, but there are many opportunities for further development, creation or modification of such methods.

Professional Application

The foundation of this review asserts that parent involvement positively and negatively influences student success, but ELL or immigrant parents experience extra barriers and all barriers to a greater degree (Turney & Kao, 2009). One of the least reported methods of parent involvement is parental access of resources, this is due to the subsequently listed reasons or because parents may not understand what is considered a community resource (Vera et al., 2012). The research expresses how many ELL and immigrant parents struggle to find these resources due to availability, accessibility, limited in multilingual activities or information, parent education level, awareness of resource existence, awareness of the importance of community integration, affordability, language barriers, and negative or hesitant preconceptions about the program or community (Henderson & Mapp, 2002; Vera et al., 2012). The application recommends the generation of a resources list, specific to the district or community, to supply ELL or immigrant parents with multiple, meaningful manners to increase community engagement and access to resources. (Turney & Kao, 2009; Gonzalez, Borders, Hines, Villalba, & Henderson, 2013).

Additionally, the application suggests that teachers be provided personalized information regarding different races or cultures and offers a slideshow presentation entailing the barriers and feelings of ELL or immigrant parents for Professional Development usage. Furthermore, creation of materials or information that is personalized toward the prominent demographics in each school will enhance the staff's knowledge base pertaining to their specific students. As a result, teacher and staff awareness, preparedness and action in working with ELL or immigrant students and parents will support parent involvement in the schools (Davis-Kean, 2005; Turney & Kao, 2009; Bodovski & Durham, 2010; Hornby & Lafaele, 2011; Walker, Ice, Hoover-Dempsy, &

Sandler, 2011; Vera et al., 2012; Reynolds, Crea, Medina, Degnan, & Mcroy, 2014; Tadesse, 2014; Ho & Cherng, 2018).

Limitations of the Research

There are several limitations of this review to keep in mind. First, is the use of various research rather than administering a study to collect data. Furthermore, research was purposefully gathered to include numerous diverse populations. This is also a limitation to the review as it is difficult to incorporate data regarding every race, ethnicity or culture due to individual research largely being geared toward certain populations or a lack of diversity in the region in which the research is conducted. Although analyzing qualitative research is valuable to understand the perspective and feelings of teachers, students and ELL or immigrant parents, this creates another limitation to this review. Additionally, several noteworthy studies were excluded from review as the focus group was narrowed by specific and prominent populations in the United States.

Literature was limited in multiple areas regarding current strategies, techniques, or programs currently in use to increase ELL or immigrant parent involvement. Results detailing this subject were expected to include direct or indirect program specifics, activities or events that have previously been proven successful, and studies analyzing the effectiveness of differing strategies. Finally, research was limited in regard to school district roles or methods in stimulating ELL or immigrant parent involvement. Such information would be beneficial in evaluating the school system as a whole and examining how administration is affected by district managed procedures, policies, or regulations. Overall, it is challenging and ambitious to collect and incorporate research encompassing every race, ethnicity, and culture due to the vast quantity

of diverse populations and their geographic locations limiting their ability to participate in studies.

Implications for Future Research

Due to steady immigration rates and immigration's continuously changing, diverse nature, future research should aim to incorporate a greater number of races, ethnicities and cultures into research. Additionally, future research could be done to analyze the education system as a whole in order to organize or compartmentalize where development, creation or modification of methods of increasing parent involvement could be beneficial. Furthermore, additional research could delve deeper into previous or current methods, programs, strategies or techniques used to increase parent involvement in the schools and their effectiveness. Lastly, future research should examine teacher perceptions of student success and parent involvement. Along with a study such as this, teachers could be given training on cultural competency then reevaluated to assess if their perceptions change. This insight could be interesting in exploring discrimination, stereotypes and implicit bias.

Conclusion

In researching and examining the relationship between parent involvement and student success, the factors influencing parent involvement and the methods used to increase ELL or immigrant parent involvement, it is clear that the barriers are numerous, but the rewards are fruitful. The "parent involvement puzzle" is complex and the manner or degree in which parents engage can fall anywhere on the spectrum. As a society, we must work towards helping one another and creating an environment in which all individuals have the opportunity to succeed, regardless of the barriers. Although working with ELL or immigrant families may be challenging and intimidating, it is essential that education stakeholders demonstrate patience, utilize available

resources to improve their knowledge base, seek using communication effectively, and

reevaluate their own perceptions.

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Community Resources for ELL Families

Adult Basic Education
Name: Metro North Adult Basic Education
     Website: https://www.metronorthabe.org/
What: Free GED classes for adults.
When: Tuesday and Thursday from 5:30 p.m.-8:30 p.m.
     OR Mondays and Wednesdays 9 a.m.-1 p.m.

Adult ESL Courses
Name: Metro North Adult Basic Education
     Website: https://www.metronorthabe.org/
What: Free ESL classes for adults.
When: Tuesday and Thursday from 5:30 p.m.-8:30 p.m.
     OR Mondays and Wednesdays 9 a.m.-1 p.m.

Childcare
Name: Anoka County Childcare Resouce
     Website: https://www.anokacounty.us/662/For-Parents
What: Search here for childcare in your area and information about childcare.

Cultural Liaison
Name: Kari Xiong
     Contact info- Kari.Xiong@ahschools.us OR (763) 433-4687
What: Can help ELL families with teacher relationships, school food concerns, community education or resources, student success, and student health concerns.

Employment
Name: Careerforce in Brooklyn Park
     Website: https://www.careerforcemn.com/brooklynpark
What: Supports people looking for a job.

Food Shelves
Name: The Salvation Army Food Shelf
     Website: https://salvationarmynorth.org/twin-cities/get-food-help
What: Multiple locations that provide FREE food to anyone.
When: Check website

Health
Name: Health Resources Serving Diverse Cultural Communities
        Website: [Health Resources Serving Diverse Cultural Communities 2017 - Minnesota Dept. of Health](#)
What: A document to show different locations that offer low cost care to immigrants or refugees.

Libraries
Name: Anoka County Libraries
        Website: https://www.anokacounty.us/1758/Libraries
What: Search on this website for libraries, events, books and hours of locations.

Translation Services
Name: Language Line Solutions
        Website: https://www.languageline.com/ OR Call at (800) 752-6096
What: Over the phone interpreting in 240 languages.

Transportation
Name: Metro Mobility
        Website: https://metrocouncil.org/Transportation/Services/Metro-Mobility-Home.aspx
What: Provides free rides to individuals who are disabled or have health conditions.

Volunteering
Name: Volunteer Match
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Barriers and Feelings of ELL and Immigrant Parents and Students Professional Development

Slideshow Presentation.

What is an ELL? Immigrant?

Definition:

English Language Learners (ELL): ELL is defined as individuals learning English, whose primary language is that other than English.

English as a Second Language (ESL): ESL can be defined in the same manner as ELL and is used to label or identify students. ESL is also a label for teachers in the discipline or the subject of a course.

Immigrant Status: ELL students and parents are either native-born or foreign-born but their immigrant status defines if they are a U.S. citizen, refugee, asylee, on a visa, a legal permanent resident (green card holder), or an undocumented person.

Quick Discussion Question

How would you feel?

You are forced to leave your home and family due to war erupting in your country. You bring your young children to a new country but do not know anyone in the area, do not speak the language, do not have education higher than high school and do not have an income or employment set up.

What would you do?

You arrive in a new country with a very different education system than your experiences. You want to respect the teacher's decisions and authority but you know your child is struggling in a specific class OR you have no idea how your child is performing academically and behaviorally. What do you do to become involved respectfully?

Employment & Income

Employment

Employment may affect a parent's ability to consistently provide material needs, housing, food, emotional support, educational support, and attend school or extracurricular activities.
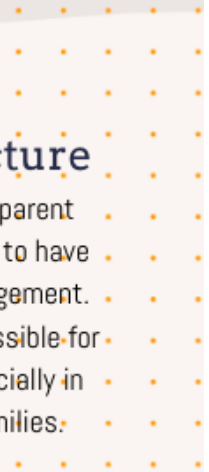
Income

Income may affect a parent's ability to provide basic or material needs and educational assistance.

Family Structure

Intact biological two-parent households are proven to have increased parent engagement. However, this is not possible for various reasons, especially in immigrant or ELL families.

Education Level

There is a vast range in the education level of ELL or immigrant parents. It has been proven that parent education level increases parent involvement and student success. Unfortunately, many ELL students or parents have limited or interrupted formal education and may be embarrassed, scared or unable to participate in school activities.

Teacher Vs. Parent Perception

Teachers and parents have different ideas of what defines appropriate parent involvement. Many ELL or immigrant parents are simply unaware that they are expected to do something or they don't understand the importance of specific activities.

Positive and Negative Communication

ELL or immigrant parents struggle with effective communication from teachers or schools. They receive limited positive feedback and often aren't proactively informed of problems. Most ELL or immigrant parents desire frequent communication with teachers and feel frustrated with receiving or providing effective communication.

Immigration Status

20%

10%

50%

70%

ELL or Immigrant parents may be intimidated by involving themselves in a community based on their citizenship or immigration status.

73
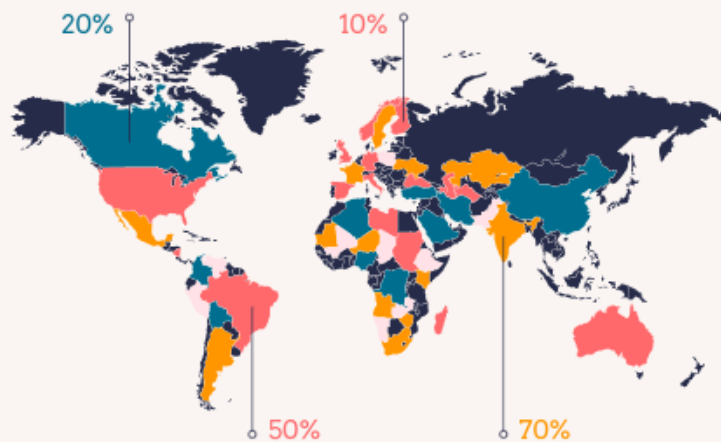
Discrimination/Stereotypes

"Minority parents are more likely to report safety concerns. ELL or immigrant families may face systematic oppression. ELL or immigrant families might experience discrimination, stereotypes and insensitivity from students and teachers due to preconceived bias (Tadesse, 2014)."

"The majority of teachers and parents are of middle-class white culture and ELL or immigrant parents have diminished relationships with the school due to the culture differences (Hornby & Lafaele, 2011)."

Cultural Norms and Differences

The norms and differences between various cultures can be described as a spectrum involving values, beliefs, religion, communication, family structure, social practices, lifestyles, and behaviors. Co-existence is only possible if the current citizens and new immigrants are able to be culturally cognizant, competent and accepting of one another.

Access to Resources

"ELL or immigrant parents are less likely to access helpful resources be due to availability, accessibility, limitations of multilingual activities or information, parent education level, awareness of resource existence, awareness of the importance of community integration, affordability, language barriers, and negative or hesitant preconceptions about the program or community (Vera, E. M., et *al.* 2012)."

Length of Time in the U.S.

The longer that a parent has lived in the U.S., the more that their parenting style reflects those of dominant culture parents. Acculturation and assimilation only increase as the time living in the U.S. does. Parents may also start to feel more comfortable engaging in schools or communities as their residency continues.

Understanding of the Education System

Every country has different methods and techniques for education. ELL or immigrant parents may misunderstand or lack essential understanding regarding the U.S. school system. This is very intimidating for many ELL or immigrant parents.

So what can we do as Teachers and Staff?

Before You Go, I Need To Know

Write on your sheet of paper:

What is one barrier that you were unaware of until this session?

How or what will you change in your practice to become more culturally competent?

What is one culture, race or ethnicity that you would like to learn about?.

Thanks!

Do you have any questions?
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Appendix C

Somali Quick Facts

Region: Somalia is a country in Eastern Africa.

Language(s): Somali (most widely used) and Arabic

Religion: Islam

Demonym (identifier): Somali

Important Notes: Somalia is one of the poorest countries mostly due to the historic civil war beginning in the 1990's. The civil war changed Somalia economically, politically and culturally. Livestock is the main export. The majority of Somali citizens are farmers, herders, or laborers.

Culture: *Education, Income and Multi Linguistic Abilities are valued in Somali culture*

-Family Structure: Most households consist of a man, a woman, and their children. Some households may include elderly relatives. Children usually remain with the mother following a divorce.

-Attire: Many Somali women wear a guntiino, long cloth-like dress, and a headscarf.

-Customs or Courtesies: Somali families often host meals for guests and celebrations. Many Somali immigrants or refugees send money home to relatives. Related family members will shake hands (men) or embrace or kiss on the cheek (women). Unrelated individuals will usually not shake hands or exchange embraces.

-Gender Roles: In Somali culture, men are seen as the leader and women are expected to fulfil an inferior role in decision making. Men usually work while women are caretakers of the home, children and meals.

-Education: Some Somali students will have received limited or interrupted formal education. However, Somali children are raised lovingly but disciplined. Independence and self-reliance is valued.

-Common Holidays/Events: Weddings, Births, Islamic Holidays (Ramadan, Eid, etc…)

-Sports: Soccer (Football) is the most popular sport in Somalia.

-Cuisine: Eating pork is forbidden in Islamic religion. Some notable food items include sabayad, lahoh/canjeelo, xalwo, sambuusa, bariis iskukaris.