

Increasing Limited English Proficient (LEP) Parent Involvement



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TABLE OF CONTENTS

I.	Introduction -----	1
II.	Importance of Parental Involvement -----	2
III.	Title III Parental Involvement Requirements -----	3
IV.	Barriers to Parental Involvement -----	5
V.	General Strategies for Promoting Parental Involvement -----	7
VI.	State Parental Involvement Initiatives -----	11
VII.	Bibliography -----	15
	Appendix A: LEP Parental Involvement General Checklist -----	17
	Appendix B: LEP Parental Involvement Resources-----	25
	Appendix C: Foreign Language Translation and Interpretation – Frequently Asked Questions -----	31
	Appendix D: Virginia LEP Parental Involvement Programs-----	37

INTRODUCTION

In May 2003 the Virginia Department of Education (VDOE) began a project to determine the level of involvement of limited English proficient (LEP) parents in their children's education. VDOE held group discussions with school division staff to identify barriers to LEP parental involvement, as well as strategies to overcome them. In addition, staff attended parent focus groups in Virginia school divisions to survey the needs of LEP parents. Through these efforts, VDOE gathered information from a wide variety of stakeholders to develop a statewide parental involvement resource document. The project raised greater awareness of schools' responsibilities to LEP parents and increased collaboration among multiple parties (i.e., school personnel, governmental and non-governmental agencies, and the state department of education).

The purpose of this resource document is to help school divisions develop parental involvement programs that are accessible to LEP parents, address their unique needs, and, ultimately, have a positive influence on LEP students' academic achievement. This document serves as a vehicle for school personnel working with LEP parents to share effective practices and resources (i.e., parent surveys, sample translated documents, etc.) and network with other school divisions.

This resource document contains the following information:

- Overview of federal requirements regarding parental involvement under Title I and Title III of the *No Child Left Behind Act of 2001* (NCLB)
- Barriers to LEP parental involvement
- Strategies for promoting LEP parental involvement
- Chart of LEP parental involvement programs in Virginia public schools
- Checklist for teachers, administrators, and other school division staff to consider when developing and/or evaluating their parental involvement program and its inclusion of LEP parents
- Resource List

IMPORTANCE OF PARENTAL INVOLVEMENT

While involving parents in education has been outlined in legislation since 1964, Title I and Title III of the *No Child Left Behind Act of 2001* (NCLB) place a renewed and expanded emphasis on the involvement of all parents and, in particular, LEP parents. NCLB defines parental involvement as “the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities” [Section 9101(32)]. Furthermore, Title III of the law requires that schools provide “an effective means of outreach to parents of LEP children to inform them of how they can be active participants in their child’s education to help them learn English and succeed academically” [Section 3302(e)(1)]. To communicate in a meaningful way with LEP parents, schools must “hold regular meetings for these purposes, and the information must be presented in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand” [Section 1118(e)(5)].

Research consistently supports the essential role that parents play in their child’s academic success. Parents are a child’s first and most important educators, and are “key partners” with schools in promoting academic achievement (DfEE 1997). A broad base of research suggests that parental involvement is not only instrumental in promoting academic achievement but also in building relationships between schools and the local community (Brain & Reid 2003, Jeynes 2003). Jeynes (2003), who conducted a meta-analysis of 21 studies of parental involvement, found that for all race groups parental involvement positively affected academic variables. Additionally, the benefits of parental involvement are not limited to early education or elementary school. Students at all grade levels do better academic work and have more positive school attitudes, higher aspirations, and other positive behaviors if their parents are knowledgeable, encouraging, and involved in their education (Epstein 1995).

Increasing the involvement of LEP parents is not a simple matter. “Parent involvement is a process,” not a program of activities; therefore, it requires the ongoing energy and effort of the school staff and community (Davis 1989). Schools must carefully consider the linguistic, cultural, and educational backgrounds of LEP parents and skillfully develop a parental outreach program that teaches them about their role and responsibility as academic partners with their child’s school.

TITLE III PARENTAL INVOLVEMENT REQUIREMENTS

NCLB Legislation

Section 3302 of NCLB requires that schools and divisions receiving Title III funding for LEP programs:

Shall implement an effective means of outreach to parents of limited English proficient children to inform such parents of how they can

(A) be involved in the education of their children; and

(B) be active participants in assisting their children

(i) to learn English;

(ii) to achieve at high levels in core academic subjects; and

(iii) to meet the same challenging State academic content and student academic achievement standards as all children are expected to meet [*Section 3302 (e)(1)*].

U.S. Department of Education's Preliminary Guidance on the Title III State Formula Grant Program provides the following guidance (March 26, 2002):

I-1. What are the requirements regarding the role of parents of LEP students?

Each local education agency (LEA) using Title III funds to provide a language instruction educational program must implement an effective means of outreach to parents of limited English proficient children. LEAs must inform such parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging state academic content and student academic achievement standards as all other children are expected to meet.

I-2. How quickly must an LEA inform parents that their child has been identified for participation in a language instruction educational program for LEP students?

An LEA must inform parents of a child identified for participation in a language instruction educational program supported by Title III not later than 30 days after the beginning of the school year. For a child who enters school after the beginning of the school year, the LEA must inform parents within two weeks of the child's placement in such a program.

I-3. What kind of information must an LEA provide to parents regarding their child's participation in a language instruction educational program?

School districts using Title III funds must inform parents of:

- (1) the reasons for identifying their child as being limited English proficient and for placing their child in a language instruction educational program for LEP students;
- (2) the child's level of English proficiency, including how the level was assessed and the status of the child's academic achievement;
- (3) the method of instruction that will be used in the program, including a description of other alternative programs;
- (4) how the program will meet the educational strengths and needs of the child;
- (5) how the program will help the child learn English and meet academic achievement standards;
- (6) the program exit requirements, including the expected rate of transition, and the expected rate of graduation from secondary school;
- (7) how the program will meet the objectives of an individualized education program for a child with a disability; and
- (8) their rights, including written guidance that (A) specifies the right that parents have to have their child immediately removed from a language instruction educational program upon their request, (B) describes the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available, and (C) assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

I-4. Are any other separate notifications required?

LEAs are required to provide notice to the parents of LEP children participating in a Title III language instruction educational program of any failure of the program to make progress on the annual measurable achievement objectives described in section 3122 of Title III. This notice is to be provided no later than 30 days after this failure occurs.

I-5. What are the requirements on the format and language of the notices to parents?

The required notices described in response to questions I-3 and I-4 must be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

BARRIERS TO PARENTAL INVOLVEMENT

Teachers, administrators, and other school personnel often mistakenly assume that parents who do not participate in school events are uncaring or uninterested in their child's education (Jones & Valez 1997, Ramirez 1996, 1997, 1999). On the contrary, most LEP parents want to be involved but feel inhibited because they do not speak English or do not know how to be involved. Negative attitudes and assumptions held by school personnel do little to encourage and increase the involvement of disengaged LEP parents. Schools should approach parental involvement with the belief that all parents have hopes and educational goals for their children, while also accepting that not all parents will support their child in the same way. Furthermore, it is important to acknowledge that parents differ in their parenting abilities, educational experiences, and beliefs about a parent's role in education. In developing a parental involvement program that includes LEP parents, schools must identify the barriers that keep parents from getting involved and work on removing them so all parents feel welcomed and encouraged to participate.

Most barriers to parent involvement are found within school practices (i.e., means of communication, scheduling, school resources and/or personnel dedicated to parent outreach, attitudes about minority parents), not within family practices (i.e., employment, lack of resources) (Decker, Gregg & Decker 1996). Therefore, schools can play a crucial role in promoting and/or inhibiting parental involvement.

Listed below are some of the main issues cited by LEP parents as barriers to their involvement:

- 1) Communication between school and parents – Many LEP parents feel reluctant to contact the teacher or school because they do not speak English well. To overcome this barrier, school personnel need to determine what methods of communication and outreach strategies are most effective. Written communication (even if translated) may not be an effective notice to LEP parents. Likewise, securing interpreters for school events will not noticeably affect attendance and participation if parents do not receive advance notice that interpreter services will be available.
- 2) Lack of school resources/personnel (i.e., translators, interpreters, bilingual staff, parent liaisons, child care assistants, afternoon and evening transportation, funding for parent events/programs, etc). If resources are lacking within the school, personnel might need to find other human and financial resources within the wider community.
- 3) Time constraints (i.e., parent work schedules) Some LEP parents work more than one job to support their families, thereby limiting their availability to attend day and/or evening school activities. In addition, some families have difficulty finding childcare for other siblings while attending events.

- 4) Differing cultural views or definition of family – Some LEP students do not live in the traditional family structure with which school personnel are accustomed (Ramirez 2003). Families may misinterpret the term, “parent”, to mean mother and/or father. School personnel need to communicate that grandparents, aunts, uncles, or other non-relatives or guardians raising a child are invited to attend parent activities.
- 5) Cultural views about the role of parents and educators – Some LEP parents have a different cultural view about the role of parents and educators. They may come from a country with an educational system that views teachers and school officials as educational experts. These parents see their responsibility as caring for their child in the home. They do not feel comfortable asking questions or offering suggestions to teachers because, within their culture, that behavior is seen as inappropriate or even offensive.
- 6) Negative experiences with schooling – Some LEP parents feel uncomfortable participating in school activities or interacting with school officials because their own prior educational experiences were negative or unsuccessful. If parents did not finish school in their country, they may feel uncomfortable in schools or ill equipped to discuss educational issues with their child’s teacher.

Given the numerous barriers that LEP parents face, it is recommended that schools find ways to welcome and encourage their input and involvement. In addition, because many LEP parents are unfamiliar with the U.S. education system, schools would benefit by teaching parents about common student, teacher, and parent responsibilities in U.S. schools.

GENERAL STRATEGIES FOR PROMOTING PARENTAL INVOLVEMENT

In planning for parental involvement, educators need to take the following factors about LEP parents into consideration:

- length of residence in the United States
- English language proficiency
- cultural and linguistic background
- familiarity with the U.S. educational system
- prior experience with parental involvement in schools

Listed below are some general strategies or considerations for promoting LEP parental involvement:

Outreach

- Be creative with resources. Bring resources to parents and the community rather than basing them in one school.
- Think beyond stereotypes about language and educational level of parents. Avoid negative attitudes or assumptions.
- Don't assume parents understand the acronyms, abbreviations, or procedures in U.S. schools (i.e., PTA, IEP, expectations/purpose of parent teacher conferences, how to read a report card, etc.)
- Consider the LEP parents' frame of reference (Parents may not understand why they need to sign a parental consent form for a field trip. They may perceive this to be an issue for educators versus parents to decide. Another issue that could arise is the requirement to pay to participate in a field trip. (Be aware that some LEP parents can't or won't pay the field trip fee.)
- Identify local charity organizations that collect school supplies for needy children.
- Use the local native language newspapers or international grocery stores or restaurants to announce school events to parents.
- Offer workshops with general information parents must know about the American education system. If the school is not in a central location, hold the workshops in community centers, local businesses, etc.
- Create a "school or division packet" for new LEP parents (include welcome letters, information packets, telephone numbers, ESL contacts, school handbook, etc., with tear off sheet for questions, response, etc.).

- ❑ Mail information to LEP parents early.
- ❑ Hold an open house/orientation for LEP parents with concurrent sessions in different languages (i.e., welcome by school staff, tour of school and child's classroom, meet the teachers, demonstrate classroom activities, etc.). Explain to parents how they can be volunteers, mentors, and aides at the school. Make sure open house is not competing with other school or community activities.
- ❑ Develop a phone tree with a list of parents who are responsible for calling one another with information regarding school activities.
- ❑ Hold a session in the evening or on a weekend that is usually held during the day and move it into the community instead of at the school.
- ❑ Create a Web site hyperlink with information in your school's primary language.
- ❑ Participate in local events to reach and meet LEP parents (i.e., a school table/display at a local community activity).
- ❑ Identify a LEP parent resource room for meetings and other activities.
- ❑ Create a system to document LEP parental communications (i.e., outreach folders, parent folder, teacher log, index card recording positive phone calls, etc.).
- ❑ Use simplified language, different fonts, color paper, etc. to highlight important parental information being sent home.
- ❑ Have a parent room open each day for networking, parent education, and adult education. Provide babysitting and meals so parents can attend parent room activities.
- ❑ Plan a morning coffee social outside the entrance to the school one week before school starts so staff can meet LEP parents.
- ❑ Create a cassette tape with the names and sounds of the letters of the alphabet as well as the ABC song so that parents can help their child practice and learn at home.
- ❑ Create a videotape program discussing the school handbook in different languages. Show the video at a school event and have translators on site for questions and discussion.
- ❑ Visit students' homes and communities to learn about their families and culture.

- ❑ Participate in community events and celebrations.
- ❑ Develop relationships with adults in the students' communities
- ❑ Invite family members into the classroom to share their linguistic and cultural heritages with the students. Make interdisciplinary connections whenever possible.
- ❑ Offer English classes, parenting workshops, or other activities for family members. Topics might include enhancing communication between parents and school, helping children succeed in school, crises that affect families, coping with daily conflicts, and listening and responding to children.
- ❑ Parent Pledge – Identify several concrete actions that parents can take to support their child's education. Have parents read and sign when their child first enrolls and at the beginning of every school year.

Translators and Interpreters

- ❑ Hire and support the hiring of staff members (including community liaisons, bilingual/ESL coordinators, administrators, and teachers) from the language and cultural backgrounds of the students.
- ❑ Recruit LEP parents to serve as class volunteers or room parents to contact and communicate with other LEP families about school events.
- ❑ Create a buddy system between a bilingual family and LEP family to share information and resources with one another.
- ❑ Create a parent information hotline between LEP parents to make sure information is shared.
- ❑ Create a hotline that is staffed by bilingual staff or community members (who have been trained). Either have a message center where messages can be left in the parent's native language and give a time frame for a return call or have someone available to answer parent's questions at specific times.
- ❑ Make videos, cassette tapes, or other multimedia formats (non-written correspondence) to inform LEP families about standard school policies in their native language.
- ❑ Work with the adult education office in your school division as another avenue to reach LEP adults. It is important that LEP parents learn to speak socially in English as well as learn the basic vocabulary used in the school environment.

- ❑ Research all available translation and interpreter services in the community (i.e., hospital, churches, volunteer groups, etc.). Provide interpreters or translators whenever possible for important school events. To ensure greater attendance make sure LEP parents are aware that the service is available.
- ❑ Contract with a telephone translation service for verbal communication with LEP parents.
- ❑ Use bilingual teachers at local adult ESL classes as a resource.
- ❑ Build a network of immigrant organizations and groups and develop a directory as a resource. Use local bilingual community members: senior citizens, students (high school and college level), parents, hospital (community outreach department, translation department), university (student organizations, foreign language departments, education departments), community centers, and community groups.
- ❑ Research foundations, churches, or businesses that sponsor programs for LEP community members. Reach out to those programs and make use of their resources. Check your local newspapers, church bulletins etc. for updates on these programs.
- ❑ Make use of people who are bilingual or parents who have children in the school system so they understand the system. They can call newer parents who are monolingual in their native language to notify of meetings, upcoming events, or recruit for an activity, etc.
- ❑ Work with other school divisions and the state to centralize translation services especially for low incident languages.
- ❑ Centralize registration within the school division, if possible, so translators are more readily available.
- ❑ Have a school-wide e-mail system available for short translations.

STATE PARENTAL INVOLVEMENT INITIATIVES

In an ongoing effort to assist school divisions in meeting the parental involvement requirements for Title III, Part A, Language Instruction for Limited English Proficient and Immigrant Students, under the *No Child Left Behind Act of 2001*, VDOE staff from the Office of Program Administration and Accountability has led the following state initiatives:

- 1) ESL Web Site Translation Committee – In February 2003, the VDOE invited 20 representatives from the VDOE, local school divisions, and several governmental and non-governmental agencies to join a committee established to develop and expand the VDOE ESL Web page.

The committee includes representatives from the following groups:

Department of Social Services
Refugee and Immigration Services
Office of Special Education and Student Services
Office of Adult Education
Office of School Nutrition
Virginia Hispanic Chamber of Commerce
Virginia Department of Business Assistance
10 local school divisions

The committee meets three times a year to identify and review translated documents and Web resources to post on the ESL Web page. The committee focuses on selecting translated resources that are for the purposes of parental information and applicable to all school divisions. The committee is also working to research other (non-written) approaches to parental outreach available in the state.

The following translated resources are available on the VDOE ESL Web page:
<http://www.doe.virginia.gov/VDOE/Instruction/ESL/>

- Special Education Procedural Safeguards (Spanish)
- A Parent's Guide to Special Education (Spanish)
- Free and Reduced Lunch Forms (Spanish)
- Parental Rights under the No Child Left Behind Act (NCLB) (Spanish)
- U.S. Department of Education Series – Helping Your Child (Spanish)
- Graduation Requirements (Spanish)
- Parents Guide to Childhood Immunizations (Spanish)
- Information for Parents of Children with Hearing Loss – Virginia's Resource Guide for Parents (Spanish)
- U.S. Department of Education – Education Resources for Spanish Speakers (Spanish)

- 2) Draft Model Parental Notification Letter – VDOE presented a draft parental notification letter to the Virginia ESL Supervisors Association in October 2003 to guide school divisions in meeting the requirements under Section 3302 of Title III. School divisions revised and tailored the draft letter to inform LEP parents about their child’s participation in a language instructional program.
- 3) Presentations at the Annual Virginia ESL Supervisor’s Association (VESA) Conferences - VDOE gave presentations at the VESA conferences in January 2004 and February 2005 regarding the state’s parental involvement initiative and gathered information from ESL teachers and administrators about their needs and concerns regarding LEP parental involvement.
- 4) Survey of LEP Parental Involvement Activities/Programs in School Divisions – VDOE solicited information from school divisions regarding parental outreach programs and/or activities that have been successful in increasing the involvement of LEP parents. The information is organized into Appendix D of this resource document.
- 5) Parents as Educational Partners (PEP) Academy - In August 2004, VDOE in collaboration with the Adult Learning Resource Center in Illinois offered a two-day professional development academy for ESL coordinators. The academy was entitled, “Parents as Educational Partners (PEP): A School-Related Program and Curriculum for Language Minority Parents.” The academy prepared participants to develop a program to assist LEP parents in overcoming the language and cultural barriers that make them particularly vulnerable to being left out of their children’s education. Participants received a comprehensive course curriculum and supplementary materials and learned how to organize and run the program in their school divisions. VDOE paid for all expenses related to the academy. VDOE will offer a second two-day PEP academy in August 2005 for 40 additional participants.

For additional information about the Parents as Educational Partners Curriculum contact:

Laurie Bercovitz
Adult Learning Resource Center
1855 Mt. Prospect Road
Des Plaines, IL
(847) 803-3535
<http://www.thecenterweb.org/alrc/pdfs/pepsample.pdf>

- 6) Parents as Educational Partners (PEP) Follow-up Meeting - In January 2005, VDOE hosted a follow-up meeting for school division staff who participated in the PEP academy in August 2004. The purpose of the meeting was for school divisions to network and share experiences, ideas, questions, concerns, and resources with one another as they develop their PEP programs. An experienced

PEP administrator and a beginning PEP administrator led the discussion and fielded questions from school division staff. The facilitators used a document entitled, "Ten Steps in Building a PEP Program," as a framework to discuss their implementation successes, challenges, and solutions.

- 7) Collaboration with the Office of Special Education and Student Services – VDOE staff from the Office of Program Administration and Accountability and Office of Special Education and Student Services are discussing the services offered by the 60 Parent Resource Centers (PRCs) in Virginia. The purpose is to determine how the PRCs can broaden their parent outreach services to include and better serve the needs of LEP parents within their communities.

Roster of Parent/Educator Resource Centers in Virginia School Divisions
http://www.doe.virginia.gov/VDOE/Instruction/Sped/prc_list.pdf

Parent Educational Advocacy Training Center
<http://www.peatc.org/>

- 8) Collaboration with the Office of Adult Education – Staff from the Office of Program Administration and Accountability assisted the Office of Adult Education in reviewing and selecting adult literacy programs for funding through the English Language/Civics grant.
- 9) Self-Assessment and Technical Assistance Document and Federal Program Monitoring Document – These two documents guide school divisions in evaluating their English language instructional programs to determine if they are in compliance with federal requirements stipulated under Title III, Part A, of NCLB (including their parental involvement activities) and state legislative policies as related to LEP students.
- 10) Office of English Language Acquisition (OELA) Summit 2003 – The National Coalition for Parent Involvement in Education (NCPIE) invited local, state, and national organizations to sponsor parent-delegates to attend the OELA Summit 2003. VDOE sent two parent-delegates from local school divisions to attend a new parental involvement strand specifically geared toward LEP parents. The sessions focused on the rights, responsibilities, and opportunities provided under Title III of NCLB for LEP parents.
- 11) OELA Summit 2004 - VDOE sent one parent-delegate from Virginia to attend the parental involvement strand at the OELA Summit 2004. The parent-delegate gathered information and resources to enhance her parent advocacy efforts in her school division. In addition, the parent delegate shared ideas with VDOE and the Virginia Hispanic Chamber of Commerce for encouraging greater LEP parental involvement.

- 12) National Advisory Team on Parental Involvement – The LEP Parent Specialist at OELA formed an advisory team to gather input from various states to develop a LEP parental involvement strand at the annual summit. A representative from VDOE serves on the national advisory team since its creation.

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APPENDICES

- A. LEP Parental Involvement General Checklist
- B. LEP Parental Involvement Resources
- C. Foreign Language Translation and Interpretation – Frequently Asked Questions
- D. Virginia LEP Parental Involvement Programs

LEP PARENTAL INVOLVEMENT GENERAL CHECKLIST

The purpose of this checklist is to:

- a. inform school personnel about federal and state requirements related to parental involvement,
- b. help schools assess whether their programs are meeting the requirements and using the most effective outreach strategies for LEP parents, and
- c. guide schools in developing parental outreach programs that include and encourage the participation of LEP parents.

Questions 1-4 below focus on school division regulatory requirements about parental involvement under Title VI of the Civil Rights Act of 1964 and Title I and Title III of NCLB (with Web links to the regulatory guidance). The remaining questions on the checklist are suggested items that school divisions with a growing LEP student population may want to consider when developing their parental outreach programs.

** School divisions should not be alarmed if they are not doing all of the suggested items on the checklist. The checklist is intended to prompt school divisions to think about issues that may become important as their LEP population grows.

In using the checklist as a self-assessment tool, it is suggested that school divisions write notes, comments, due dates, or reminders about follow-up actions needed to complete the item. **School divisions should review the checklist annually to evaluate their progress.**

#	Questions	Comments/Follow-up
	<p><u>Division Regulatory Issues:</u></p> <p>The following questions are to acquaint staff with the current regulatory requirements under Title VI of the Civil Rights Act of 1964 and Title I and Title III of NCLB. Please refer to designated Web links for more complete information.</p>	
1.	<p>Are you aware of the following requirement for parental notification to LEP parents of the division’s decision to place their child in an alternative language program (Title VI and Title I and II of NCLB)?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reason for the identification of the student as a limited English proficient (LEP) student 	<p>http://www.ed.gov/about/offices/list/ocr/docs/laumemos.html</p>

#	Questions	Comments/Follow-up
	<ul style="list-style-type: none"> ❑ The level of the student’s English proficiency ❑ The method of instruction ❑ How the program will meet the student’s educational strengths and needs ❑ How the program will help the student learn English ❑ The exit requirements from the program ❑ If the student is a student with a disability, how the program meets the Individualized Education Plan (IEP) ❑ Information pertaining to parental rights including the right to have the student removed from the program, the option to choose another program, and assist parents in selecting from among various options. 	
2.	<p>Are you aware of the following Title I requirements regarding parental involvement?</p> <p>Section 1112 Local Educational Agency Plans – Parental Notification</p> <ul style="list-style-type: none"> ❑ Notice ❑ Separate notification ❑ Parental participation <p>Section 1118 – Parental Involvement</p> <ul style="list-style-type: none"> ❑ Local educational agency policy ❑ Written policy ❑ School parental involvement policy ❑ Parental comments ❑ Policy involvement ❑ Shared responsibility for high student achievement ❑ Building capacity for involvement ❑ Accessibility ❑ Information from parental information and resource centers 	<p>Title I, Part A – Non-regulatory Guidance http://www.ed.gov/programs/titleiparta/parentinguid.doc</p>

#	Questions	Comments/Follow-up
3.	Are you aware of the Title III requirement of parental notification and involvement? <ul style="list-style-type: none"> <input type="checkbox"/> See Item 1 above 	Title III--Language instruction for limited English proficient and immigrant students http://www.ed.gov/admins/lead/account/nclbreference/pagepg30.html - titleiii
4.	Do you notify parents of additional available information and supports? <ul style="list-style-type: none"> <input type="checkbox"/> Supplemental education services <input type="checkbox"/> Technical assistance to parents <input type="checkbox"/> School attendance options 	Free brochure available to inform parents about free tutoring under NCLB http://www.ed.gov/news/newsletters/extracredit/2004/10/1012.html
<u>Information about the Division's LEP Parents:</u> The following sections provide general guidelines to assist school division staff in developing parent outreach programs.		
5.	Does your school have a home language survey?	
6.	Does your school division use one of the following means of collecting information from your LEP families? <ul style="list-style-type: none"> <input type="checkbox"/> Written surveys <input type="checkbox"/> Interviews <input type="checkbox"/> Home visits <input type="checkbox"/> At registration <input type="checkbox"/> Via telephone <input type="checkbox"/> Other 	
7.	Do you collect the following information from your LEP families? <ul style="list-style-type: none"> <input type="checkbox"/> Language spoken/used at home <input type="checkbox"/> Length of time in the United States <input type="checkbox"/> Immigration history <input type="checkbox"/> Family status – migrant, refugee, immigrant, etc. <input type="checkbox"/> English language proficiency, if any <input type="checkbox"/> Native language proficiency, if any <input type="checkbox"/> Educational background <input type="checkbox"/> Perception of schools and/or prior experiences with school <input type="checkbox"/> How LEP parents see their role with regard to educating their child/children <input type="checkbox"/> How LEP children view the school, staff and teachers 	What are the cultural “norms” for each of the ethnic groups for the LEP parents in your community? Are decisions with regard to parent involvement based on the information gathered?

#	Questions	Comments/Follow-up
	<ul style="list-style-type: none"> <input type="checkbox"/> Parents' religious and cultural concerns related to school (ex. Participation in certain classes, student groupings, going to college, etc.) <input type="checkbox"/> Work schedules <input type="checkbox"/> Child care needs (Title III) <input type="checkbox"/> Transportation needs (Title III) <input type="checkbox"/> Other 	
	<u>Interpreter and Translator Issues:</u>	
8.	<u>School:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Is your school welcoming to LEP parents? (i.e., are there directional or other signs in languages other than English around the school?) 	
9.	<ul style="list-style-type: none"> <input type="checkbox"/> Do you have bilingual or multilingual staff fluent in the predominant languages of your LEP community? 	
10.	<ul style="list-style-type: none"> <input type="checkbox"/> Do you rely mostly on bilingual staff to communicate with LEP parents and families? 	
11.	<ul style="list-style-type: none"> <input type="checkbox"/> If a bilingual/multilingual staff person is unavailable, do you ask LEP parents to bring a family member or other informal interpreter? If yes, under what circumstances? 	Parent focus group - Some LEP parents said they use siblings and children to interpret for them at school activities.
12.	<ul style="list-style-type: none"> <input type="checkbox"/> Have you assessed barriers and considered multiple types of communication needed (i.e., communicating by correspondence, verbally, or in person)? 	
13.	<ul style="list-style-type: none"> <input type="checkbox"/> Has the school assessed the effectiveness of written communications, letters, newsletters, and other documents, translated into other languages and sent to LEP parents to ensure meaningful access for the LEP parents? 	Involving LEP Parents http://www.ed.gov/pubs/ReachFam/sg.html
14.	<ul style="list-style-type: none"> <input type="checkbox"/> Has the school provided alternatives to written communication for low literacy parents? 	
15.	<ul style="list-style-type: none"> <input type="checkbox"/> Do you have a list of experienced translators and interpreters who understand educational terminology including special education, adult ESL, etc.? 	Have you considered all available sources (i.e., faith-based, immigrant, community or non-profit organizations, etc.)
16.	<ul style="list-style-type: none"> <input type="checkbox"/> Is the list of translators and interpreters updated annually? 	

#	Questions	Comments/Follow-up
17.	<input type="checkbox"/> Do all staff members have a copy of the list of translators and interpreters?	
18.	<input type="checkbox"/> Does the list of translators and interpreters include, at a minimum, the primary languages, other than English, in your community?	Have you identified those languages? (i.e., Do you have a large low-incidence population or a large single-language population?)
19.	<input type="checkbox"/> Do you have a system in place to translate or interpret for low-incidence languages?	
20.	<p>Central office: Are you aware of the following community interpreter resources?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Community-based organizations <input type="checkbox"/> Language banks <input type="checkbox"/> Businesses <input type="checkbox"/> Adult language ESL programs <input type="checkbox"/> Colleges and universities <input type="checkbox"/> Bar association <input type="checkbox"/> Other 	
21.	<p>State:</p> <input type="checkbox"/> Do school divisions have access to standard translated documents in multiple languages (i.e., request to test, notification of participation in ESL program, field trip letters)?	Can a mentoring program be set up between a school division with a growing LEP population and one that has experienced a LEP population growth in the past five years?
22.	<input type="checkbox"/> Are school divisions aware of guidelines regarding hiring translators and interpreters?	See Appendix C – Foreign Language Translation and Interpretation
	Outreach	
23.	<p>Have you explained the following school policies to your parents?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parental involvement (hall monitors for new LEP students and others trying to find classes, library monitor, field trip chaperone, guest speaker for newer LEP parents, etc.) <input type="checkbox"/> The U.S. educational system <input type="checkbox"/> School philosophy and rules (i.e., discipline, attendance, field trips, general school operations, etc.) <input type="checkbox"/> Parent Compacts <input type="checkbox"/> Parental Involvement Plans <input type="checkbox"/> Information on how they can become involved in the education of their children (i.e., 	<p>Note who explained.</p> <p>Ex. New York Newsday (6/27/03) – Hartford City schools held meetings for LEP parents, sent letters home with students, and even used Spanish-language radio to get the message out about NCLB. 55 students applied for transfer and 500 have requested supplemental services.</p> <p>Ex. Washington Post (5/28/03)</p>

#	Questions	Comments/Follow-up
	homework assistance, as a classroom aide, etc.) <input type="checkbox"/> Programs <input type="checkbox"/> Graduation requirements (credit requirements, Standards of Learning assessments, etc.) <input type="checkbox"/> Information on how they can become involved in school or division activities	Some LEP parents asked, "What is a parent-teacher conference?" "How do I read a report card?" "What is a field trip and why do you do need my permission?"
24.	<input type="checkbox"/> Can you identify the school personnel that LEP parents interact with most often or the person LEP parents would call with questions or concerns? <input type="checkbox"/> Is this person bilingual?	Do you record the types of interactions? And with whom? Do you use this information for future parent contact, to foster parent involvement, or to establish additional positions?
25.	<input type="checkbox"/> Is there a parent liaison or a parent coordinator? Is that person bilingual in the predominant language of the community?	
26.	<input type="checkbox"/> Is there a plan in place to communicate with LEP parents who have low literacy in their native language?	
27.	<input type="checkbox"/> Do you have a voice mail message system that allows LEP parents to get information in their native language? Or is there a system in place where LEP parents can leave messages or call another number to receive school information in a language they understand?	
28.	<input type="checkbox"/> Do you provide frequent and flexible opportunities for parent conferences or informational meetings for LEP parents?	Do LEP parents feel comfortable at school?
29.	<input type="checkbox"/> Do you know the most effective means of communicating with your LEP parents (i.e., correspondence, flyers, telephone calls, word of mouth, local papers, radio stations, etc.)?	Have you identified communication systems that work with your LEP parents? Parent Information Fair, St. Paul, MN. Held each fall at the downtown Civic Center with principals and staff at trade style booths Ex. Principals on Call for KIDS - NAESP annual anonymous call-in education hotline staffed by principals.

#	Questions	Comments/Follow-up
30.	Do you provide LEP parents with advance notice about the following topics? <ul style="list-style-type: none"> <input type="checkbox"/> School curriculum <input type="checkbox"/> Parent-teacher meetings <input type="checkbox"/> Annual meetings <input type="checkbox"/> Special programs, (i.e., International Baccalaureate, Advanced Placement programs) <input type="checkbox"/> School events or activities 	At a parent focus group, several LEP parents stated that they could not understand why the school was asking them to choose classes for their child. Can experienced LEP parents then explain to newer LEP parents?
31.	<input type="checkbox"/> Do you hold meetings at times convenient to both you and the parent (i.e., evenings or weekends)?	
32.	<input type="checkbox"/> Do you record the needs of LEP parents (i.e., need for verbal contact versus use of written correspondence, need to understand school processes, etc.)?	Need to consider language proficiency of LEP parents in their native language
33.	<input type="checkbox"/> Have you explained to LEP parents how to interpret report cards, assessment reports, testing information, progress reports, and other items sent home?	
34.	<input type="checkbox"/> Do you encourage LEP parents to send or return pre-made forms with questions or concerns to school? If not, what are some alternative means of encouraging parents to communicate with school staff?	
35.	<input type="checkbox"/> Do LEP parents know how to inquire about concerns or who to contact at the school?	
36.	<input type="checkbox"/> Have you conducted a self-assessment of the way your division communicates with LEP parents?	
37.	<input type="checkbox"/> Does your school have a PTA?	
38.	<input type="checkbox"/> Have you explained to LEP parents the concept of a Parent Teacher Association, including why their participation is important and how they can participate?	Ex. Washington Post (5/28/03) LEP parent from Guatemala received a letter from a school stating, "You are welcome to the PTA." "I didn't know what the PTA was," the parent recalled. "I went to look for it in the dictionary and it wasn't there."
39.	<input type="checkbox"/> Are LEP parents invited to all PTA meetings?	How are they notified?
40.	<input type="checkbox"/> Are agendas available in languages other than English?	

#	Questions	Comments/Follow-up
41.	<input type="checkbox"/> Can LEP parents who have been through the registration process assist in expediting LEP student registration? Are they informed of how they can help?	
42.	<input type="checkbox"/> Do you have a pamphlet/handbook that describes the division's ESL program?	Can LEP parents help in identifying areas of improvement?
<u>Community:</u>		
43.	<input type="checkbox"/> Do you participate in community activities (i.e., have a table or bilingual staff person attend community activities)?	
44.	<input type="checkbox"/> Do you have partnerships with community organizations that advocate for or provide services to LEP parents?	
<u>State Resources:</u>		
45.	Are you aware of and do you use the following state resources? <ul style="list-style-type: none"> <input type="checkbox"/> VDOE Web site? <input type="checkbox"/> ESL Web site (general information, instructional resources, translated documents, etc.) <input type="checkbox"/> ESL Handbook for Teachers and Administrators 	http://www.doe.virginia.gov/ http://www.doe.virginia.gov/VDOE/Instruction/ESL/ http://www.doe.virginia.gov/VDOE/Instruction/Language/eslbook.pdf
46.	<input type="checkbox"/> Do you have a link on your Web site that provides information in languages other than English?	
47.	<input type="checkbox"/> Are you aware of the Parent Resource Center in your area?	Specify which center?
48.	<input type="checkbox"/> Has your school division identified a staff member to be included in the state ESL list serv to receive important policy updates and announcements?	

LEP PARENTAL INVOLVEMENT RESOURCES

FEDERAL RESOURCES:

❑ **ERIC database - <http://www.eric.ed.gov/>**

The Education Resources Information Center (ERIC), sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education, produces the world's premier database of journal and non-journal education literature.

❑ **Meaningful Access for People who are Limited English Proficient with hyperlink to 25 languages – <http://www.lep.gov/>**

This Web site supports fair, reasoned, and consistent implementation of Executive Order 13166, Title VI of the Civil Rights Act of 1964, and the Title VI regulations regarding language access. This site also acts as a clearinghouse, providing and linking to information, tools, and technical assistance regarding limited English proficiency and language services for federal agencies, recipients of federal funds, users of federal programs and federally assisted programs, and other stakeholders.

❑ **National Clearinghouse for English Language Acquisition (NCELA) http://www.ncela.gwu.edu/about/3_aboutNCELA.htm**

Authorized under Title III of the *No Child Left Behind Act of 2001* (NCLB), the National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (NCELA) supports the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) in its mission to respond to Title III educational needs, and implement NCLB as it applies to English language learners. OELA's National Clearinghouse is authorized to collect, analyze, synthesize, and disseminate information about language instruction educational programs for LEP children, and related programs. Priority is given to information on academic content and English proficiency assessments and accountability systems.

❑ **National Leadership Institute Toolkit: States Helping States Implement NCLB <http://www.setda.org/content.cfm?sectionID=24> - U.S. DOE and State Educational Technology Directors Association (SETDA) <http://www.setda.org/>**

The State Educational Technology Directors Association (SETDA) is the principal association representing the state directors for educational technology. SETDA's goal is to improve student achievement through technology. The *NLI 2003 Toolkit: States Helping States Implement No Child Left Behind!* includes specific examples from states and the tools to help states implement NCLB.

- **National Title I Directors' Conference, February 2003 - Beyond Boundaries -**
<http://www.ed.gov/admins/lead/account/titleidirconference03.html>

During February 1-4, 2003, the Office of Elementary and Secondary Education participated in the National Title I Directors' Conference in Anaheim, CA, on effective implementation of NCLB. The presentations and conference handouts are available on this site.

- **The Partnership for Family Involvement in Education, U.S. Department of Education**
Web site: <http://www.ed.gov/pubs/whoweare/index.html>

The Partnership for Family Involvement is a partnership of over 4,400 members of school, business, religious, and community organizations that come together to increase opportunities for families to be more involved in their children's learning at school and at home, and to use family-school-community partnerships to strengthen schools and improve student achievement.

- **Title I, U.S. Department of Education, Compensatory Education Programs, Office of Elementary and Secondary Education, Phone: (202) 260-7764, Web site:**
<http://www.ed.gov/about/offices/list/oese/index.html?src=mr>

The Compensatory Education Programs Office administers the Title I Program of supplementary instruction and other services to serve 6.4 million children in high poverty schools in more than 14,000 school districts across the US. Title I of the Elementary and Secondary Education Act (ESEA) requires the creation of family-school compacts in all Title I schools.

- **No Child Left Behind: A Toolkit for Teachers and No Child Left Behind: A Parents Guide -** <http://www.ed.gov/teachers/nclbguide/index2.html>
U.S. DOE No Child Left Behind Web site - <http://www.ed.gov/nclb/landing.jhtml?src=fb>

The *No Child Left Behind Act of 2001 (NCLB)* legislation is designed to improve student achievement and change the culture of America's schools. *NCLB* asks states to set standards for student performance and teacher quality. This site contains a booklet (revised May 2004) with important information on the law, focusing on the teacher quality provisions and how the law supports teachers. NCLB: A Desktop Reference:

<http://www.ed.gov/admins/lead/account/nclbreference/index.html>

- **U.S. DOE, Office of English Language Acquisition (OELA) -** <http://www.ed.gov/oela>
OELA's mission is to identify major issues affecting the education of English language learners and to assist and support state and local reform efforts that emphasize high academic standards, school accountability, professional training, and parent involvement.

- **U.S. DOE Publications website -** <http://www.edpubs.org/> or via e-mail at edpubs@inet.ed.gov (1-877-4-ED-PUBS or (1-877-433-7827)

This Web site is intended to help identify and order U.S. Department of Education products. All publications are provided at no cost to the general public by the U.S. Department of Education.

- **U.S. DOE reauthorization of Adult Education and Family Literacy Act –**
<http://www.ed.gov/about/offices/list/ovae/index.html>

This Web site has information, research, and resources to help prepare young people and adults for postsecondary education, successful careers, and productive lives.

- **U.S. DOE, Rural Communities -** <http://www.ed.gov/about/offices/list/ods/ruraled/index.html>
This site addresses the unique challenges concerning implementation of *No Child Left Behind* in rural communities.

- **U.S. DOE, The Achiever Newsletter**
<http://www.ed.gov/news/newsletters/achiever/index.html?src=ln>

A biweekly electronic newsletter with information, events, and announcements about NCLB.

STATE RESOURCES:

- **ESL Handbook for Teachers and Administrators -**
<http://www.doe.virginia.gov/VDOE/Instruction/Language/eslbook.pdf>

- **Parent Educational Advocacy and Training Center -** <http://www.peatc.org/>

- **Roster of Parent/Educator Resource Centers in Virginia**
http://www.doe.virginia.gov/VDOE/Instruction/Sped/prc_list.pdf

- **Virginia Department of Education –** <http://www.doe.virginia.gov/>
The gateway to all of the Commonwealth’s education offices and government resources.

- **Virginia Department of Education ESL Web page -**
<http://www.doe.virginia.gov/VDOE/Instruction/ESL/>

- **Virginia Parent Information and Resource Center –**
<http://www.theplanningcouncil.org/tpcdatabase/750osvdd.htm>

COLLEGE AND UNIVERSITY RESOURCES:

- ❑ **Early Childhood and Parenting Collaborative (ECAP) operated by the College of Education, University of Illinois at Urbana-Champaign - <http://ecap.crc.uiuc.edu/info/> - National Parent Information Network (NPIN)**

The *Early Childhood and Parenting (ECAP) Collaborative* Web site is home to more than a dozen projects that focus on educating and raising young children. ECAP hosts research, technical assistance, and service projects.

- ❑ **National Network of Partnership Schools at John Hopkins University**
<http://www.csos.jhu.edu/p2000/default.htm>

The National Network of Partnership Schools was established by researchers at Johns Hopkins University to bring together schools, districts, and states that are committed to developing and maintaining comprehensive programs of school-family-community partnerships.

- ❑ **Parent Involvement: A Resource for the Education of Limited English Proficient Students - <http://www.ncela.gwu.edu/pubs/classics/pig/08parental.htm>**

This guide suggests effective practices in implementing parent involvement programs. It is designed for use by bilingual or ESL program directors and teachers, school principals, and other staff who work with LEP students and their parents. Various components of program development: needs assessment, goal setting, implementation, and program monitoring are discussed.

NATIONAL RESOURCES:

❑ **ASPIRA: An investment in Latino youth** – <http://www.aspira.org/>

The ASPIRA Association, Inc. is the only national non-profit organization devoted solely to the education and leadership development of Puerto Rican and other Latino youth. ASPIRA takes its name from the Spanish verb *aspirar*, “aspire.”

❑ **Education Groups Publish Guide for Rural Districts -**
<http://www.ruralschools.org/news/qzab.html>

Organizations Concerned about Rural Education is a coalition of more than two dozen education, farm, rural, technology and utility organizations with a common concern for the economic future of rural America, particularly, the education of rural children.

❑ **Education Trust, 1725 K Street NW, Suite 200, Washington, DC 20006**
Telephone: (202) 293-1217, Web site: <http://www.edtrust.org/>

The Education Trust was established in 1990 by the American Association for Higher Education as a special project to encourage colleges and universities to support K-12 reform efforts. Since then, Education Trust has grown into an independent nonprofit organization whose mission is to make schools and colleges work for all of the young people they serve. They believe that it is impossible to achieve significant change in K-12 without simultaneously changing the way that postsecondary education does business. They also believe that postsecondary education needs improving as much as K-12.

❑ **Hispanic Council for Reform and Education Options (Hispanic CREO)**
<http://www.hcreo.org/>

This mission of CREO is to improve educational outcomes for Hispanic children by empowering families through parental choice in education. Their purpose is to be a national voice for the right of Hispanic families to access all educational options and to be an agent for equity and quality in education.

❑ **Hispanic Scholarship Fund and its sister organization, the Hispanic Scholarship Fund Institute - <http://www.hsf.org/>**

The Hispanic Scholarship Fund Institute (HSF Institute) was created in 2001 to extend the impact of the Hispanic Scholarship Fund (HSF) on the achievement of Latinos in the United States. Working with HSF on the goal of doubling the rate of Hispanic college graduates by the year 2010, the primary focus of HSF Institute is to engage the public sector in support of Latino higher education achievement.

□ **National Association of School Psychologists – Promoting Cultural Diversity and Cultural Competency** - <http://www.nasponline.org/culturalcompetence/checklist.html>

The National Association of School Psychologists represents and supports school psychology through leadership to enhance the mental health and educational competence of all children. This site includes a Self-Assessment Checklist for Personnel Providing Services and Supports to Children and their Families. This checklist is intended to heighten the awareness and sensitivity of personnel to the importance of cultural diversity and cultural competence in human service settings. It provides concrete examples of the kinds of values and practices that foster such an environment.

□ **National Coalition for Parent Involvement in Education (NCPIE)** - <http://www.ncpie.org/>

NCPIE is a coalition of major education, community, public service, and advocacy organizations working to create meaningful family-school partnerships in every school in America. NCPIE was founded in 1980, at the initiative of what was then the National School Volunteer Program (now National Association for Partners in Education), with funding from the Ford Foundation and Union Carbide.

□ **National Coalition of Title I Parents**, 1352 Q Street NW, 2nd Floor East, Washington, DC 20005, E-mail: NCTIC1P@aol.com

□ **National Parent Teacher Association’s 100 Ways for Parents to be Involved in their Child’s Education** - <http://www.pta.org/> or (800) 307-4PTA or e-mail at info@pta.org

National PTA is the largest volunteer child advocacy organization in the United States. It is a not-for-profit association of parents, educators, students, and other citizens active in their schools and communities.

□ **President’s Advisory Commission on Education Excellence for Hispanic Americans – Final Report** - <http://www.yosipuedo.gov/> or <http://www.yesican.gov/>

The President’s Advisory Commission on Educational Excellence for Hispanic Americans strives to provide high-quality education while increasing opportunities for Hispanic American participation in federal education programs.

FOREIGN LANGUAGE TRANSLATION AND INTERPRETATION
FREQUENTLY ASKED QUESTIONS

By Thomas G. Mansella, ATA Certified Translator
ESOL/HILT, Intake and Language Resources Center
Arlington County Public Schools

1. *What is translation?*

Translation is the rendering of *written* communication across the barriers created by different languages and cultures.

2. *What is interpretation?*

Interpretation is the rendering of *oral* communication across the barriers created by different languages and cultures.

3. *What are the different forms or levels of translation?*

A casual translator (i.e., staff, parents, volunteers) may translate routine communications between teachers and parents such as flyers, letters, report cards, or simple newsletters. Educational, legal, medical, and other technical fields require a translator who is professionally trained in the subject area.

4. *What are the different forms of interpretation?*

- 1) Simultaneous interpretation (As each person speaks, the interpretation is rendered without a significant delay using electronic devices.)
- 2) Consecutive interpretation (Each person has to pause to allow for the interpretation with or without the use of electronic devices.)
- 3) Escort interpretation is a combination of simultaneous and consecutive interpretation for those who do not require a verbatim interpretation, just the gist of what has been said.

5. *What are the differences between languages?*

Obviously, each language has its own words and sounds, but there are other considerations. First, each language has its own peculiar grammatical, lexical, and stylistic structure; secondly, each language has its own regional and cultural distinctions; and, lastly, each language has its own proper register¹.

¹ The term “register” describes the various styles of language available for writing or speaking, from the informal register of slang and swearing to the formal academic register used when writing at the university level or professionally.

6. What are the goals of translation?

- 1) Accuracy – A translation has to render the original meaning and the register of a text in one language to another as closely as the interaction between different languages allows.
- 2) Quality – A translation has to read and sound as if the text was originally written in the target language.

7. Are bilingual persons naturally qualified as translators or interpreters?

No. Good translators and/or interpreters need to be bilingual *and* bicultural *and* academically proficient in both source (the original document's language) and target (the translated document's language) language. They should have training in the different grammatical, lexical, and stylistic structures of *both* languages.

8. What skills are needed to translate and/or interpret?

A translator and/or interpreter must have language proficiency in both source and target language, academic proficiency in the subject matter, ease of written and/or oral expression, awareness of cultural and/or regional language nuances, resourcefulness, and personal integrity.

9. Why do translators and/or interpreters need to be skilled in both source and target language?

A translator and/or interpreter must be able to understand the meaning and register of a written or oral communication in order to accurately transfer the meaning from one language to another.

10. Why do translators and/or interpreters need to be academically proficient?

A translator needs to understand the subject matter to be able to do his or her job. A top contract law translator may not be qualified to translate social studies curricula. An experienced judiciary interpreter may lack the preparation needed to function during a special education meeting. Acquiring the necessary vocabulary and stylistic skills requires training and time. According to the Bureau of Labor Statistics, almost all interpreters and translators have a bachelor's degree.

11. Why do translators and/or interpreters need to have ease of oral or written communication?

Having understood the meaning of an utterance, an interpreter needs to be able to speak clearly and intelligibly, without the need for major repetitions, clarifications, or corrections. In general, even though a translator has more time and opportunities to polish a translation, the translator has to be able to represent the style and register of one language into another. Good translation requires a high degree of reading and writing skills in the target language.

12. Why do translators and/or interpreters need to be aware of cultural and/or regional language nuances?

All languages are local. Translators and interpreters need to be aware of and acknowledge national, cultural, and regional usages. A term may be acceptable in one

region but not in others. British, Australian, Caribbean, and American English have their own distinctiveness, just as Caribbean, European, South American or Chicano Spanish have their own.

13. *Why do translators and/or interpreters need to be resourceful and have personal integrity?*

One dictionary is not enough. Sometimes even having several different technical dictionaries will not suffice. A professional translator or interpreter knows how and where to find translations or patterns of usage that may lead to an accurate translation. Personal integrity is needed to know personal and professional limitations and the candor to acknowledge them. Personal integrity is also needed to resist the temptation to “improve” the original and to avoid sloppiness.

14. *What professional certifications are needed for translation or interpretation?*

In the United States, the American Translators Association (ATA) certifies translators. To become certified, translators are required to pass two exams in the fields of science/technology/medicine and law/business/finance. There are no specific exams in the fields of education/social sciences. It is recommended that school divisions use certified translators. Accreditation only refers to one pair of languages (i.e., English → Spanish certifies the proficiency only in translating from English into Spanish. Certification for Spanish → English requires passing a different exam. NAJIT, the National Association of Judiciary Interpreters and Translators, certifies interpreters and translators in the field of judiciary interpretation or translation. The Department of State has its own certification process. Other countries offer similar certifications; some are more demanding than others.

15. *Why is it necessary to evaluate translators and/or interpreters?*

The goal of an evaluation should be to offer objective evidence to both the translator and school division that the translator and/or interpreter has the professional and cultural competence in a specific language combination needed to comply with legal and educational requirements.

16. *How can I evaluate prospective translators and/or interpreters?*

A division should at least develop several job descriptions (i.e., translation or interpretation of basic school communications, such as announcements of parent meetings or Individualized Education Plan (IEP), school level or county wide translation/interpretation), define minimum educational requirements (college, advanced degree) and related work experience, develop (adopt) a grading system and tests in language pairs, examination procedures, and, if needed, training for testing. Some of these services may be available by contracting with a translation agency or networking with school divisions that have had more experience with translators and interpreters.

17. How do I contract a translator and/or interpreter?

In the U.S., the vast majority of interpreters and translators are independent professionals. Some have a working relationship with a translation agency and others work independently for their own customers. The American Translators Association publishes a list of translators, interpreters, and translation agencies.

<http://www.atanet.org/>

18. What services are provided by a professional translator/interpreter?

A professional translator/interpreter provides services for individuals and corporations, both domestic and international. When a customer requests a bid from an independent translator/interpreter, he or she will evaluate the job and, based on his or her experience, will prepare an estimate. Once the estimate is accepted, the translator/interpreter will complete the job or assignment.

19. What are the strengths and weaknesses of relying on an independent professional?

Some strengths include translation consistency in a given language pair and lower prices, but one drawback is that large translation projects may take a longer time. To maximize the advantages of using an independent professional, it is necessary to build in a realistic time for translation, be aware of the production rate, and to specifically request proofing by a professional linguist.

20. How can I maximize the advantages of using a professional translator/interpreter or translation agency/company?

To maximize the advantages, it will be necessary to prepare a glossary of terms in each language pair, so no matter who works on the translation, it will be consistent. Never request a translation of a work in progress. If necessary, divide the project in sections and only send out the completed sections for translation. When working with a professional translator, it is important to request both the electronic file of the project and the translation memory of the program. This will make it easier and less costly to make updates in the future.

21. Which services are provided by a translation agency/company?

A translation agency provides services for individuals and corporations, both domestic and international. Many agencies do not have in-house translators. When a customer requests a bid from an agency, either the owner or the translation coordinator will evaluate the job and, based on his or her experience, will produce an estimate. Once the estimate is accepted, the agency generally bids the project over the Internet. Depending on the size of the project or if a very tight deadline is required, the translation coordinator may decide to parcel out the translation project among different translators. Modern technology allows the translation to be collated and proofed at the agency. However, even though an agency may advertise translations in all languages, it will be almost impossible that the owner or translation coordinator(s) of the agency be proficient in all languages. The agency will have to depend on the quality assurances of a sub-contractor.

22. What are the strengths and weaknesses of relying on a translation agency/company?

Some strengths include good coordination of a translation project in different languages and good turn around time. Some weaknesses may include probable lack of translation consistency unless a glossary is provided and higher prices. In addition, the school or division may develop a strong relationship with an agency but not with a particular translator.

23. Is there a Code of Ethics for translators and interpreters?

The American Translators Association has a Code of Ethics. For new certification and re-certification, translators and interpreters will need to attend a Professional Ethics Workshop. Other medical, judicial, and sign language associations have Codes of Ethics for interpreters. Courts may have a Code of Ethics for judicial interpreters.

24. How can I ensure the best quality in translation or interpretation?

Translating a document is a process that may involve more than one person: translator, proofreader, editor, and reviewer. It may be an iterative process that may involve the author of the document and the testing of the translation with the target audience, or it could use back-translation techniques. The basic question is, “*How much quality can you afford?*” Many translation agency/companies and/or independent professionals will charge different rates according to the client’s expectations.

25. How can I avoid pitfalls in a translation/interpretation project?

Do your homework:

- Indicate the regional/cultural language choice – (e.g., European, Canadian or Caribbean (Creole) French? Mexican, South American, or Cuban Spanish?)
- Stipulate the technical background required of the translator/interpreter and request specific references (e.g., expertise in special education, administrative law, education, health, etc.)
- Specify the use of the translation (e.g., ready for publication, printing and/or distribution without any further revision or to be further edited at the school/division level?)
- Prepare a glossary of unique terms or contract the preparation of a glossary.
- State in any contract or agreement your expectations about quality, turn-around, and Errors and Omissions insurance.
- Select a domestic professional translator or translation agency/company. Foreign contractors operate under the contract laws of their countries, which may be difficult and/or expensive to enforce in the US.
- Choose professional translators or translation agencies listed with their local Chamber of Commerce or the Better Business Bureau (BBB).
- Require that translators and interpreters have accreditation, certification, or other professional recognition. Membership in a professional organization should be expected of translation agencies. Professional translators, interpreters, and agencies should abide by a Code of Professional Conduct or Ethics.
- Inquire about technology resources and computer security practices.
- Request references, specifically in the particular area of expertise (e.g. education, social services, health, etc.)

- And, finally, be prepared to pay a reasonable fee. Good independent professionals and agencies invest in technology, continuing education, and linguistic and financial resources. You want them to be there for you when you need them.

Resources

General:

- Bureau of Labor Statistics: <http://www.bls.gov/oco/ocos175.htm>

Organizations:

- American Translators Association: <http://www.atanet.org/>
- The Cross Cultural Health Care Program (CCHCP): <http://www.xculture.org/>
- The National Association of Judiciary Interpreters and Translators (NAJIT): <http://www.najit.org/>
- National Council on Interpreting in Health Care (NCIHC): <http://www.ncihc.org/>
- Registry of Interpreters for the Deaf: <http://www.deaflinx.com/>

Certification:

- ATA: http://www.atanet.org/certification_change.htm
- NAJIT: <http://www.najit.org/examfaqs.html>

Training:

- Institute for Applied Linguistics (Kent University): <http://appling.kent.edu/>
- Certificate in Translation (online – New York University) <http://www.scps.nyu.edu/departments/certificate.jsp?certId=157>
- Monterey Institute of International Studies: <http://www.miis.edu/>
- University of Minnesota Program in Translation and Interpreting: <http://www.cce.umn.edu/creditcourses/pti/>
- University of South Carolina: <http://www.state.sc.us/dss/>

**VIRGINIA LEP
PARENTAL INVOLVEMENT
PROGRAMS**

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
ARLINGTON COUNTY PUBLIC SCHOOLS, ESOL/HILT Office	Bilingual Resource Assistants Support	Parents of LEP students in schools with high percentage of second language learners	<p>Bilingual Resource Assistants work with staff and parents at schools to facilitate communication and cross-cultural understanding and to bridge information and communication gaps between home and school. They also work with students in the schools. Activities vary in each school, but may include one or more of the following: child rearing, how parents can encourage their children's success, and English classes for parents; special issues meetings; regular monthly meetings; mothers' clubs, mother and preschoolers activities and classes; and family field trips.</p> <p>Bilingual Resource Assistants provide oral interpretation and written translation in schools. They also provide guidance to parents and children, and provide information and contacts about health and social services to parents.</p>	Emma Violand Sánchez, ESOL/HILT Supervisor, 703-228-6095
ARLINGTON COUNTY PUBLIC SCHOOLS, ESOL/HILT Office	Bilingual School Counselors	Secondary LEP students in schools with high percentage of second language learners	Bilingual counselors work with students, staff, and parents to support students and parents educationally, socially, and emotionally.	Francesca Reilly-McDonnell, ESOL/HILT, Special Projects, 703-228-5777
ARLINGTON COUNTY PUBLIC SCHOOLS, REEP (Refugee Employment and Education Program)	Saturday English Computer Camps	LEP parents with children entering 3 rd , 4 th , and 5 th grades. For Arlington parents or caregivers.	Parents and children build computer skills and work on fun computer projects together. Four Saturdays from 12 PM to 2 PM in July and August 2004. Topics: Computer Basics; Internet Basics; Communicating Online; Writing with Computers	REEP Program Office, Suzanne Grant, Director, REEP@arlington.k12.va.us 703-228-4200

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
Offered at Arlington Mill Community Center.		Children must be accompanied by an adult, and adults must be accompanied by a child.		
ARLINGTON COUNTY PUBLIC SCHOOLS , Abingdon Elementary School	Parent Activities	LEP parents	Bilingual Resource Assistance Program includes the following topics and activities: "Chat with Parents" "After-school Tutoring" "Welcome New Parents to Abingdon" "Understanding Report Cards and Homework" "The Importance of Good Attendance" "Gang Workshop" "Summer School Registration Night" "Boys' Club" "Understanding Special Education" "No Child Left Behind Workshop" "Report Card Pick-Up and Meeting with Parents" "Volunteering"	Caty Branco 703-228-8453
ARLINGTON COUNTY PUBLIC SCHOOLS , Arlington Traditional School		Parents of students in Virginia Preschool Initiative class.	Parenting classes/workshops throughout the year.	Critchett Hoducavich 703-228-6290 Victoria Metz

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
ARLINGTON COUNTY PUBLIC SCHOOLS, Ashlawn Elementary School	Parent Nights	Spanish-speaking families	No Child Left Behind orientation for parents (1 night) How to work with your child in reading (2 nights) School social for parents (1 night)	
ARLINGTON COUNTY PUBLIC SCHOOLS, Barcroft Elementary School		Parents of Latino children	Latino parent meetings in Spanish with translation equipment for non-Spanish speaking parents and school staff	Orlando Garcia 703-228-5838
		Parents of African/Africa-American descent students	Project Go parent meetings in English	Vera Atkins 703-228-5838
		Parents and community members	PTA in English and translated into other languages	Tiera Bonnefond 703-228-5838
ARLINGTON COUNTY PUBLIC SCHOOLS, Barrett Elementary School	Participa!	Spanish-speaking parents	<i>Participa—En Mi Educación (Participate-In My Education)</i> A course for Latino families about schooling in the U.S. The objectives of the course are to: provide Latino parents with a better understanding of the American school system, school expectations, and cultural differences in education; make parents aware of their rights and responsibilities in the school; develop critical thinking and advocacy skills among Latino parents; motivate Latino parents to assume active leadership roles in the school; and provide an opportunity for networking and support among Latino families.	Teresa Bratt, Principal 703-228-6288

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
			The program consists of nine two-hour workshops during the school year. Six workshops will be offered in the fall, followed by three monthly meetings in the winter and spring. The workshops use a participatory, problem-posing methodology based on adult education principles.	
ARLINGTON COUNTY PUBLIC SCHOOLS , Campbell Elementary School	Parent Activities		Weekly parent activities.	
ARLINGTON COUNTY PUBLIC SCHOOLS , Carlin Springs Elementary School	The Community School Project	Parents of Carlin Springs students	<p>The Community School Project (CSP) offers a range of academic, health, social, and emotional supports to Carlin Springs students and families. The CSP is supported by project partners including the Department of Human Service, School Health, Child and Family Services, The Urban Alternative, The Commonwealth Foundation, The Gannett Foundation, and Project Family.</p> <p>The primary goal is to improve school readiness and success. Other non-academic supports are expected to lead to improved family outcomes. Activities of The Community School Project are listed below.</p> <p>Coffee with the Principal Every Friday morning. Conversation about school with principal. Open sessions.</p>	Jenny Lindernauer Chris Sutton, Principal 703-228-6645

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
			<p>Preschool Outreach Program Mothers of preschoolers and their preschool age children meet once a week for playgroup under the guidance of school staff assistant.</p> <p>Wednesday Nights Every Wednesday night the school library is open for parent workshops, parenting classes, or computer classes. The Gannett and Commonwealth Foundations have provided funding, and other community partners have donated in-kind resources. <u>Parent workshops</u> included Signing Up for FAMIS, Getting Children On Track for College, Information About Standardized Student Testing. <u>Parent Computer Classes</u> are offered in three 4-week cycles. <u>Parenting Education Classes</u> are offered in Spanish. <u>Simultaneous Children’s Activities</u>: While parents are in the Wednesday Nights sessions listed above, children participate in a literacy activity and <u>Library Nights</u>. Some parents and middle and high school student volunteer as helpers.</p> <p>DHS Services: A Child and Family Services worker is dedicated to Carlin Springs one day each week to do substance abuse prevention and health counseling with groups and individual children and their families.</p>	

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
			<p>English Classes for Adults are being planned for 2004-2005.</p> <p>Partnership with the YMCA to offer after school gymnastics on-site is being planned for 2004-05.</p> <p>Home Visits The project includes home visits and activities at home. The project teacher and another teacher visit the home of students and work with them on a specific project, such as making a family album.</p> <p>Outreach Activities: These include Bus Tour of the Carlin Springs Neighborhood; Bus Stop Outreach for Parents; Grade Level Curriculum Nights; Knitting Classes; Lunch Buddies; and Summer Activities.</p>	
ARLINGTON COUNTY PUBLIC SCHOOLS , Drew Model School	Parent Involvement Program 2003-04	Parents of ESOL/HILT students	<p>NCLB (No Child Left Behind) Parent Meeting - Informational meeting for parents of second language learners explaining new English language proficiency assessments.</p>	Clare Gutwein ESOL/HILT Lead Teacher 703-228-5825
		Parents, students, and community volunteers	<p>School Yard Work Days Several Saturday work days to beautify the school grounds and turn the outside spaces into learning environments.</p>	Annie Frye Assistant Principal 703-228-5825

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
		Drew parents, students, and community members	RIF (Reading is Fundamental) Book Distribution Days Themed reading celebrations to promote the joy of reading and to distribute quality literature for children to take home and enjoy.	Richard Hamilton Former Librarian 703-228-5825
		Parents, students, and community members	Read Across America School-wide celebration honoring the birthday of Dr. Seuss and promoting literacy.	Liz Saunders, Former Reading Specialist 703-228-5825
Escuela Bolivia, Inc. Offered in partnership with the Arlington County Public Schools at Claremont Elementary School	Escuela Bolivia	Arlington and metropolitan area Latino and other parents. Students of ages 4 to adult may attend. Children and parents may attend school together.	Saturday classes in English, Spanish, Mathematics, and Computer Literacy offered throughout the school year on Saturdays (9 A.M. to 12 P.M.). Workshops and informational opportunities about parent leadership in education, child rearing, opportunities for post-secondary education, and American citizenship are offered.	Emma Violand-Sánchez, President 703-228-6095
ARLINGTON COUNTY PUBLIC SCHOOLS , Hoffman-Boston Elementary School	Parent Involvement Activities	All parents, most of whom speak other languages	Ice Cream Social, Passport to Learning Night, Math Night, Skating Night, Movie Night, Multicultural Night, Book Buddies Celebration, Field Day, End of the Year Picnic	Gail Seligson Assistant Principal 703-228-5845

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
ARLINGTON COUNTY PUBLIC SCHOOLS , Kenmore Middle School		Hispanic parents	Hispanic Parents Meetings: Monthly meetings with various topics including SOL preparation, special education, Kenmore's focus program, accessing social and mental health, bullying, etc	Roxana Echalar 703-228-6800
		All parents	Literature Nights Quarterly meetings to encourage parents to read with children	Mary Stump Mary Kenely 703-228-6782
		Parents of gifted students	Parents of Gifted Students Annual meeting to provide an orientation of Kenmore's Gifted Services	Dr. Elaine Powers 703-228-6800
		Parents of prospective students	Focus orientations Brief Description: Annual Meetings (2) to provide an orientation of Kenmore's Focus Program	Dr. Elaine Powers 703-228-6800
		Parents of incoming 6th graders	Dessert Night Annual meeting to welcome incoming students and parents	Dr. Elaine Powers 703-228-6800
		All parents	Counseling Advisory Board Bi-annual meetings to seek input from parents and regarding ideas and concerns related to Kenmore's counseling services	Dr. Elaine Powers 703-228-6800
		African-American parents	African-American parents meeting Monthly meetings with various topics including SOL	Leslie Stockton 703-228-6800

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
		Entire community	<p>preparation, special education, Kenmore's focus program, accessing social and mental health, bullying, etc.</p> <p>Focus Fest Annual celebration highlighting Kenmore's focus programs: Back to School Night Parent teacher conferences Middle School Information Night Orientations Scheduling night</p>	Shauna Dver 703-228-6793
ARLINGTON COUNTY PUBLIC SCHOOLS, Key Elementary School (Dual Language Immersion School)	Parental Involvement at Key	Non-English speaking parents	<p>Padres Unidos (special meetings for Spanish-speaking parents) Fall Fiesta (international dinner) Volunteers in classrooms Field trips Landscaping GED Parent Financial Class PTA Silent Auction Math Day volunteers Halloween parade volunteers</p>	
		English-speaking parents	<p>PESA (Parent Expectations lead to Student achievement) Program PTA Silent auction</p>	

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
ARLINGTON COUNTY PUBLIC SCHOOLS, Washington-Lee High School	Parent Involvement Activities	Spanish-speaking parents	Evening Meetings Evening meetings for Spanish-speaking parents: The Academic Program Calculating Credits Electives Standards of Learning Graduation Requirements Several social nights	Margarita Cruz, Assistant Principal 703-228-6210
		Spanish-speaking families	Day Long Clinic A day-long health clinic (one Saturday) for families and students	Robert García 703-228-6200
ARLINGTON COUNTY PUBLIC SCHOOLS, Work and Family Studies Office Offered at Barcroft Elementary School	Arlington Even Start Family Literacy Program	Arlington Spanish-speaking families	English classes to prepare parents for GED, work skills, and parenting. Includes educational component for the children (from 6 months to 3 years) of parents in classes.	Marilyn Faris Scholl, Supervisor, Work and Family Studies, Arlington County Public Schools 703-228-7214
ARLINGTON COUNTY PUBLIC SCHOOLS, Instructional TV and Distance Learning	Claro! English for Parents	All Spanish-speaking parents in Arlington County	Claro! English for Parents: Native Spanish-speaking parents and citizens approached the schools and asked when a TV series, similar to the <i>Spanish for Educators</i> TV program, would be created for their needs. As a response to this request, an adult education video series, named <i>Claro! English for Parents</i> was produced. Through this program, parents learn about the culture and policies of the public schools, while	Hildi Quiñonez, Distance Learning Specialist 703-228-5814

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
			learning basic English in the context of school situations. <i>English for Parents</i> is a tool for surmounting the cultural and language barriers between parents and schools that can impede the academic progress of Latino students. It is partially funded through the Virginia Department of Education (NCLB Technology Grant).	
ARLINGTON COUNTY PUBLIC SCHOOLS and L.U.L.A.C. (League of United Latin American Citizens) Council 4606	Project Family	Arlington Mill Community Center; Barcroft School; Key School; three other Arlington locations	<p>Classes for parents with their children include child rearing, health, reading, playing, and appropriate parent-child behaviors.</p> <p>Parent-Child Classes: Infant-parent (infants to 1 year old); Early Childhood (2-5 years old)</p> <p>Offered in English and Spanish Classes are one and a half-hour in length each.</p>	Gloria Starr 703-228-1549
ARLINGTON COUNTY PUBLIC SCHOOLS , Intake Center and Language Support Services (Department of Instruction, ESOL HILT Programs and Services Office)	Parent Orientation	All second language parents in Arlington County Public Schools	<p>Registration Services Parents of students with limited English proficiency receive full assistance in their language at the time of registration. They also receive guidance about how the school system works, school choice, English programs and options for their children. In addition, parents are directed to and given information about other educational, health, and social services. Full explanation and assistance needed to complete forms for summer school, free and reduced lunch, and transportation information are provided.</p>	<p>Emma Violand Sánchez, ESOL HILT Supervisor 703-228-6095</p> <p>Silvia González Koch, Intake Center Coordinator 703-228-7663</p>

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
			<p>Entry Level Academic Assessment Services: Parents and school are fully informed of the student's academic skills at time of school entrance.</p> <p>A full battery of students' English Language Skills is administered to determine level of students' listening, speaking, reading and writing skills. Math skills assessment is also administered.</p> <p>An assessment of students' native language skills is also administered if appropriate and available in their first language.</p> <p>Student Placement Service Initial Student Placement Parents and school are informed of the appropriate recommended student placement at time of entry.</p> <p>Language Services: Translation and Interpretation Written translation and oral interpretation are provided to all schools and parents needing those services for parent teacher conferences and all other times when necessary.</p> <p>Written translation of system wide program of studies, parents' manuals, official letters from school staff are provided by full time and hourly paid translators.</p>	

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
			Oral interpreters provided for Parent-Teacher Conferences and for conferences of any sort for schools and parents throughout the Arlington County Public Schools.	
ARLINGTON COUNTY PUBLIC SCHOOLS , Randolph Elementary School		Parents of students attending Randolph Elementary School	First Language Support (FLS) Class Activities: Beginning of the Year Open House for all FLS students and their families, family breakfasts and family picnic in June	Kenwyn Schaffner Assistant Principal 703-228-8191
			Spanish-speaking Mother's Club: Mothers' Group meets every Thursday morning. Group discusses neighborhood and school-related issues. Assistant Principal meets with the group each week. Group wrote a petition to Arlington County Board requesting additional lighting in the Douglas Park neighborhood. Mothers volunteered in the school.	Bilingual Resource Assistant, Jackie García
			Family Field Trips: October: Bus trip to Laura Bush's book fair (about 45 people), November: Oxon Hill Farm -155 people, January: The Museum of American History - Scavenger Hunt - 42 people, February: African American History Tour - 68 people (Lincoln Memorial, Frederick Douglas House, Eastern Market); March: Cherry Blossom Tour and Kite Festival (and Scavenger Hunt) - 72 people; May: National Zoo - 86 people	Sara Mulrooney (Teacher at Randolph)
			Parents Educational Program: Approximately 90 parents, relatives, and caregivers of Randolph children	Kenwyn Schaffner Assistant Principal

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
			<p>registered for the first Adult ESL program to be offered at Randolph Elementary School. Five levels of instruction were offered ranging from a class for beginners with low literacy rates in their native languages to a high intermediate class that published their version of “Personal Stories” which is available for parents and students in the Randolph library. An important focus at each level was learning how to help children succeed in school. The school calendar, parent handbook, weekly flyers, and visits from administrators and K-5 teachers were integrated into the evening classes. The adults in the ESL program were also introduced to Randolph Community resources including visits from PTA board members and officials from the Boy Scouts, as well as participation in a citizen’s forum.</p> <p>From October-May approximately 90 parents and other family members studied English as a Second Language on Mondays and Wednesdays from 6:30 PM – 8:30 PM, Classes were part of the Arlington Education and Employment Program (REEP). The REEP Family English Online Curriculum was used for the classes.</p> <p>Kenwyn Schaffner, assistant principal of Randolph Elementary School, supervised the classes and helped with the integration of Randolph specific information. The children of the students in the adult ESL classes participated in enrichment activities while their parents</p>	703-228-8191

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
			<p>studied ESL. The activities included: tutoring, Girl Scouts, arts and crafts, basketball, homework help, floor games, computer activities, and mentoring.</p> <p>Family Learning Saturdays (FLS) is a two and a half hour long program for parents and their children to learn together in a workshop format with other families who have children the same age. The teachers facilitate activities that encourage family learning such as playing language games, reading and telling stories, and crafts. Each workshop revolves around a theme, integrates technology, and includes a time for refreshments to encourage community building among the families and the teachers. Participates were recruited from the Family ESL Program, the Thursday Mothers' Club, and through flyers and phone calls to Randolph families.</p>	
CHARLOTTESVILLE CITY PUBLIC SCHOOLS Greenbrier Elementary School	Mother Read/Father Read	Title I and LEP parents	Parents and their children come for pizza and to read books together. The facilitator models reading aloud and assessing comprehension before parents and children read together. All participants leave with a book.	Frauline Johnson Title 1 Teacher 434-245-2415
	International Dinner	All parents, especially LEP parents	A pot luck international dinner for the whole school. The staff highlights the various cultures represented.	Faye Giglio Principal
	Listening My Way to Literacy	LEP parents	It consists of packets of books and cassette recorders. Each packet includes three books of varying reading	Suzanne Newell

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
			levels, including books that reflect specific cultures of students and their families. The first packet is explained to the parent and child during a home visit. The student and family members listen to and read books. Packets are then exchanged for a new one.	ESL Teacher
CHARLOTTESVILLE CITY PUBLIC SCHOOLS Venable Elementary School	I-Mac Movie	All parents, but especially LEP parents	With the help of their teacher, ESL students made an I-Mac movie about their culture. The show ran continuously at Back-to-School night and at times there was standing room only.	Jay Ellerglick ESL Teacher 434-245-2418
CHARLOTTESVILLE CITY PUBLIC SCHOOLS Bufurd Middle School	Meet and Eat	LEP parents	A potluck international dinner for ESL folks at Back-to-School night. The ESL teacher has pizza and shows a movie while parents see teachers.	Wendy Nugent ESL Teacher 434-245-2411
CHESTERFIELD COUNTY PUBLIC SCHOOLS , Crestwood Elementary School	Parent Education	Parents	Forums on LEP/ESL issues facing children; ESL instruction for parents All (10) ESL Centers have initiated parent outreach activities through the school year.	Gloria Janec 804-560-2763 For specific details, contact: Lolly_Young@ccps.net
FALLS CHURCH CITY PUBLIC SCHOOLS	ESOL Parents' Committee	LEP parents	All parents of ESOL students belong to the ESOL Parents' Committee. Each year the committee has bilingual workshops and meetings with multicultural themes, and city and school information. Maribel Mann is the President of the committee and invites	Grace Risetto ESOL Coordinator, K-12 703-248-5500 Ext. 3010

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
			<p>parents to call her at any time with questions about school, rules, policies, programs, events, etc.</p> <p>Workshop: Managing Stress and Difficulties (Parents learned how to manage stress and the difficulties of living in a new country, learning a new language, new job, new school, and adapting to a new culture). Refreshments served and babysitting available.</p> <p>Parents and Teachers Meeting: Parents were invited to come and meet their children's principals and teachers. The following issues were presented: school materials; homework policies; attendance and absence policies; special programs available; ESL for adults; SOL requirements; and a calendar of upcoming school events. Refreshments and childcare were provided.</p> <p>ESOL Parents' Committee Back to School Night</p> <p>International Family Picnic: Information was provided about the schools, PTA membership, forms for accident insurance, city and health services, etc. Families brought a typical native dish from their county to share and included a recipe. Volleyball, basketball, soccer, piñatas, and others games were available for anyone to play.</p>	<p>Maribel Mann ESOL Parents' Committee 703-532-8211</p>

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
<p>FALLS CHURCH CITY PUBLIC SCHOOLS in partnership with the City of Falls Church Housing and Human Services</p>	<p>Even Start Family Literacy Program</p>	<p>Families living in Falls Church City with children (ages 0-7) who otherwise would not have the opportunity to attend preschool or did not attend due to economic hardship, AND parents needing ESL and/or adult basic education (Families must meet <u>both</u> requirements)</p>	<p>A multicultural , multi-generational family literacy program serving the community of Falls Church City.</p> <p>Adult Education: English language and literacy class</p> <p>Early Childhood Education (ages 0-7): Age-appropriate pre-school education</p> <p>Parent Time: Classes and workshops on topics such as parenting, ways parents can help their children learn, child discipline, health, nutrition, stress management, resume-writing and job-hunting.</p> <p>Parent and Child Together Time (PACT): One-on-one time for children and their parents to work on meaningful activities to enhance literacy development.</p>	<p>Falls Church Even Start 105 North Virginia Avenue, Suite 106, Falls Church, VA 22046 703-237-0576 703-237-2893</p>
<p>FAIRFAX COUNTY PUBLIC SCHOOLS</p>	<p>Parent liaisons</p>	<p>Families whose participation in school activities is traditionally low</p>	<p>Parent liaisons are part-time paraprofessionals in over 115 elementary, middle and high schools. Almost all are bilingual/multicultural and provide services to encourage parents' engagement in school activities. They welcome new families to schools, build parent networks and sponsor activities with particular relevance to language minority families and immigrants.</p>	<p>Nancy Briggs, Family Services Manager 703-277-2646 Nancy.Briggs@fcps.edu</p>

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
	Pre-school family literacy programs	Parents and preschoolers who are native Spanish or Korean speakers	Daytime literacy programs build literacy in English and the family's home language to prepare students for success in kindergarten. Activities include reading to children, selecting books for the home, and teaching parents specific skills needed for kindergarten reading readiness. Topics include nutrition and school readiness.	Nancy Briggs, Family Services Manager 703-277-2646 Nancy.Briggs@fcps.edu
FAIRFAX COUNTY PUBLIC SCHOOLS	Adult day and evening family literacy programs	LEP parents and students	Programs offer separate ESOL instruction to adults for part of the session, then families join together for literacy activities such as story writing in computer labs.	David Red, Adult ESOL Coordinator David.Red@fcps.edu 703-714-5560
FAIRFAX COUNTY PUBLIC SCHOOLS	Multicultural Programs	Fairfax families and FCPS staff	Family Services and Involvement Section (FSIS) provides multicultural outreach services to schools, families, and communities to provide cultural insights on customs, traditions, beliefs, values, and attitudes that might impact interpersonal relationships and student achievement. http://www.fcps.edu/DIS/OECFS/FLI/multicul.htm	Ann Ulmschneider, Family Services and Involvement Section Ann.Ulmschneider@fcps.edu 703-277-2631
HANOVER COUNTY PUBLIC SCHOOLS, Pearson's Corner	BRITE Night (Beginning Reading is a Team Effort)	K-1	This is a project designed to help parents better understand how children learn to read. It also provides them with easy activities to reinforce reading skills and strategies their children are learning in school. Each session lasts approximately one hour and features three hands-on stations where the parent and child complete reading and writing activities.	Patty Viers 804-723-3660

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
			<p>BRITE Night topics include: Drawing Meaning from Text Book Selection Praise, Pause, Prompt, and Predict The Reading/Writing Connection</p>	
<p>HARRISONBURG CITY PUBLIC SCHOOLS, Harrisonburg High School</p>	ELL 9-12	Parents and Guardians of Students	<p>Parent/Teacher Meeting to explain attendance, procedures, NCLB Act, Adequate Yearly Progress (AYP), language acquisition progress, SOLs. This meeting was held in October and March after Parent/Teacher Conferences.</p> <p>Letters written to explain NCLB Act, Adequate Yearly Progress (AYP), ELL level to level progress, justification to place students at chosen English proficiency levels. Entering and exiting procedures. Letter translated into Spanish, Russian, Kurdish.</p>	<p>Rick Castaneda 540-433-3644</p> <p>Luis Insausti 540-433-2651</p> <p>Deanna Benavides 540-434-9916</p> <p>Luis Insausti 540-433-2651</p>
<p>HARRISONBURG CITY PUBLIC SCHOOLS Thomas Harrison Middle School/ Harrisonburg High School</p>	Dream and Realities	Parents and LEP students	Overview of vocational and academic opportunities.	Rick Castaneda 540-433-3644
<p>HARRISONBURG CITY PUBLIC SCHOOLS Waterman Elementary School</p>	Hispanic Family Night	Spanish-speaking families	Informational night led by faculty volunteers with translators. Topics include general office information, cafeteria logistics, report cards, schedules, etc. Usually light snacks are served.	Gary Painter or Chair of ESL Committee 540-434-8352

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
HARRISONBURG CITY PUBLIC SCHOOLS , Stone Spring Elementary School	Language Enrichment Academic Program (LEAP) Back to School Night	All LEAP classes	Orientation to grade level expectations for each LEAP class so the parents better understand school/classroom routines.	Bruce Hamilton Principal 540-574-1199
		Parents of first grade LEAP students	Upon completion of their first published book, the class celebrates by inviting parents in to listen to the children read and eat snacks.	Matt Armstrong
	Literacy Night	All parents and students	Celebrate reading	Tommy Sautley
		All parents and students	Opening introduction to all staff then parents visit classrooms.	Bruce Hamilton
		Different grade levels	Classes perform a play for their parents.	Classroom teacher
Grade level plays				
LOUDOUN COUNTY PUBLIC SCHOOLS Sully Elementary School	Multicultural Night	Parents, students, staff	Parents and staff prepare foods from native countries to share. Parents and students wear native dress and provide fashion show, dances, and music. Artifacts from countries may be displayed. This varies from year to year. This is a very popular and well-attended event!	Barbara Iazzetti ESL Teacher and Mentor 703-444-7470
	Parent Liaison	Parents, students, staff	The Spanish-speaking parent liaison assists interpreting varied issues on a daily basis and also attends parent/teacher conferences as needed or child study meetings.	

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
	Varied programs	Parents, students, staff	The PTO also sponsors various activities throughout the year. These include Bingo, Skate Night, and Spring Fun Fair. The Boy Scouts also sponsor movie nights throughout the year.	
	ESL classes	Parents	A grant was obtained about two years ago for ESL classes one night a week. Computer lab time was also available to visit English sites. This was an extremely popular class. Childcare services were provided on occasion.	
LYNCHBURG CITY SCHOOLS , all schools	Culture Night	International students and families, friends, teachers, and neighbors	All international students and families are asked to bring a traditional food from their country, wear traditional clothing, do a performance such as dances, songs, Powerpoint presentations, martial arts, etc. from their country. At the end, there is a fashion show to display and explain the clothing from different countries. Then participants are invited to taste an assortment of international foods and socialize with one another. Parents, staff members, and students have enjoyed participating in this event. The Culture Night is usually organized in February since most schools have a multi-cultural emphasis during this time.	Trista Calzada Vangie Poggemeyer

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
NELSON COUNTY PUBLIC SCHOOLS Tye River Elementary School Rockfish Elementary School Nelson County Middle School Nelson County High School	Migrant Community Day	Parents who are Migrant and Seasonal Farm Workers (MSFW) and parents of children with limited English proficiency	<p>Every September when the harvest is at the highest level, the migrant education program hosts a parent meeting with a soccer tournament and a clothes closet with free linens and household items.</p> <p>A migrant summit is held in April to discuss families' needs and to decide which agencies will be invited to participate to meet these needs. The rest is done via e-mail and phone.</p> <p>All the education and health agencies that offer services (usually bilingual) to this population are invited. Other agencies and companies are also invited depending on their services meeting MSFW's needs.</p> <p>When this community effort began about eight years ago, men were usually the only ones attending. Attendance increased when the migrant education program provided a meal and activities for children (like bike safety classes with the local sheriff). Initially only about 30-40 parents were attending, but now about 200 people attend. This event has proven to be a good opportunity to recruit out-of-school youth as well.</p>	Veronica L. Donahue Nelson Migrant Education Program 6919 Thomas Nelson Hwy. Lovingston, VA 22949 434-263-8864
PRINCE WILLIAM COUNTY PUBLIC SCHOOLS, 57 elementary, middle, and high schools throughout the county	PEP (Parents as Educational Partners)	LEP parents	A scientifically based parent outreach program viable for one to many schools. Regular sessions with bilingual staff, childcare, free and community-based. A prescribed flexible curriculum applicable to low and high literacy parents. Interactive lessons designed to inform and provide basic school survival English skills	Carol Bass ESOL Supervisor 703-791-8706 bassc@pwcs.edu

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
			and assist LEP parents in becoming actively involved in American schools.	
REFUGEE AND IMMIGRATION SERVICES OF THE CATHOLIC DIOCESE OF RICHMOND – Richmond office	School liaison	New arrival refugee and immigrant parents and LEP parents whose children are experiencing difficulties in school.	Parenting skills: Prepare parents for the challenges they will encounter when their children go to U.S. schools. Parents and children need to be informed about norms of new culture, recognizing the value of both the old and new culture, encouraging a melding of the two to maintain good communication in the family. Introduce parents to school norms, explains their roles as parents, and encourage interaction with principals, classroom teachers, and ESL teachers. ESL PTA – Encourage parents to get more involved with school activities and show them how to access school and parent resources. Conference once a year between school administrators and ESL students and parents. Help parents understand school requirements such as SOLs or new school regulations such as the code of conduct.	Cao Kim 804-355-4559 Ext. 314 Kathleen Jackson 804-355-4559 Ext. 315
	RICHMOND CITY PUBLIC SCHOOLS All schools	ESL Parent Liaison Parent Student Support Center	ESL parents LEP families teachers, school administrators,	The parent liaison works at the Parent/Student Support Center. Collaborative effort with Title I, III and IV. Helps promote student achievement by working with families, teachers, school administrators and staff, and business/community partners. Assist LEP parents in

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
		business and community partners	helping their children to improve their academic achievement and in becoming more active participants in their children's education.	
ROANOKE CITY PUBLIC SCHOOLS, Garden City Elementary School	After school tutoring	Vietnamese parents	Tutoring for Vietnamese parents who want help. It is one afternoon per week after school.	Judy Marlow (willing to learn more about what you are doing and share from southwest Virginia) 540-853-2971
	Adult Education ESL	Any adult in the community	English instruction	
ROCKINGHAM COUNTY PUBLIC SCHOOLS Broadway High School J. Frank Hillyard Middle School Turner Ashby High School Wilbur S. Pence Middle School	Dream-Realities: English Language Learners in Continuing and Higher Education	High school and middle school students and their parents.	Dream-Realities is an evening multilingual program that includes a motivational speaker (for each major language group); a short performance by a local Latino theatre troupe; vignettes by local ELL graduates; and an educational fair with displays by local educational institutions.	At Broadway High School: Jennifer Showalter 540-896-7081
At Turner Ashby High School: Kim Maggiolo 540-828-2008				
ROCKINGHAM COUNTY PUBLIC SCHOOLS Lacey Spring Elementary School	Parent Evening Meeting	Parents of ESL students and their children	Childcare is provided while parents meet to gain information on how to help their students and how to become integrated into the total school community.	Donna Robinson 540-433-7819 or Betty Coakley 540-434-4557

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
ROCKINGHAM COUNTY PUBLIC SCHOOLS Mountain View Elementary School	ESL Family Dinner/Meeting	All parents and families of current ESL children	Each year, usually in the fall, the ESL teachers invite students' families to participate in a carry-in dinner and meeting/event. Some years the meetings are to inform parents about the school's policies, or to suggest methods to best assist their children with assignments. Some years the events have included cultural presentations or children's performances.	Eileen Waterhouse 540-438-1965
ROCKINGHAM COUNTY PUBLIC SCHOOLS Pleasant Valley Elementary	ESL Parent Dinner Meeting (fall) ESL Parent Dinner Awards Program (spring)	Open to all parents including ESL students and their parents Open to all parents including ESL students and their parents	Potluck dinner followed by a program specifically designed to address requested areas of parental need. Student recognition/academic awards preceded by a potluck dinner.	Mary-Louise Long 540-434-4557
SMYTH COUNTY PUBLIC SCHOOLS Career and Technology Center Title I Family Literacy Center	Family Outreach Program	ESOL families	ESL families participate in monthly sessions at the Family Literacy Center that focus on helping their children with reading and basic learning as well as life assistance skills. Bilingual and foreign language books are purchased and offered on a check out basis. Transportation is provided. This program is funded by	Courtney Stewart 276-783-4466 Hope Trivette 276-783-8865

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
			the Refugee School Impact Grant with supportive services offered by Smyth County's Title I Program.	
STAFFORD COUNTY PUBLIC SCHOOLS	ESL Family Night (two times during the school year - October and April)	All ESL students and families	A combination social/informational meeting which includes: ice cream social, games, storyteller, clown, safety information (e.g. sheriff department representative talks about car seat safety, puppet show about a trip to the emergency room.), speakers/ brochures on Adult ESL Education, FAMIS, Head Start, etc. Sometimes held at library, includes tour of library and issuing library cards.	Margaret Rose 540-658-6686
VIRGINIA HISPANIC CHAMBER OF COMMERCE	Plaza Comunitarias	Spanish-speaking residents	<p>A bilingual literacy program that is offered in conjunction with the Mexican Embassy. The goal is to help Spanish-speaking residents to: 1) learn to read and write in Spanish, 2) finish their elementary, secondary, or high school education via Internet, textbooks and videos provided by the Mexican government, and 3) learn English as a second language on-line.</p> <p>The program may also be used by ESL students in the core subject areas to aid in learning math, science, and history in their native language so they can better transfer the information to English. The bilingual centers may be used to teach English speakers about the culture, language, vocabulary, etc.</p>	Ruth Zajur, Director of Educational Outreach, 804-754-7367

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
VIRGINIA HISPANIC CHAMBER OF COMMERCE	National Council of La Raza, Parents as Partners (PAP): Latino Family Involvement Curriculum	Latino parents of elementary and secondary children	<p>Nine-week course intended to train Latino parents to take an active role in helping their children stay in school, improve their performance in class, encourage them to pursue higher education, and improve the family/child relationship. (Available in Spanish and English and in versions for elementary and secondary settings)</p> <p>The curriculum proposes hands-on strategies to work with parents to build children’s self-esteem, work effectively with classroom teachers, strengthen communication skills, understand and support academic standards, and ensure that their children are on the path to college.</p>	Ruth Zajur Director of Educational Outreach, 804-754-7367, ruthz8@yahoo.com For more information about the PAP curriculum or training: Mireille Mariansky National Council of La Raza, 926 J Street, Suite 905, Sacramento, CA 95814 916-448-9852 or mmariansky@nclr.org
WASHINGTON COUNTY PUBLIC SCHOOLS Watauga Elementary School	Informational Activity translations	Parents Parents	Department of Education Spanish/English booklet provided to parents. All notices sent home about PTA, fieldtrips, family fun night, etc. are translated into native languages if necessary.	Dr. Ann Abel 276-628-1841

Virginia LEP Parental Involvement Programs

Program/School	Program Name	Target Audience	Description	Contact Person
	Multicultural Family Night	Families of all students	Activities are presented such as games, native dress, and artifacts as a fun educational opportunity. Sometimes LEP parents are presenters.	
	PTA Newsletter	Parents	An addendum with Spanish translations is often included with PTA newsletter that is sent to LEP students and their parents.	
	Individual communication visits	Parents	Translator services are utilized to contact parents directly or in some cases home visits are initiated to assist parents. An open and inviting atmosphere is displayed in order to promote positive school experiences.	