**Four Stages of Immigrant Parent Involvement:**

<table>
<thead>
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<th>Stages of Involvement</th>
<th>Immigrant parents</th>
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</table>
| Cultural Survivor     | Parents in this stage may be homeless, refugees, recent immigrants, illiterate in their native language, etc.  
  • Focuses on meeting the basic survival needs of the family.  
  • Enrolls their children in schools with the help of relatives, bilingual friends, community members, or school staff.  
  • May work two or three labor-intensive jobs to support the family.  
  • Physically absent at home.  
  • Attends parent-teacher conference only if leave is granted from work and if an interpreter is available.  
  • Does not know how to navigate the school/system. |
| Cultural Learner       | Parents in this stage begin to attend school functions with the support of interpreters or bilingual liaisons.  
  • Relies heavily on translated documents and foreign language interpreters or bilingual liaisons to gain knowledge about American schools.  
  • Participates in parent-teacher conferences with the support of interpreters or bilingual liaisons.  
  • Attends language specific parent programs and events.  
  • Gains basic understanding of American school culture and how to navigate the school/system. |
| Cultural Connector     | Parents in this stage continue to attend school functions and meetings and become a voice for Cultural Survivors and Cultural Learners.  
  • Regularly attends school functions and meetings.  
  • Seeks out more than basic information.  
  • More easily navigates the school system.  
  • Develops greater familiarity with the school system, educational terminologies, policies and procedures.  
  • Feels comfortable with both the language specific programs/events and the English-only programs with the help of interpreters.  
  • Encourages and empowers other Cultural Survivors and Cultural Learners to become involved in their children’s education. |
| Cultural Leader        | Parents in this stage become an advocate for Cultural Survivors, Cultural Learners, and Cultural Connectors.  
  • Participates in leadership programs and trainings.  
  • Seeks and becomes involved in leadership opportunities in school and district: PTA or other Parent-Teacher Organization, School Improvement Team, Parent Advisory Council, District Parent Advisory Committee, etc.  
  • Communicates the immigrant families’ needs to school staff, school district, community members and agencies/organizations.  
  • Advocates for children of all families, especially the immigrant families. |

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Cultural Leader

Cultural Connector

Cultural Learner

Cultural Survivor

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