

Four Stages of Immigrant Parent Involvement:

Stages of Involvement	Immigrant parents
Cultural Survivor	<p>Parents in this stage may be homeless, refugees, recent immigrants, illiterate in their native language, etc.</p> <ul style="list-style-type: none"> • 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	<p>Parents in this stage begin to attend school functions with the support of interpreters or bilingual liaisons.</p> <ul style="list-style-type: none"> • 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	<p>Parents in this stage continue to attend school functions and meetings and become a voice for Cultural Survivors and Cultural Learners.</p> <ul style="list-style-type: none"> • 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	<p>Parents in this stage become an advocate for Cultural Survivors, Cultural Learners, and Cultural Connectors.</p> <ul style="list-style-type: none"> • 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.

Stages of Immigrant Parent Involvement in Schools

