

# Transcript of Engaging Immigrant Families as Educational Partners: Who, What and How

Allison: Good morning. I am Alison [inaudible 00:00:02], family support coordinator with the Pennsylvania Family Support Team, based at the Center for Schools and Communities. I will be your moderator for today. It's my pleasure to welcome you to today's webinar session, Engaging Immigrant Families as Educational Partners: Who, What and How. Our presenter today is Young-Chan Han. Young-Chan is a family involvement, title one specialist at the Maryland State Department of Education. She provides leadership, coordination and technical assistance to programs that promote family engagement. For the past 20 plus years, Young-Chan has built capacity of educators to effectively engage immigrant families in education.

It is my pleasure to welcome Young-Chan Han this morning. Please be patient while I pass the presenter privileges on to her. Young-Chan, thank you for joining us, the microphone is now yours.

Young-Chan Han: Good morning everyone. I'm very happy to be here. Thank you, Allison and Mike for inviting me to the webinar and doing all the behind the scenes work to launch this presentation. Also, thank you for being flexible with updating the PowerPoint at the last minute, I did make some changes to the order of slides for better flow. I'm very delighted to spend time with you, to share about the importance of understanding immigrant families' needs and how we can best support them through the stages of immigrant parent involvement. During the presentation, questions are welcome at any time and we will take breaks and address the questions as needed.

I have a short cultural awareness question for everyone, so let me see if I can advance this, yay! Okay. Here are three questions, you don't have to write anything in the chat box, just read it and see if you know the answers to those questions. If you are with a group, maybe you can share, "I know what this means but I'm not sure about what LEP is or what ESOL is." We're going to go over that in a sec. The first question, I know the difference between ESOL, E-S-O-L, EL and LEP. Hopefully most of you got that. ESOL is English for speakers of other languages, so ESOL program is our title three [inaudible 00:02:45] program. EL, which used to be ELL, EL stands for English learner, ELL used to mean English language learner.

They deleted the word language, so it's English learner. It's a person who's learning English Language. LEP, limited English proficiency, person who are unable to communicate effectively in English because they're primary language is not English. For the next one, I can count from one to ten in a language other than English and Spanish. I can't see a show of hands but I'm sure many of you can. I speak Korean, so I can count from one to ten in Korean. I know the different between interpreting and translating. This is a tricky one because most

people interchange the words and there's a clear difference between the two. Interpreting is the transference of meaning between spoken languages.

If I say, "[Foreign language 00:03:44]," and then say, "Welcome." That was interpreting, that was oral rendition. If you see these words and then see these, that's translation. One is written and one is oral. A lot of times, as practitioners, we do make mistakes and we request a translator for our meetings, just wanted to make sure that it is an interpreter that we need for our meetings versus translator will be somebody who will be translating the written documents. Let's move to the next three questions, okay?

Give you about a minute or less. Okay, it's either you know it or you don't, right? So, refugees is a person who fled their native country because of persecution based on their race, religion, nationality, membership in a particular social group or political opinion. They fled their country and that status of refugee is given to them outside of the US. Asylees, person who US government representatives have determined to have a well-founded fear for persecution based on their race, religion, nationality, membership in a particular social group or political opinion. These are the people that enter the US and then are seeking asylum.

The difference is the place where the status is granted. Refugees, before they enter US. Asylees are granted the status in the US after an extensive interview with an officer of Homeland Security or before an immigration judge. That's very different. The second one, I know the difference between Islam and Muslim. Islam is religion, Muslim is the person who practices to Islamic religion. The last one, one of my meals last week was not American food. This is a fun question and I wish I could see you guys then you could say, "Yes, I had another ... Chinese food or Mexican food." Because almost everybody that I know have Chinese and Mexican food on a weekly basis, Chinese and Mexican food does not count.

Just something fun and to gauge where you are with some of these words that we use all the time. I just wanted to put these questions out there for you, okay? The workshop objectives, we'll get to know immigrant students and families in the community through the stages of immigrant parents and we'll be able to identify their needs and challenges and share some strategies to engage immigrant families as partners in education. Quick chat box question, "Besides English, what are the top three languages spoken by students and families in your program?" I think this is ... if you can take about 30 seconds to a minute to jot down other languages in the chat box. I see Nepali, for me, it's Korean, Bengali. Any others? Somali, Malay, sign language, another different dialect, very good. There are so many other languages.

In Maryland, we have over 174 languages spoken, so I can imagine in Pennsylvania, even more. Very good. Keep those languages in mind because the people that speak this language also need a lot of support and I say this because many times, we do have a lot of services and support for top two languages, which will Spanish and maybe another language. Often, we forget

that there are so many other languages that are spoken by our families that they too need language support. Thank you for those who added your comments. We're going to move on. This is just a graph of one of our districts, Montgomery County District Schools. That shows the growth of EL enrollment of elementary, middle and high school from 1996 for about 20 years.

Montgomery County is the fastest growing district, not the largest and the most diverse district in Maryland, with the highest ELs. For the past 20 years, EL students have increased from being 4,000 to almost 20,000. Right now, this one only shows up to about 15 but this ended in 2011. At this time, it's almost 20,000 ELs in Montgomery County. Some think about, how diverse is your program? Do the students and parents in your program reflect the ... not the schools but maybe community's diversity in race and ethnicity?

I ask these questions because in order to serve our diverse populations, as program administrators and as educators, we must first understand about who our immigrant families are and what their needs are and based on that, how do we support them? That will be the question that we will try to answer through this presentation. I want to introduce to you a framework that helps us understand the stages that all of our immigrant families go through. They're cultural survivor, cultural learner, cultural connector, cultural leader. With years of experience as working directly with thousands of immigrant families from all over the world as well as my own background as part of an immigrant family. I came to see that immigrant families generally into four stages of parent involvement: survivor, learner, connector and cultural leaders.

I'm going to break it down, let me see if I can go backwards. There we go. At the cultural survivor stage, parents face multiple, multiple challenges and are focused on meeting the basic needs of the family. Parents do not know how to navigate the school, they're new to the school, they need help with basic things such as enrolling their child in school, understanding some school rules and policies and how to buy lunch or even filling out school related forms, etcetera, etcetera. There are many things that are unknown to them. Interpreting services and translated documents are crucial to support parents at this stage. They want to make sure that whatever the school is communicating with them, that they're using interpreters.

However, they may or may not be able to attend workshops or meetings even if an interpreter is provided. That's because maybe they work two to three jobs or they have no transportation to get to the event or sometimes missing two to three hours to attend these activities could mean the next day's meal for the family. For cultural survivors, how do we support them? We know that they need the basic, basic support. As a program administrators or the liaisons, we want to connect our parents with social services and community agencies that provide programs and services for them. We also want to help them with filling out forms, school related forms or the forms that your programs require for the parents to complete.

A lot of times, we receive a form, whether it's online or on paper, English speakers can probably complete it in less than a minute or two but for non-English speakers who cannot understand English, it's a monumental task. Sometimes, even if it's translated, if the parent is illiterate in their native language, then they will not be able to complete the form. Always be cognizant of, "Do they know how to fill this out, do they have the literacy level to complete it, do they understand what they're completing?" Help them with completing the forms. Regularly communicate with parents through interpreters. Again, at this stage, interpreters and translated documents become their lifeline. The next stage, cultural learner. Cultural learners begin to gain basic understanding of American school culture and how to navigate the school system.

They're learning, therefore it's a cultural learner. Interpreting services and translation services still become critical at this stage. Parents begin to attend school functions with the support of interpreters or sometimes if you have a bilingual liaisons ... I keep using the word school but you can replace the word school with your program. At this stage, the parents rely heavily on interpreting services and translated documents just like the cultural survivors.

This is important, they feel very comfortable attending workshops or outreaches that are done in their native language. If you have a large number of Spanish speakers, if you have a workshop in Spanish, done in Spanish then more of our cultural survivors and learners will gravitate toward that versus the exact same workshop that's done in English with an interpreter. That's some ways that we could support our parents. What other ways could we support our cultural learners? Family friendly workshops and outreach events and meetings at a convenient places where they feel comfortable. We don't always have to have them come to our office or our place of work or school building.

Where do our families spend time outside of school and outside of the home? Do a lot of our families attend churches or is there a community center that they go to? Going to where they are to deliver messages, to share our program would really support them because we're not always asking them to come to us. Just provide information in a language, in a format that they understand. If you can translate, if you have the ability to translate, translate as many documents as you can that will support them. Also, help them understand what the documents mean, even if it's translated. Because of the cultural nuances and cultural differences, they may not understand it.

Those are the ways that we can support our cultural learners. Next stage, cultural connectors. Parents at this stage develop greater familiarity with the school system, educational terminologies, policies and procedures. They're able to navigate the school system more easily. They feel more comfortable with both the language, both the outreaches that are done in their native language as well as in English only programs. They may or may not need interpreters at this stage and by this stage, they do regularly attend school functions and meetings and become a voice for cultural survivors and cultural learners. What's unique about

this stage is that the parents connect cultural learners and survivors to programs and activities that support children and parents.

Some of the parents that are already participating in your programs and they know how good it is and how much it's supporting their children and themselves. They're going to be able to share that, connect other cultural survivors and learners. To learn about the program and invite them to join your program. Cultural connectors are really crucial for the work that we do to make sure that others who we cannot reach at times because of the language and culture, that they play that role, they're the connectors. How do we support them? We want to assist our cultural connectors to better understand existing activities and programs and services. More they know, more they'll be able to share. Continue to provide trainings and workshops for them, build capacity and provide leadership opportunities.

If you need a volunteer in your program, that's where we want to reach out to cultural connectors because they are the ones who could network with their language specific group. Next, cultural leader. Parents at this stage advocate for survivors, learners and connectors. They may or may not but they participate, hopefully participate in leadership programs and trainings and involved in leadership opportunities. They communicate the needs of immigrant families to school staff or district and community or administrators of your programs.

They advocate for children of all families, especially the children of immigrant families. What kind of support do we need for the cultural leaders? Similar to the cultural connectors, you do want to make sure that they understand more and better about existing programs and services. Also, be intentional about providing trainings for them. Training to develop leadership skills, training to share your program information to others. It's critical that they know because if more cultural leaders understand about your program or how to support families, they are the ones who's going to really be the voice for the others, survivors and learners and connectors.

This is a nutshell what cultural survivors, learners and connectors and leaders, their needs and how we can best provide support. This in itself could be a full hour and a half workshop but I'm kind of giving it to you a little snippets of each of the characteristics for each stages. The next slide, I'm going to skip this and then go to the one after this to share the key principles of these stages. What does this all mean? We have these four stages. Well, I want everybody to know that our immigrant families are heterogeneous. A lot of times, we are viewed as one group, immigrants as homogenous. We all come from different countries, different cultures, different social network, different socio-economic backgrounds, different education background.

Our needs are very different. What this means and I'll give you a good example, like in ESOL class, when we have a new ESOL ... basic, very first level English ESOL class, we have kids from all over the world. Maybe nobody really speaks the same language, maybe some do but some don't. We put them all in the same

room and say, "Okay, now, we're going to teach you English." We want them to get along. Children, yes, they may. They're very resilient but now we move that setting to parents. If we are bringing all the parents that speak different languages in one room because of the commonality, we are all immigrants, we are really not being very intentional and meaningful about meeting their needs. For example, if a Spanish speaker and a Bengali speaker and a Chinese speaker are in the room, yes, there are some commonalities but their needs are different.

The way we provide support to them is maybe individually or maybe groups of few Bengali parents or groups of few Chinese parents or groups of few Spanish parents with an interpreter to help them understand how to navigate. Not to treat us as a homogenous group but immigrant families are heterogeneous. Second key principle is that years of residency does not determine stages. What that means is, if an immigrant person has been living in this country for 20, for 30 years does not automatically make them to be at this cultural connector or a leader stage. A good example is my mom, who's 85 years old. She, definitely when she came to this country over 40 years ago was a cultural survivor. She spoke no English, she had no network, she worked at her friend's deli 12, 14 hours a day, six days a week.

She was a cultural survivor, she never had any time to go to school. She registered me and the next time she came to school was when I graduated. She never had the opportunity to learn English. Fast forward, 30, 40 years, she still can't speak English because she lost that 20, 30 years when she was 40, 50 that she could have learned if she immersed herself into English speaking environment but she didn't. At this juncture, after being in this country for over 40 years, she's still a cultural survivor.

Years of residency really does not ... time does not determine the stages. It's how much our parents are able to learn and navigate and build a capacity. Other schools or programs have built capacity of them and their network. That's going to determine their stages. The third bullet, parent involvement stages are fluid. What it means is, yes, at one point, that yes, our parents feel very comfortable about navigating our schools and understanding ESOL program, understanding that the report card comes home three, four times a year. If their child was identified as a special Ed, a child with special needs, now the parent has to go back as a cultural survivor.

What does this mean? Now I need to learn a lot more and become a cultural learner until they become a cultural connector, a leader to be able to advocate for their child, so it's fluid. Match practices and services with stages. That is so critical because cultural survivors need more intense support and basic needs than do the cultural learners and cultural connectors and leaders. We do not want to make assumptions about the needs of our immigrant families and be very intentional about understanding the stages, where they are because where they are is going to determine how we support them. That will be meaningful to them, that will be intentional to really supporting them at that stage. The last, small

bullet that workshops and outreaches to parents need to look different at each stages.

You could combine some stages but it will be very difficult for the survivor and the leader to really learn about the same thing at the same time because their needs are very different. Hope up to this point, I was able to articulate what those stages are. I'm going to go back to the chat box question. "What challenges are you experiencing in your efforts to engage immigrant families?" We'll give you about a minute or two to kind of think about it and write it down. This will be a time for you to give us some input and questions. One comment, it says, "They're non-committal about attending programs. Say, they might or sign up and they don't show up." Lauren, that's a really good comment. I hear that all the time and I'll just take a little break to respond to one or two questions is that's okay.

I do hear but I think ... I'm going to step back. Non-committal, maybe or maybe not. Many parents are ... they want to support ... I've worked with over 5000 immigrant parents and I've not known any one parent who doesn't care deeply for their child and they're committed. Because of their situation, because they are working long hours or they have multiple responsibilities, they have so many kids in the family. As much as they want to come and say they want to come, and they sign up, they don't often show up. You're so right. How do we remedy that, how do we support that? That's when I think one to one is really important. If you have parents like that, to reach out to them and see if there's any way that you could help them personally.

Yes, we can reach 100 people this way but not all 100 people fall into this category. Just find out exactly what it is that they're going through, that how can we best support them. A lot of times, we all as an immigrant and being a child of an immigrant, we want to do it and we want to sign up. We think that's the right thing to do, even if we know that we can't do it. Just having that kind of conversation through interpreters, to really help ask what is it, how can we help them in a one on one? I think that would help.

There are a lot of questions that are coming in, so I'm going to have to pause so that we'll continue now and I'll revisit the questions. If there are questions that I am not able to respond through this, I will ask Allison to provide me with all the questions and as much as I can, I will be able to respond in email. I'll also be able to give you my email address at the end, so that, please do feel free to email me with any questions. I'm going to pause you for a minute, okay? Let me see if I can still do this, yes. Let me go on to the next one. There are some exemplary programs and I would like to introduce them to you and to connect how these programs meet the needs of certain stages, parents that are in certain stages. KinderConnect, this is a program that takes place during kindergarten registration time.

It could be March or April for us. This takes place in one of our districts, Prince George's County, huge EL population. The program coordinator, Jennifer [Love 00:28:18], realized that every time that our immigrant students, families come to

register for kindergarten, she realized almost all of these children have not had any previous schooling. They come with no knowledge of basic skills like even how to use scissors or how to do basic counting. She felt that she needed to partner with kindergarten, the staff in the central office that supports the early learning to come up with a workshop right after they register. That they come and visit different stations to learn very basic things about how to write numbers and how to count Lego pieces and how to use scissors.

They will go different stations for math, for reading and for science. What they do for that 30, 40 minutes, parent and child is moving from station to station and parents are learning how they can support the child at home to prepare for kindergarten, the school year. The child is actually learning to use these manipulatives and be able to do that at home. What I really like about this program is, when they finish going through the stations, each family takes home a backpack of everything that they've done. That gives them a little bit of a headway to say, "Okay, these are the things that is expected for our kindergartners to be ready for our school." That's KinderConnect. I was there one time, just to see how things were done and I saw the families in action.

It was not just the child, it was the sibling and a mom and a dad and a grandparent, they all came. More the merrier, more the family members understand about how to get child ready for kindergarten, the better it is. It's a community. That's a KinderConnect. That helps our cultural survivors and learners. Many of these parents don't speak English. Child [inaudible 00:30:25], they can speak a little more than the parent but still, they're really trying to understand and how to support their child. That's KinderConnect. Parent and child ESOL, I think KinderConnect and parent and Child ESOL is like intergenerational type of outreach. Parent and Child together, they have a ESOL sessions. It's five, six sessions. Parents come and they're learning English but not typical English, they are learning the English that's spoken at school.

Meaning, how do you leave a message to your teacher, phone message? What do you do when a child is sick? Who is the school nurse and who's the custodian? All those very basic information that we take for granted because we are born and raised ... I'm not but we are familiar with American culture. The parents are learning English specifically for school needs while children are learning things that they are so unfamiliar about American culture like the holidays. Valentine's Day is a big thing and Thanksgiving, those holidays that we know and we celebrate, our children have no idea, or they may learn about American games that they're not used to or board games.

It is parent and child, they're learning. It may not be English 101 or it may not be all about grammar but it is, they're learning about the American culture and the language that's spoken amongst the children and in school. That's a parent and child ESOL. Six week session, very well attended. This is taking place in couple of our local school systems. This could be done in any of the programs that you have, I'm sure. International parent leadership program, this definitely is for the cultural connectors and leaders, very intentional. A lot of our parents, just

because they've been here 20, 30 years does not make them by osmosis become a leader.

This is also six to seven week session, three hours per session and they learn about everything you want to know about curriculum instruction, assessment, the role of the school board, policies that impact our children, maybe the parents in one of the local school systems that implements this program. Take the parents to the board meeting, just so that they know where the policies are being made and these are the people that are making the policies and procedures that impacts their children. That's very intentional to develop leaders for the school system. Title one family involvement team training, known as FITT. In our very small county, Frederick County, this is for title one families.

Parents are invited to six week session based on Joyce Epstein's six types of parent involvement and the national PTA standards. Each time they learn about each standard, parenting, communicating and decision making. They spend a lot of time together building capacity of them. Actually, this program draws people even from cultural connectors, cultural learners to cultural leaders. The program has been very successful for the past five years and it's continuing. Last bullet, newcomers ESOL orientation. This is where you want to make sure that you have interpreters for every language that is requested.

That's the only way that we will be able to support them because without the language, we can tell all the great things and great programs, provide them with services but it means nothing if the language support is not there. Newcomers ESOL orientation, give the very basic information, if the school system is providing bus transportation or if your program is providing bus transportation, where to pick up the bus, how the bus works. I think your program is a little different because it's full of maybe much younger kids. What are some very basic information that your families need to know in order to help the young kids at home?

That will be a good opportunity to build capacity of cultural survivors and learners. I'm going to try to see if I can pause here and go back to a couple of questions because I think questions are coming in like flies here. There are a lot of questions. If you guys think you need like 30 seconds for me to [inaudible 00:35:23] to take a look at some of these questions, I will be happy to address some. This is a good, interesting question, one says, "Some of my families are able to speak English but they do not always understand English. Holly"

Holly, can you give me a little more information that they're able to speak English ... I can give an example. I have a lot of parents in my church, I attend Korean church. Many of them can write English but they are not able to really speak it. Yours is a little different, so if you can give me a little more information about that, I would appreciate that. One question is, "Families are reluctant," from Nancy. "Reluctant to answer certain questions and participate in proven events in fear of being deported due to what we've been hearing since having this new administration." That's a huge question. That's a big cloud over all of us.

This is where I feel you have to really build trust. We have to make sure that they trust you, they trust us, they trust Nancy. If it's a program that they feel that I cannot come out, then could we have a program that is smaller in scale, that will take place in their community, where they feel comfortable? We can't undo the fear that's already in there, that they're already feeling but how do we help them overcome it? We want them to be involved in this program, events and activities because it's going to help them support their child. Build that one on one relationship with some of these parents that are feeling that way and if at all what we can do to make them feel that, "No, our role is to support you. We do not report anyone."

By all means, there are so many resources out there and I'd be more than happy to send a lot of things that comes out from the US Department of Education of all places, about supporting our families and about how we are not to ask questions about their status. I'd be more than happy to do that through Allison. Build that trusting relationship and then it sound like the question that you are asking, I can already see that you're very passionate about and you care deeply about your family. Think of different ways perhaps ... instead of having them come to you but go to them to provide workshops and programs. [inaudible 00:38:18]. I'm going to try to get one more question and then I'll go back to my PowerPoint. Craig, "Husband work night hours, sleep during day so they can't drive family to events on weekdays."

Not many, many families fall into that category. I would say, look into your policy and plans and see if you can budget for transportation. Title one schools and programs that partner with title one can, transportation is allowable expense. Look for that and sometimes, nearby churches or charities, they would offer rides if they know that the needs exist. If you can reach out the community partners for transportation, that would be another way, okay? Let me pause here and then I'll move to the next one. I'm going to quickly go over some of these activities that anybody can do and that would really support the families at different stages. Form-filling activities in multiple languages. Form-filling, I don't know about your programs but there are so many forms that we expect our families to complete before they can start school.

Many of our families are not used to filling out that many questions, that many forms. This was many, many years ago and I worked in a school system, I realized a lot of critical forms were not returning to school, not because parents didn't care or they were just putting it off, because they didn't know how to. I remember one year, piloted in one school with about 38 ... they were all Spanish speaking families, 38 Hispanic families. One day, during that first week of school, we had a form-filling day into the night. We asked everybody to come, bring all the forms that you received, we will help you complete.

Out of 38 Hispanic families, 37 of them came. They came earlier than their appointed time and they brought the whole family too. A lot of times we say, "Our families don't show up," well, this really proved to us, when they know that they're getting something that they really need, they come. Helping them fill out forms

was crucial, critical for them as well as it was for the school. It was a win-win situation. At that time, at the school system, we happened to have a lot of people who spoke Spanish, we still do. In the library, each table there was an interpreter and each table, families came to get support to fill out free and reduced forms, emergency forms, field trip forms, you name it. We just ... Americans love forms, we just gave so many forms and we were able to help them.

Every one of the 37 families were able to submit all their school related forms through that one day, form-filling activities. The following year and year after, more schools and more schools and I ... last time I heard, over 1000 families had received the services. This is ongoing and you can start as long as small as just helping two, three families complete registration forms or whatever forms that you need. The second one, interpreting and translations services, I think I've already shared enough about that. Form-filling and interpreting and translation services really support our cultural survivors. Outreaches in the community, there's ethnic restaurants or non-profits, that's where our families feel more comfortable and that they feel comfortable going versus coming to school, again, for cultural survivors and learners.

This gives a great opportunity for practitioners to partner with the community. There's a lot of resources out there that support our immigrant families. If you don't know it, do your own inventory of community resources that support all families but particularly our immigrant families. After school programs for students, partner with 21 Century, title three, all different federal programs. This is so critical and I know you have much younger children but they may have siblings in elementary school. Having someone help them with schoolwork after school is so critical. I'm speaking from experience, my parents were separated when I was young and my dad was out of the picture.

My mom worked 12 to 14 hours, six days a week. I needed somebody other than my family member to help me. It was the after school programs that I just loved and summer program that I just lived. I know a lot of kids don't want to go to summer program but I wanted to go to the summer program because I knew that that's where I could really learn from my peers and my teachers. For immigrant families, this is really important. The fifth one, building capacity of ... I say educators but program administrators or program liaisons. We need to build our capacity to support our families. Just like this webinar that Allison and Mike, you guys are putting together and I know you do this on a regular basis.

We do it so that we know how to support our families because ... that's why we do what we do. We want to make sure that all of our children, regardless of their background, have all the support that they need to be successful. That means, how do we support them, how are we as program administrators or liaisons or teachers, what do we do? Not to say, "This is an ESOL child, so maybe ESOL teacher can take care of it," or, "This is bilingual staff who needs to take care." No, each child needs a community and community means you and me. Building capacity, do you do a book study of trying to understand our different populations and do you attend multicultural conferences? Kudos for everybody who's

participating in this webinar even though it's giving you a lot in a shorter period of time.

Hopefully there are some things that you can take away. Continue to build capacity of me, of you, of ourselves. I think that's really important. I don't know if I have some of the book referenced in my last slide but I do have some recommendations that I do give for the book studies, especially to get to know our immigrant families. These are the intentional, meaningful and very purposeful outreaches to support our families at all different stages. I'm just going to check my time, I think I'm okay. After this, I'm going to go back to some questions and see if I can respond to any of them. For your role, let's replace critical roles of educators, instead of that, critical role of your name. I don't know you, whoever you are, just put your name there.

As much as you can, try to provide ongoing two way meaningful communication and you're saying, "Well, I can only speak English, how do I do that?" Find a cultural connector or find somebody who speak the language. If your program ... and I hope it does, has the funds that can support language access, use it. If your program cannot do that, find a way that it can. Find a way to see what grant's available to provide language access. Without that, no matter how wonderful your program is, it's not going to be ... our families are not going to be able to access it. If anything, that would be something that you want to put it as a priority, "Do we have language support for our families?" Provide training workshops to meet families' needs.

A lot of times, we want them to come and hear about what we want to present and this is actually more evident in schools. You want to have a math night or reading night but what they really need is how could the behavioral child or child with the behavioral problem or what do we do with bullying. Something that will be more meaningful for our cultural survivors and learners and what are their needs. It may not be understanding the assessment and instruction as a first workshop but it might mean what type of programs and services are available for you. Really be very intentional about where are your families and meeting them where they are. Encourage volunteerism. Even if the parent does not speak English, there are other things that our parents can do.

By volunteering in your program or in schools, they learn with their kids. They learn how things are working. In essence, it can also help us, simply things as just sorting things or being in the media center or putting the books or even reading ... if a Spanish speaking parent want to volunteer, have a Spanish speaking parent who could read to a Spanish speaking child or a non-Spanish speaking child. Think differently, encourage volunteerism.

Assist parents to support learning at home. I think that's exactly the mission of what you guys are doing. You're doing it through workshop outreach, one on one, continue to do that. Of course through providing resources for parents, parenting and community resources. Going back to building capacity of parents, educators and communities so that together, we can work to support our

children. Provide parent leadership opportunities as well. I hope everybody can hear me well because I think I'm losing my voice. My voice is getting a little quieter, so if there is any issue, please send me a little note. Let me take a break and see if there are ... yes, the questions, some of the questions.

Bonita, good question, "I have an Arabic family that has been in the US for more than 10 years. Mom does not speak English well," does not surprise me, "nor does she understand it. She's unable to help her children in their schoolwork." You know what, I bet you if we post this question to everybody, I think others will also have a great response to that and hopefully you have that kind of opportunity to interact and share from each other. My advice to you is, we know that the mom cannot and is not able to do it, then what can we do, Bonita, from your program? Is there a tutor, is there a high school volunteer, is there honor society type of group where they are looking for hours to serve the community. Can we partner the family with ... like adopt a family or adopt a child, so that the child does not lose out on getting the support that a child needs with schoolwork and helping at home.

Maybe if there is some after school activities at school, then make sure you, as a ... I don't know you're an administrator, I don't know what your role is but as somebody who wants to support the family, make sure that the child is enrolled in programs that's going to really support them at school, whether it's after school or before school, extended learning. Look for other resources. It's good because you know what the mom is able to do and not able to do. Move from there and say, "Okay." Find out if there is a nearby high school where there is honor society students and partner with them to bring the support to home or to the library nearby. Hope that helped. I'm going to try to go down for one more.

Some of these questions I can't respond but I'm sure others will. Okay. I guess you guys are able to see each other's questions. All right, sounds good. Some say that they can't see each other's questions but it looks like some of the comments you're making is responding to the questions previously. Like one, Lauren [Dunbar 00:51:46] said, "Some libraries have homework help times," which is what we were talking about earlier, so I thought that would be a good response to the question that I was addressing. Wow, I'm surprised, Holly, that you have a lot of immigrants that are Egyptian descent and they speak Arabic. Arabic must be one of the top languages in your area. I had an Arabic family night one time many years ago, and most of our Arabic families in the county that I worked in were bilinguals.

There was no need for interpreter and they had a lot of questions about American schools. Just because they speak English does not mean that they fully understand how their children are being taught. I do remember being amazed with about 50 Arabics, not Arabic families but they were about maybe 15, 20 Arabic families, 15 attenders, none of them needed interpreting. Let's move on because I think we are getting closer to ... I think I have about 10 more minutes. Let's see, so takeaways ... and after this, I am going to ask some questions for you guys to reflect.

Key takeaway, be intentional in your recruitment and outreach effort. A lot of times, and I work with the local school system or schools. I hear a lot of questions as to, "We have this great event planned," and so many teachers prepared for, I'll just give an example, for a math night for all grades and very few parents came. This was an outreach for the immigrant families. They are so disappointed. My question is, how was this promoted, how was this shared? We should always think about how intentional are you? For me, when you want to recruit participants for your program, you go and meet them. Go to them and share that. An example and I'm going to go back to me, myself. I'm Korean, I attend Korean church. We have almost 1100 members and about 150 are K through fifth, and about 130 are birth to pre-school.

If there are any programs in schools or in the community, if they can connect with church secretary and say, "Please announce in your bulletin this information," can you imagine how many people will see it and say, "I want to be part of it." Our families don't know what they don't know. Yes, we send out a translated flyer, we may do a [inaudible 00:55:04] call but if it's not intentional, if it's not with the mind like, "I know for a fact, everybody will read the church bulletin." These days, there are a lot of phone apps. I met a Chinese woman who went through the international parent leadership program in one of our counties, in Howard County. She connects with over 3000 Chinese parents. Imagine getting to her as a cultural leader and say, "Can you share this information of our art program to your network?"

Immediately you have 3000 people getting the information. Whether they act on it and come, that's a different story but you're getting to the right way, it's very intentional. Think about the people that are in your community that could serve as that connector. I think it's so important that we understand who we can connect with so that they can connect on our behalf to the families that we may not be able to reach. Be very intentional and I would like to get some input on if you are doing something that's out of ... I guess it's a little unconventional that you're going outside of your network by going into the immigrant community to make sure that the information is shared. The next one, identify culture connectors and leaders.

They are there, they are everywhere and I bet you, as we were sharing about the different stages, I'm sure you were thinking, "Yes, Mrs. Rodriguez could be an amazing culture connector. She probably knows everybody in her neighborhood." Who are they, identify those parent leaders. Not just have them do, "Please come take a parent to do this," or, "Can you make sure that you bring other families?" You can do that but build capacity of culture connectors and leaders, help them understand to be a leader and how to navigate and what programs and services are available so that they can in turn can connect other survivors and learners to your program, to the service that they need.

Identify who they are in the community and they're the ones who's going to help us do our work well. The last one, be a what about person. I shared a lot and it is a lot of information and I'll say that you can ... I hope you will remember most but

if you don't, you have to remember this one, which is, be a what about person. What does that mean? No matter where you are, whether you're in a meeting or at a workshop or attending a conference, whenever you hear about leaders or a group talk about how to support our families, a lot of times, they forget about voiceless population. I use the word voiceless because our immigrant families are often voiceless, especially cultural survivors and learners.

For you, I would like to really ... I wish I can see you but I would like to really charge you to be that what about person. Meaning, whenever a decision is made or whenever a conversation is taking place, raise your hand and say, "What about our newly arrived immigrant students and families, or what about our parents who's illiterate in their native language, or what about our immigrant parents who does not know anything about our programs. What about our homeless families, what about, what about." Be a what about person and by doing that, you're raising the awareness of voiceless families. More people that are aware of our families, when the decisions are made to support all our children and families, they will not forget, "I remember, somebody has said what about. Holly said, what about Arabic speaking families. Lauren said, what about Chinese families. Craig said, what about people that do not have access to computer.

Gloria said," all this. They will remember who said ... they may not remember your name but they'll remember, somebody said what about. Be a what about person in all you do, wherever you are. Let's reflect for a few minutes. How does this information apply to you in your role of working with immigrant families and how can you apply this information in the future? If you can reflect on that question and start typing up your response, I'll be able to read it to others. Lauren Dunbar, I love what you said. She said, "Getting parents involved in planning our events and spreading the words to other families." Yay, Lauren! Thank you. Bonita, I just read your scenario and my heart goes out to you but I think this one I'll have to respond separately.

It's about aging out of the students and not being able to support after. Definitely I'll make sure that I get that question and respond, or I'll send everybody my email [inaudible 01:01:00]. Okay. Jasmine said, "I work with pregnant and parenting teams, many of whom are immigrants. I can apply this information that I'm working with families and providing the necessary support needed for students to graduate and succeed." Thank you, Jasmine. Christine [Forado 01:01:26], "Thinking of a variety of settings to offer group meetings in the community." Yay! Holly, "To plan events that will help them, this information will help me better understand the community that I'm working with and what it is like to be an immigrant."

I'll read one more. Mary [inaudible 01:01:42], "Each family is unique in their needs and being aware and meeting them where they are at is where I can start making a difference who I have a family who has specific needs. I'm doing home visits every day through the PAT, Parent as Teacher program." Thank you Mary [inaudible 01:02:02]. I have to read one more. Craig, you had a lot of good

comments here. "The information gives me more ways to think about how and what I need to do to partner with immigrants I work with." We are coming down to the ... I guess in English you say coming down to the wire, like toward the end. If I'm not muted, I can continue to read a couple more and we can end.

Let's do that, I'll just read a couple of more because your points are really, really good. [Zoraida Moring 01:02:32], "As a PAT home visitor, this information will help me to help parents to get more involved in the program and in their children life." Thank you. Lynn [inaudible 01:02:41], "Just allows me for a shift in thinking about how much extra support immigrant families need in connecting to services and communities. Sometimes it's easy to forget how much of a challenge this can be." Thank you, Lynn, that's a really good reflection. I think it would be good for us to put a closure here. Allison, how am I doing, I think I'm a few minutes early?

Allison: You are, yes. We just have about five minutes until the end of the webinar. I think the comments that have been coming in are absolutely wonderful. I did want to share one that came in earlier, which I think is a good reminder for us all. Jasmine had noted that, "Many families won't speak English because they're embarrassed that they might mess up and they might make a mistake. It's not that they don't want to, it's just that hesitation. To keep that in the back of our mind, that sometimes there just needs to be that encouragement of, it's okay to make a mistake or if somebody is not perfect with their pronunciation of a word, that that's all right." Jasmine, thank you so much for that comment.

Young-Chan Han: Actually, that reminds me though, in a lot of our programs, I wonder if any of the programs have a family literacy program, intergenerational literacy program where the parents will have an opportunity to practice how they speak. I still understand if I'm not being ... either I'm speaking but others are not really understanding it and I'm embarrassed because I went through that and as Korean, I could never pronounce F, B and R. Those three letters, for the life of me, took me long time to pronounce it. I was always embarrassed and I had an ESOL teacher who always helped me go through it. My really used to be "weally". Helping somebody to just help along, whether it's a tutor or it's somebody who partners with the parent, I think that would be good.

Holly, if you know of somebody who the parent can communicate in English ... actually, that's something I've always thought of pairing our limited English speaking parent with a fluent English speaking adult to just have a conversation. That's how you can really learn to pronounce words well. If somebody else can take that vision and make it happen, I'd be very happy. Any other questions that you thought we should address through this last couple of minutes? I'm going to scroll down and see if there's anything that came, any other ones, no. Lynn's was the last one. Thank you so very much with all your questions and comments. I hope I'll have the opportunity to review all this.

Could I give you guys my email address? I thought it was on my slide but I don't see it. You know what? Could I write it for them?

Allison: Yes, definitely. You can put it right into chat box, Young-Chan and send it to all, entire audience and that will go for everyone.

Young-Chan Han: Yes! I'm going to try this, all right.

Allison: All right. I would just like to say thank you so much, Young-Chan for your time today, for sharing this information with us. I can see we had so many comments and questions that were coming in. As you noticed, there is a passion by these family support professionals here within Pennsylvania to provide the support to the families and children that they serve. This information was of such high value. As a reminder for our participants, we will be sending out an evaluation just after the session later this afternoon. We do ask that you take a couple of minutes to complete that evaluation because your feedback is very important to us as we plan our professional development opportunities.

We do share those evaluation results with our presenters after each session. We want to be ... they've given their time to be with us today and so we definitely want to share any comments and feedback that you have. Let me bring up our final slide here, so that you can see what our upcoming resources, webinars are. I do want to take a special note to, we've had some date changes for upcoming webinars. As you know, we usually hold our webinars the first Wednesday of the month. For July, we've had to back that up to the third Wednesday of the month. It will be on July 19th and the topic for that will be empathy. Watch for those registration details to come out. Also, in August, it's the second Wednesday of the month, that will be around the topic of co-parenting.

Then September 6th, developing relationships with family. Please watch your email for those registrations. Again, thank you to everyone for joining us today. This does conclude our time together and we hope everyone has a wonderful afternoon. Thank you.

Young-Chan Han: Thank you.