





**Migrant Parent and Family Involvement
Research-Related Strategies
To Implement
No Child Left Behind**

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The text of this report was prepared by Patricia A. Ward, education consultant.

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The Interstate Migrant Education Council (IMEC) is an independent organization whose members are appointed by their state's chief school officer. IMEC volunteers are prominent individuals who contribute time and expertise to enhance educational opportunities for migrant students. The members examine policy issues concerning the challenges faced by migrant students and they develop recommendations for all levels of government. IMEC members include a state chief school officer, state legislators, state board of education members, state education agency personnel, local and school district representatives, state directors of migrant education, a parent, and an employer of migrant families.

IMEC's mission is:

To advocate policies that ensure the highest quality education and other needed services for the nation's migrant children.

Acknowledgements

The agenda of the Seminar was generously supported by Southwest Education Development Laboratory through the thorough research, planning and presentation assistance of Evangelina Orozco.

Vicki Phillips, Secretary of Education, Pennsylvania Department of Education and her representative, Susan Enfield, welcomed seminar attendees to Pennsylvania.

Norman Bristol-Colón, Executive Director of the Pennsylvania Governor's Advisory Commission on Latino Affairs, supported the goals of the seminar.

Manuel Recio and the Pennsylvania Migrant Education Program provided translation services.

The Seminar on Migrant Parent and Family Involvement

“IMEC fully supports the provisions of the No Child Left Behind Act, but the words in the law are meaningless unless they are implemented to affect all students positively . We believe migrant students should have full opportunity to meet challenging state standards, be assessed appropriately and have their education programs tailored to meet their unique needs.”

To realize the precept in this statement from IMEC’s 2003 work plan, the *Seminar on Migrant Parent and Family Involvement* brought together experts in parent and family involvement -- *Joyce Epstein*, Johns Hopkins University; *Anne Henderson*, New York University; and *Evangelina Orozco*, Southwest Educational Development Laboratory - - to meet with IMEC membership.

The seminar was designed to:

- Review the provisions of the *No Child Left Behind Act* of 2001;
- Examine key research related to the involvement of families in their children’s education; and
- Develop recommendations for changes in migrant family and parent involvement programs that will ensure that migrant programs meet the parent involvement provisions of the *No Child Left Behind Act*, and that migrant students have a significant opportunity to reach proficiency on challenging academic achievement standards.

To achieve its objectives, the seminar’s format included:

- A pre-seminar session designed particularly for parents to review the requirements for family and parent involvement mandated in *Section 1118 of Title I of No Child Left Behind*;
- A review of research by leading experts in the field of school, family and community involvement;
- An application of the requirements of the legislation and the tenets of the research to migrant families by a panel of migrant practitioners;
- The development of recommendations by seminar participants; and
- Reactions to the information and activities of the seminar as observed by IMEC members and State Directors of Migrant Education.



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Introduction

The following pages summarize No Child Left Behind (NCLB) requirements for parent involvement, related research, suggested strategies to implement the requirements of NCLB for migrant parents, and recommendations.

Research information presented in this publication is drawn from the summaries of current research presented at the Interstate Migrant Education Council's Seminar on Migrant Family and Parent Involvement by the following researchers:

Joyce Epstein, Director of the Center on School, Family, and Community Partnerships, Director of the National Network of Partnership Schools, Principal Research Scientist in the Center for Research on the Education of Students Placed at Risk, and Professor of Sociology at Johns Hopkins University

Anne Henderson, Education Policy Consultant, Institute for Education and Social Policy, New York University

Evangelina Orozco, Program Specialist, National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory

Migrant strategies are drawn from a panel of migrant practitioners:

Guadalupe Mendoza, Acting Senior Project Director, Los Angeles County Office of Education, Downey, CA

Lorrie Wolverton, Coordinator, Parent Involvement Services, New York State Migrant Program, Oneonta, NY

Manuel Recio, Director, Migrant Education Program, Pennsylvania Department of Education, Harrisburg, PA

The recommendations for each topic were developed at the seminar by IMEC members, migrant educators and migrant parents.

District Parent Involvement Policy

Title I, Sections 1112 and 1118

No Child Left Behind

To receive Title I funds, the local educational agency must work with parents of children who will be in Title I programs to write a district parent involvement policy. The policy must describe how the district will support schools in the development of their parent involvement policies, and how the district parent involvement policy will:

- Improve the academic quality of schools and the achievement of students;
- Provide training to teachers, administrators, and parents to work together to improve student achievement;
- Coordinate meetings between parents in the migrant program and parents in other federal programs such as Even Start, Head Start, Reading First, and Early Reading First;
- Distribute its parent involvement policy to all the parents in a language the parents understand;
- Include the comments of parents who are not satisfied with the district's parent involvement policy to the state with its application for Title I funds; and
- Ensure that migratory children are selected to receive services equally with other children.

Related Research

Sharing power leads to greater parent involvement. Schools that embrace the concept of partnership and share power with families have greater success in engaging families. The process begins with asking families what they want, what they need, what they think will help their children, and then delivering responsive strategies.

A study of high performing Hispanic schools in Texas found that these schools recognized and actively built on the values and traditions of families with activities that respected and reinforced the family's home culture. Practices, such as personal contact through calls and home visits, that built relationships and bridged class and cultural differences were stressed. Teachers were responsible for getting to know small groups of students really well and being the main contact for their families. The schools offered parent-learning programs in areas of interest expressed by families. The schools created parent advisory councils that enabled parents and the school to share power and gave parents opportunities to have input into key decisions that affected their children.

(Scribner, Young, and Pedroza, 1999)

Migrant Strategies

Equity and Participation

The Pennsylvania State Migrant Education Program, as a matter of philosophy and practice, treats parents in the same manner as staff is treated so that parents feel equally respected. For example, the same conveniences are provided for parent meetings as are provided for staff meetings: a nice meeting location, good food, etc. Parents are integrated into the education team at all levels of the program including job interviews for state and local level positions, staff meetings and training sessions. To establish effective parental involvement, programs are creative, inclusive and committed.

Philosophy, Support and Leadership

The California Department of Education supports effective parent involvement through: 1) a philosophy that values the involvement of parents; 2) supportive leadership; and 3) funding. Two state level forums, the State Parent Advisory Council and the annual State Parent Conference, provide parents with opportunities for input into and information from the migrant program. Those activities influence the involvement of parents at regional and district levels. For example, in March of 2003, State Parent Advisory Council members received training on the *No Child Left Behind Act* and then delivered that training to over 1,000 parents at regional and district level parent meetings.

Recommendations

- Develop policies that ensure clear communication between homes and the school, e.g., translation and translators.
- Develop policies and procedures that foster opportunities for families to be secure within the school environment and to gain familiarity with school personnel and the roles that they play. One example is an informal meet and greet day for families to meet with staff and learn their individual roles within the school.
- Follow up with migrant parents to make sure they are on board where decision-making takes place.
- Hold meetings for parents at times when they are not working.
- Employ staff with background and language skills that enable them to function as cultural brokers who can assist parents in becoming members of the education team.
- Provide for informative/promotional awareness of the educational process via resource rooms, materials, and school presentations.
- Emphasize parent responsibilities.

School Parent Involvement Policy

Title I, Sections 1118 and 1119

No Child Left Behind

The law requires parents of children who are involved in Title I programs to take part in planning the program, and in developing a parent involvement policy.

The parent involvement policy must describe how parents will:

- Be included in planning the Title I program;
- Be included in reviewing and improving the program;
- Help evaluate and improve the parent involvement policy; and
- Be involved in the activities of the school.

The School must:

- Hold an annual meeting to tell parents about their right to be involved;
- Offer meetings at different times such as in the morning or evening;
- Work with parents to review and improve the parental involvement policy;
- Tell parents about the school's programs and curriculum, how children will be assessed, and how well students are expected to do; and
- Arrange regular meetings for parents to make suggestions and to participate in their children's education, if parents request it.

The policy may include a description of:

- Training that will be offered to parents;
- Support the school will provide, such as transportation and child care, to make it possible for parents to be involved in the parent involvement program;
- Training that may be offered to teachers to help them develop skills to work in partnership with parents; and
- Information about staff training that parents may attend.

Related Research

Recognizing and addressing challenges supports family involvement. Schools were more successful in connecting with families when they asked families what prevented them from being involved in the school, such as transportation, child care, and flexible meeting times, and then addressed those issues.

When schools respond to parents' requests, they send a powerful signal to families that they are important and their involvement is valuable.

(Henderson and Orozco: IMEC Seminar on Migrant Family and Parent Involvement, June 2003)

Migrant Strategies

Give Parents Information About the School

Every school has its own culture, rules, and reporting system. As families move from school to school parents need information about the school district that their children are attending now. In some schools an absence results in a recorded phone message. In another school the parent may be brought to task. In some schools an *E* on the report card means excellent. In other schools *E* means needs improvement. The Migrant Education Outreach Program in Oneonta, New York invites teachers from local schools to explain the school culture and report cards to migrant parents. Teachers explain, for example, that there is a space on the report card for parent comments and that comments are wanted and appreciated.

A Personal Invitation

The flyer announcing a meeting is just the first step. A follow-up call and a personal invitation extended on a home visit are steps two and three. Giving parents practical information such as how people dress, and what people talk about, makes attending the first meeting easier. To help new families develop a degree of comfort the New York State Parent Advisory Council prepared a video in English and Spanish that explains what meetings are like. New families watch the video to help them feel comfortable about accepting the invitation to attend a meeting.

Cultural Brokers

Fear is a significant barrier to the participation of parents in the school and in their children's education. Parents fear rejection from the school and the school fears the possibility that parents will gain control. Pennsylvania migrant programs engage cultural brokers to facilitate interaction between families and the school

Recommendations

- Provide funding for transportation cost, which is essential for the involvement of highly mobile migrant families and their children.
- Include parents in all migrant and school meetings that pertain to programs for students, i.e., curriculum changes, transportation changes, school consolidation.
- Employ advocates as cultural brokers.
- Develop activities that parents can use with their children to support their children's educational development.
- Consider a variety of modes of communication, such as written messages in comic book format that are easier to read, telephone trees that utilize parent volunteers from the families' cultural and language group, and home visits.

Developing Capacity for Involvement

Title I, Section 1118

No Child Left Behind

The school and district parent involvement policies must describe how the school will develop the capacity of parents and teachers to work together to increase student academic achievement.

Activities for parents must include help in:

- Understanding the state's academic content standards and achievement standards, and assessments;
- Developing skills to monitor their children's progress;
- Developing skills to work with educators to improve their children's achievement; and
- Developing skills such as literacy proficiency and the use of technology.

Activities for educators must include training to all school staff to:

- Value the contributions of parents;
- Understand how to reach out to and communicate with parents;
- Develop skills to work with parents as equal partners; and
- Implement parent programs that build ties between parents and the school.

Schools may:

- Involve parents in the development of capacity building training for educators; and
- Train parents to involve other parents.

Related Research

Welcoming schools that invite community involvement are successful in connecting with families. A key strategy of effective schools is a focus on building and maintaining welcoming, trustful relationships among school staff, families and community members. Schools with parent-school relationships characterized by these qualities were more likely to create and sustain connections that support improvement and achievement.

(Peña, 2002)

Dealing openly with differences increases parent involvement. Schools that dealt openly with the cultural and economic differences among families and between families and staff were successful in engaging families from different cultures and language backgrounds because they recognized, respected and addressed class and cultural differences.

(Scribner, Young and Pedroza, 1999)

Migrant Strategies

Parents As Part of the Staff Development Team

As members of the Oneonta Migrant Education Tutorial Outreach staff development team, parents provide first-hand information about: 1) what parents need to be involved in the school; 2) what support their children need in order to achieve; and 3) what problems parents are experiencing with the school district. The inclusion of parents as staff development trainers helps staff to respond in the appropriate way.

Provide Parents With Essential Information

New York State migrant education leaders share information at state and local parent advisory council meetings about the migrant education program. For example, the state director explains her role and the kinds of questions she can address. The identification and recruitment team explains the role of recruitment in the program and eligibility criteria. This information prepares parents to participate in the preparation of the state and local proposals from a meaningful knowledge base.

Young Mothers' Survival Group

Young mothers often experience problems that prevent the development of supportive home environments. The Young Mothers' Survival Group in Oneonta, New York is a peer support group of young mothers who participate in eight parent education sessions that address specific problems parents in the group are experiencing. Outcomes include peer support among group members and growth in confidence that enable mothers to visit people and agencies that influence their lives such as the school principal and the Department of

Recommendations

- Include guidance in *No Child Left Behind* that will ensure the development of skills among migrant parents that they need to participate in decision making in their children's educational institutions.
- Develop guidelines for schools in addressing capacity building for parents.
- Make educators aware of the ways that parents support their children's educational development and of the contributions parents can bring to the school.
- Employ instructors to help parents and educators gain skills needed to work as partners in the education of children.
- Develop models to prepare parents as turn-key instructors and presenters for other parents.
- Use federal, state, and local resources to fund parent centers and parent capacity building activities, and to obtain materials. Examples are work force development, local task forces, departments of education, federal and private grants, and all Title I programs that apply to

School-Parent Compact

Title 1, Section 1118

No Child Left Behind

Schools and parents must work together to develop an agreement that outlines how parents, the school, and students will share responsibility for the student's academic achievement, and how the school and parents will work together to help children achieve the State's high standards. The agreement must describe:

- What the school will do to provide high quality instruction and curriculum;
- What parents will do to support their children's learning such as making sure children attend school, supervising homework, monitoring television watching, and working with teachers to make decisions about their child's education; and
- How teachers and parents will communicate with each other about the child's progress such as through parent-teacher conferences, reports to parents, opportunities for parents to talk to teachers, and opportunities to participate in and observe their child's class.

Related Research

Support to families about ways they can be involved with their children's learning is linked to increased student achievement. It is powerful to support families with interventions such as workshops that update parents on their children's progress and instruct them about ways they can help their children at home.

Interactive homework programs such as Teachers Involving Parents in Schoolwork (TIPS), developed by Joyce Epstein and her colleagues, have been linked to better grades at the middle school level.

(Epstein, Simon, and Salinas 1997)

Students' reading and math scores improved 40 percent when teachers met with families face-to-face, routinely called parents, and sent material home about ways that parents could help their children.

(Westat/Policy Studies Associates, 2001)

Migrant Strategies

Parent-Mentor Program

The Parent-Mentor Program in California's Region 10 Migrant Education Program enlists parents to help other parents learn to: 1) support their children's education; 2) create a learning-rich home environment; 3) understand the education system; 4) recognize and use the teachable moment; 5) communicate family history, culture and values to their children; and 6) teach critical thinking skills to their children.

Family Center Days

The Oneonta Migrant Education Tutorial Outreach Program has a family center and sponsors family center days. To build a link with the school district, and in response to migrant parents' request for more information about the school's science program, science teachers from local schools presented a science workshop. Parents learned what the school expects from their children in science. Teachers learned that parents were so interested in their children's education they came to a Saturday workshop to get more information.

Book-A-Day Packet

The Book-A-Day Packet is a project that loans packets of books to families on a weekly basis. Families keep the books in their homes and exchange the packet for a new one when

Recommendations

- Ensure that parents of migrant students are included along with other parents in the development of school compacts.
- Initiate programs that help parents create a learning environment at home to enable their children to enter school prepared to meet with success.
- Develop strategies for parents who can not communicate in English.
- Give information and specific activities to parents that they can use to help their children become active learners.
- Involve parents in professional development activities in reading and mathematics.
- Include parents in all programs for children so they develop an understanding of what children are taught at school, and develop skills to assist their children at home.
- Help educators learn to remove intimidation factors when presenting information to families who are non-readers. For example, present information orally.
- Provide instruction for teachers to recognize and respect the ways that families interact with their children.

Public School Choice

Title I, Section 1116

No Child Left Behind

A goal of *No Child Left Behind* is to improve low-performing schools so that students in those schools achieve the same high levels of academic proficiency as students in all other schools. If a Title I school has not made adequate yearly progress (AYP), parents have options. Those options are:

- School choice - if no AYP for two consecutive years all children have the option to transfer to another public school in the LEA that is not in need of improvement;
- In addition to school choice, if no AYP for three consecutive years, low-income children are eligible to receive supplemental educational services.

Related Research

School improvement and student academic achievement are linked to meaningful parent involvement. Specific activities include written policies that spell out: 1) how parents will participate in the school; 2) how the parent involvement policy will be updated to reflect changing concerns of parents; and 3) the engagement of parents in the planning and review of the Title I program.

(Henderson and Orozco: IMEC Seminar on Migrant Family and Parent Involvement, June 2003)

Supplemental services that are linked to student learning have a positive effect on student achievement. At-risk students who were tutored in reading by community volunteers raised student reading achievement significantly over time. Further, students who received more tutoring sessions made better gains.

(Invernizzi, Rosemary, Richards and Richards, 1997)

Migrant Strategies

Give Parents the Content of the Law

To help parents be effective advocates for their children, migrant programs conduct workshops to explain the content of regulations that apply to their children's education as well as their rights and responsibilities under the law. These workshops help parents exercise their rights based on appropriate information. Examples include:

- Information about grade retention and placement of children in special education classes provided to parents in New York State migrant education programs. Workshops address the benefits and drawbacks of retention, handicapping conditions that qualify children for special education placement, and factors that help parents make the best decisions for their children; and
- Information provided to migrant parents in California about the California High School Exit Exam which is a serious issue for migrant students because of their high mobility.

Recommendations

- Design communication vehicles to help parents understand their rights.
- Develop the skills of parents to make structured observations of the schools their children attend. Include preparation about the kinds of questions to ask school leaders, and the kinds of activities to look for such as curriculum materials and instructional strategies. Provide opportunities to visit schools as a group. This type of program helps parents feel competent as evaluators of their children's schools.

Qualified Teachers

Title 1, Section 1119

No Child Left Behind

Teacher and Paraprofessional Qualifications

No Child Left Behind requires all teachers and paraprofessionals to be highly qualified.

- Teachers must have a bachelor's degree, be certified in subjects and grades they teach, be licensed to teach in the state, and demonstrate subject knowledge and teaching skills.
- Migrant Education Paraprofessionals who work in school-wide programs or are partially funded through Part A of Title I must have at least two years of study at an institution of higher education, have an associate's degree or higher, or pass a rigorous state or local assessment.

Equity in Teaching Staff

Low-income students and minority students cannot be taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

Parents' Right to Know

Schools receiving Title I funds must notify parents in a language parents can understand:

- That they can request information about the qualifications of their children's teachers and paraprofessionals; and
- If their child has been taught for four consecutive weeks by a teacher who is not highly qualified.

Professional Development for Teachers

States and districts must work with parents to decide on teacher training to improve teachers' capacity to work effectively with parents, especially parents of limited English proficient and immigrant children.

Related Research

Teacher preparation and teacher outreach to families result in consistent gains in student achievement. A long term study of Title I schools found a 50 percent higher growth in test scores for low-performing students whose teachers reported high levels of outreach to parents.

The same study showed higher test scores for students whose teachers highly rated their professional development in reading and math.

(Westat and Policy Studies Associates, 2001)

Migrant Strategies

Home Visits

Migrant education programs in New York State consistently use home visits as a strategy to reach out to families, to deliver education activities, and to build the personal relationship that is essential for effective parent involvement. An important element in effective home visits is a home visitor who speaks the family's language so that the family understands the message from the program and is confident that the home visitor has heard and understood them. When it is necessary for an individual who does not speak the family's language to visit the home, it is crucial to provide a translator to show respect for the family.

Staff Development to Help Teachers Recognize and Support Parents' Involvement

Migrant education programs in the Salinas Valley of California work with teachers to help them learn to open their classrooms to parents. Activities include: 1) teachers learning about the culture of families and gaining a respect for the values and norms of the culture; 2) teachers talking about conditions that make the participation of parents likely; 3) bringing parents into the school to learn about how children learn, homework, and academic objectives; and 4) information about how teachers can recognize and build on the kinds of support that parents of successful students give to their children.

Recommendations

- Advocate for colleges of education to include courses about working with parents as equal partners in teacher preparation programs.
- Provide professional development for teachers to help them value all students and hold the same high expectations for migrant children as they do for all children.
- Provide professional development for teachers and other school staff to recognize and respect different ways families interact with their children in their role as parents-as-teachers.
- Require all migrant teachers and paraprofessionals to meet the standards for professional qualifications in Part A of Title I.
- Investigate use of funds from other titles under NCLB (Title II, Title III, etc) to implement professional development activities.

State and District Report Cards

Title I, Section 1111

No Child Left Behind

States are required to disseminate, in a language that parents understand, an annual report card that provides information about:

- Student achievement including a comparison of the achievement of students in different populations;
- Graduation rates;
- Number and names of schools needing school improvement;
- Qualifications of teachers; and may also include
- Extent and type of parental involvement in schools.

Districts must disseminate, in a language that parents understand, an annual district level report card and a report card for each school in the district that provides information about:

- Number and percentage of district schools identified for school improvement;
- Achievement levels of different populations of students on statewide academic assessments compared to all the students in the district and all students in the state;
- Percentage of students not tested; and may also include
- Graduation rates, school safety statistics, parental involve-

Related Research

A function of state and district report cards is to make the public aware of each school's success in enabling its students to meet the state's challenging academic standards. As parents become knowledgeable about the information reported on the report cards and the implications of that information for their children, they are able to press for changes in the school.

Community organizing is a new development in education that gives parents a strong voice in reforming their schools. Gold, Simon and Brown theorize that increased community capacity leads to improved student learning. Among findings from their study of 19 community organizing groups are:

- Increased parent and community representation on review boards, panels, and oversight committees;
- Equity in distribution of credentialed teachers;
- Equity in availability of advanced courses;
- Improved test scores; and
- Increased funding for underfunded schools.

The researchers conclude that community organizing "results in gains for students who have not been well-served by public schools."

Migrant Strategies

Steps in Advocacy

Parents need information about how to advocate. They need to know exactly what the steps are. Who do you talk to? How do you make an appointment? Who are the power people in the school district? What is the process for making a complaint? When is a good time to go to the school with a problem? The Migrant Education Outreach Program in Oneonta, New York conducts advocacy classes for all parents, but especially for those who will soon be losing their migrant eligibility status. An advocacy handbook given to parents includes services available in the county and the title of the person in charge, the polling place and voter registration information, and the location of county and school buildings. Staff are given the same training so they are able to give accurate advice to parents.

Farm Family Advocacy Week

On a state level, families worked with groups outside of migrant education to advocate for legislation to improve the workplace of migrant farm workers. Farm workers, students, and advocates walked 330 miles from western New York State to Albany to advocate for farm worker rights. At each stop the walkers presented programs to explain their issues at each stop.

Recommendations

- Develop a training model based on “Using NCLB to Improve Student Achievement: An Action Guide for Community Parents and Leaders” published by the Public Education Network. The publication is available at www.Publiceducation.org
- Develop strategies to ensure that parents understand the state and district report cards and the significance of the information reported with respect to the education of their children.

State Review

Title I, Sections 1111, 1116, and 1118

No Child Left Behind

States must make sure that schools and districts follow the regulations for parent involvement and school improvement by:

- Giving districts and schools help in developing their parent involvement policy;
- Giving districts information about current research on effective parental involvement; and
- Establishing school support teams to help districts improve their programs. School support teams must include parents.

If parents are not satisfied with the district's parent involvement policy, they may give their concerns to the district and the district must submit them to the state.

Related Research

This section of the law supports meaningful parent involvement at all levels and assures parents that their voice will be heard at the highest level of the state's governing agency. A positive impact of parent involvement on student achievement and school reform is indicated in studies of parent and community involvement.

Families and community-based organizations have demonstrated that they can be a powerful force for education reform.

(Jacobs and Hirota, in press)

Parent involvement has a powerful effect on eighth grade achievement and is more predictive of student learning than is a family's socio-economic status.

(Keith and Keith 1993)

Parent involvement, regardless of a family's background, is a dynamic force influencing student's academic success. Title I programs can increase the potential for student achievement by developing well-designed parent-teacher group experiences.

(Shaver and Walls, 1998)

Migrant Strategies

Employ Parents In Leadership Positions

The Pennsylvania Migrant Education Program provides leadership opportunities for parents. The State Parent Coordinator is a former migrant parent, as an example.

Letter Writing

As an activity of the Pennsylvania State Migrant Parent Advisory Council, parents write letters to high-ranking government officials such as congressmen, state level policy makers and the secretary of education, to make recommendations. The Parent Advisory Council prepares labels and mails the letters. When parents receive replies to their letters they feel satisfaction in having been heard and they experience an important lesson in democracy.

Migrant Diversity Task Force

The New York State Migrant Education Program has a migrant diversity task force made up of parents, students, administrators and state education people who are learning more about diversity. One must apply to be a member of the task force. To ensure equity, parents, staff, students and administrators all complete the same application.

Open Doors

Parents and staff have the opportunity to attend a three-day workshop that teaches about power, how power is related to diversity, who has power, how parents can share power.

Recommendations

- Collect the best practices for family and parent involvement programs and disseminate the information to migrant education programs.
- Consider parents' recommendations at state advisory committees and take appropriate action.
- Designate a migrant liaison, similar to the homeless liaison required for every school district in the United States, in districts that have migrant populations.

English Language Learners

Title I, Section 1118, and Title III, Sections 3102 and 3302

No Child Left Behind

Parent Notification

Parents of children placed in a class for limited English proficient (LEP) students must be told within 30 days of the beginning of the school year:

- That their child has been identified as LEP;
- How their child was assessed and his or her level of English proficiency;
- What materials and strategies the program will use to help their child learn English and attain academic achievement on state standards;
- The exit requirements of the program; and
- That they have the right to immediately remove their child from the program.

Parent Involvement

School districts must work with parents of children who will be in the LEP program to write a parent involvement plan. The plan must describe:

- How parents will be involved in making decisions about the program;
- How parents be involved in the education of their child;
- How the school will reach out to parents including holding regular meetings to obtain and respond to suggestions from parents;
- How the school will assist parents in gaining skills to help their children such as family literacy services, community participation programs and parent training; and
- How the school will provide on-going professional training for teachers, principals, and paraprofessionals of LEP children.

Related Research

Role construction influences how and how much parents participate in their children's education. The type and extent of involvement in a child's education is based in part on what the parent believes is important, necessary, and permissible to do. Those beliefs are influenced by the groups to which the family belong. This suggests that cultural and class norms define the role that parents decide to play.

A sense of efficacy influences parents' involvement decisions. Parents' belief that they have the skills and knowledge to help their children, or that they can find a resource for obtaining those skills and knowledge, are more likely to spend time and energy involved in school activities.

(Hoover-Dempsey and Sandler, 1997)

Migrant Strategies

Previously Discussed Strategies

Several migrant strategies summarized in this publication are applicable to the involvement of parents of English language learners. In particular, giving parents information about the school their children attend, and extending a personal invitation to parents to attend meetings summarized on page 11, including parents as part of the staff development team summarized on page 13, using effective home visit strategies and providing teachers with professional development to help them recognize and support parents' involvement with their children summarized on page 19. Two additional strategies, summarized below, support parents and provide both parents and students with a degree of comfort when entering a new school.

Parent Information Manual

The Migrant Tutorial Outreach Program in Oneonta, New York gives parents a handbook, in English and Spanish, that includes information about how to work with the school and how to work with their children. Migrant staff discuss the information in the manual on home visits with families.

Easing the Transition to a New School

The Oneonta, New York Migrant Tutorial Outreach Program uses three strategies to ease the transition into school for kindergarten children and for children who are enrolling in a new school: 1) a summer school program prepares pre-kindergarten children to do what that kindergarten teacher expects of them in September; 2) a family tour of the school that includes the location of important rooms such as the bathroom, lunchroom, and nurse's office helps parents and students feel comfortable in the school; 3) a visit with the principal and the ESL teacher who explain their programs lets parents and students meet important staff and understand the school program.

Recommendations

- Recognize that state laws regarding teaching ELL students may be significantly different state to state.
- Employ bilingual staff to act as family mentors and liaisons.
- Ensure that all migrant education staff have skills needed to work appropriately with families within the norms of the family's culture.
- Ensure that both staff and parents are aware of parents' rights under Title III.

Six Types of Family and Community Involvement

From research studies at the elementary, middle and high school levels and in districts and in states, Dr. Epstein and her colleagues developed a framework of six different types of family and community involvement. Each of the six types of involvement has certain properties, specific challenges, and hundreds of practices to choose.

- **Parenting** assists families with parenting and child-rearing skills, understanding child and adolescent development, and creating home conditions that support children as students at each age and grade level. Parenting assists educators in understanding families.
- **Communicating** helps schools communicate effectively with families about school programs and student progress and helps parents communicate effectively with schools.
- **Volunteering** helps schools recruit, train, and work with families as volunteers to support students in school programs at school and in other locations.
- **Learning at home** involves families in learning activities at home including homework and other curriculum-related activities and decisions.
- **Decision making** includes families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams and other parent organizations.
- **Collaborating with the community** coordinates community resources and services for students and families; connects the school with businesses, agencies and other groups; and provides services to the community.

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