

Creating Programs to Partner with Immigrant Parents

Parent engagement in a child’s education is essential to optimum learning and wellbeing. Parents who communicate with care providers, participate at school or in childcare settings, and promote learning with activities at home help to create a vibrant and successful learning community for children. Many parents find it difficult to engage in children’s education, especially with center or school-based events, because they speak little English or come from countries where engagement outside of the home is not the norm. These parents have a great desire to help their children succeed, but may feel unsure of how best to help them in a new country.

Many childcare programs create classes or host events to help such parents learn English and partner with school personnel to ensure their children’s success. Although many programs would like to help parents learn English and integrate them into the greater community, personnel are often unsure of how to do so. This training will build on other Family Connections Tell Me a Story trainings to assist Head Start centers and home visitation programs in partnering with parents who are learning English or are reluctant to engage in education outside of the home. This training is intended to generate ideas that will then lead to creating programs to partner with immigrant parents. Center or home visitation staff should be ready to begin establishing a partnership after the training.

Goal

To enable Head Start centers to create programs to partner with parents who are immigrants. While some immigrants may be in the process of learning English, others may speak English well. This workshop addresses the needs of both groups, with attention to language and cultural issues.

Objectives

Participants will:

- Identify specific ways in which families can collaborate with education personnel to help children learn.
- Explore options for creating an English/School Engagement class and other programs to partner with immigrant parents.
- Develop a comprehensive strategy for supporting parents who are learning English.

Method and Content

This workshop has three distinct sections, each designed to build on the others.

- Exercise One: Defining school and family partnerships
- Exercise Two: Developing a Parent-Child Curricula (Case Study)
- Exercise Three: What can we do? – Ideas for an immigrant parent partnership program

Exercise One will guide participants to identify areas of student learning that are most improved by collaboration between families and schools. Exercise Two will help participants consider how to collaborate with immigrant parents on the areas identified in Exercise One. In Exercise Three, participants will apply lessons from the first two exercises to reflect on current programs and explore new ideas to create partnerships with immigrant parents.

Getting Started

What You Need:

- ▶ Time – this training should take a minimum of 1.5 hours, not including Workshop Leader preparation. For more information on Workshop Time Management, see the Introduction to the Modules.
- ▶ A training space large enough to accommodate the members of the training to participate in large (e.g., 20 people or more) and small (e.g., 3-6 people) group discussions. For large groups (e.g. more than 20 participants), you may want to consider including 2 workshop leaders to help manage and respond to participant needs. For more information on considerations with Group Size, see the Introduction to the Modules.
- ▶ Seating for your training group

Workshop Leader Strategy

This workshop is meant to follow at least one other TMAS training on parent engagement in order to build from skills gained in initial classroom stages of parent engagement to more systematic levels of engagement at the center. Consult with the director and other leaders in the center to determine readiness of the staff to engage in a process that will result in concrete changes at the program level. Read through all the workshop materials first. Take the time to reflect on your own responses to the exercise questions. It is important to acknowledge your own comfort level and biases with the subject matter before leading the workshop.

Consider whether this type of training, in which staff is asked to discuss their feelings about their work and the families served, is common or rare in this program. Take into account how much practice your training group has had with discussion of this kind and review the Workshop Leader strategies provided for you to support your role in facilitating a positive training environment. Also, please be sure that staff and administration at the Center are prepared to enter into a collaborative process that will lead to concrete changes in how the center approaches relationships with parents.

The key to this training is the use of a case study that Head Start staff can use to examine possibilities at their own center. Review the case study provided (Handout 1) and change it to suit the needs of the training group. Consider the particular challenges and opportunities to developing systems of parent engagement at your own center. Reflect on how the particular challenges and opportunities at your center relate to those found in the case study. Make sure that Head Start staff understands that the case study is not meant as a model, but rather as an example of how schools can create systems of engagement for dual language learners (DLL) parents. The case study provides a platform to promote staff discussion of the unique resources they possess to support and engage DLL parents at their center.

Prepare a training packet for each participant with the following materials:

- Handout 1: Partnering with DLL parents: A case study
- Handout 2: What can we do?
- Handout 3: Ideas for School Partnerships
- A blank piece of paper
- A Workshop Evaluation Form
- Pen or pencil for each participant
- Markers for Workshop Leader
- Five large pieces of paper

Preparing the Workshop Space

- Prepare the training space by positioning chairs so that the participants can begin as a large group, and then move easily into smaller groups.
- Place a training packet on each chair in the room.
- Prepare one large piece of paper, entitled “Parking Lot for Ideas.”




Parking Lot
for Ideas

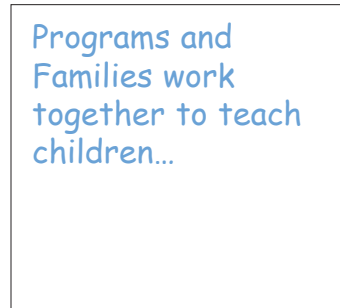
- Prepare three large pieces of paper with the following phrases written at the top:



Families teach
children to...



Center and Home
Visiting Programs
teach children to...



Programs and
Families work
together to teach
children...

- Prepare a large piece of paper to record challenges and opportunities for ELL parent engagement.

Introduction to the Training

Workshop Leaders are encouraged to use their own words to introduce the training, but be sure to cover the following points:

➤ Welcome the group and review logistics – general agenda, time frame, when to expect breaks, materials, sign-in sheet, etc.

➤ The topic of the training is “Creating Programs to Partner with Immigrant Parents”

“This training offers an opportunity to go beyond the issues discussed in previous trainings on engaging parents across language and culture. In this training, we will explore how we may develop specific programs to help such parents become partners in their child’s education. This training will lead us to draw from our collective resources as a center to find solutions to the challenges we find in partnering with parents who are learning English.”

➤ The objectives of today’s workshop are:

- To define our goals for developing partnerships with parents,
- To identify school and community resources that could be used to attain these goals, and
- To explore ideas for programs that will build our center’s partnership with parents who are learning English.

➤ Participants should be encouraged to use their imaginations with the exercise and freely offer ideas for how the center staff can work together to create new systems to support partnerships with immigrant parents.

➤ Explain the “Parking Lot for Ideas” sheet as follows: during the training, if a question, suggestion, or concern unrelated to the training exercise, but related to the topic is offered, the Workshop Leader will record it on the “Parking Lot for Ideas” sheet. Refer back to these ideas at the end of the training for further discussion as time permits.

➤ Review the *Training Ground Rules*, which is a short list of statements intended to promote a safe, positive environment for all participants. The list can be printed on a piece of paper for all to see, but reviewing the rules and asking for group agreement is the most important step before beginning the exercise.

Training Ground Rules

There are no right or wrong answers in any of the activities we will be doing today. Everyone’s opinions and feelings are respected here.

One at a time. We want to hear what everyone has to say so it is important to remember that group discussion requires strong listening skills.

Learning takes time. We will not rush one another when trying to understand and participate.

Maintain Confidentiality. While sharing our experiences we do not need to use names of children, parents or staff.

Exercise One: Defining school and family partnerships

The purpose of Exercise One is to help staff come to agreement on a shared definition of school and family partnerships. The exercise will lead staff to describe the separate and shared roles of families and schools. Roles that participants identify as shared will become the basis of discussing school and family partnerships in Exercises Two and Three.

- ▶ Ask participants to imagine two important areas of a child’s life: the family, and the school.
- ▶ Direct participants to the big sheet of paper that says, “Families teach children...” and ask participants to think about the following questions:
 - What do you think families teach their young children?
 - What goals do you think families have for children, and how do they help children reach these goals?
- ▶ Give participants a few minutes to think about answers to these questions. They may take notes if they like. After a few minutes, ask them to turn to a person sitting near them and discuss their answers. Make sure everyone has a partner to discuss the answers with. Some participants may need to form groups of three to include everyone. The Training Leader should listen to participant conversations to get an idea of what concerns and issues the participants discuss. Allow participants about 5 minutes to discuss.
- ▶ After 5 minutes, ask participants to share their thoughts on what families teach children. With a marker, write responses on the big sheet of paper. As participants share their responses, the Leader may ask probing questions about how parents might teach their children or what goals they might have. The following table gives examples of participant responses, and possible questions the Leader could pose to deepen the discussion.

The Role of Families	
Possible Responses	Probing Questions
Families teach children... <ul style="list-style-type: none">• to respect adults,• to work hard,• manners or to be polite,• to love books and learning,• to be neat and clean,• to resolve conflicts,• to do chores and be responsible,• to get along with siblings,• new words,• to play sports,• basic academic skills,• family stories,• to eat properly,• potty training,• to take care of themselves,• to follow directions	What are some ways families might teach this? Why do you think parents teach this to children? How might different families teach this in different ways?

➤ After discussing the role of families, the Leader should turn participants' attention to examining the role of centers/programs. Participants will follow the same procedure: first they will consider the questions for a few minutes, then discuss with a partner, and finally the Leader will direct participants to the big sheet of paper that says, "Center and home visiting programs teach children..." and guide the group in a discussion of their responses to these questions:

- What do center and home visiting programs teach young children?
- What goals do personnel in these programs have for children, and how do they help children reach these goals?

Many of the responses may be the same as in the first activity. They may be quite different. All responses are ok. The Leader should direct participants to draw from their experiences in their work at the center or visitation program to answer these questions.

The Role of Center-Based and Home Visitation Programs	
Possible Responses	Probing Questions
<p>Programs teach children...</p> <ul style="list-style-type: none"> To recognize letters, To listen to stories, To count, New words, To get along with other children, To clean up after themselves, To ask questions, To be creative, To explore the world, To use language, To hold a crayon, To express themselves in art, To follow a schedule, To focus attention 	<p>What are some ways programs might teach this?</p> <p>Why do you think schools teach this to children?</p> <p>How might different schools teach this in different ways?</p>

➤ After a short discussion on the role of centers and home visitors, the Leader will direct participants' attention to the big sheet of paper that says, "Programs and Families work together to teach children..." and ask participants to respond to the following questions:

- What could families and program personnel teach together? Or where does the teaching in the home overlap with the goals of the center or home visiting program?
- How might these programs work together effectively with parents to improve children's learning?

Participants will discuss in small groups of 2-4 how parents and programs can collaborate to teach the items the group has identified on the two lists. The purpose of this activity is for staff to look for places where the roles of parents and programs overlap and to think of ways parents and programs can work together to better fulfill the objectives of these roles. Participants should discuss for 3-5 minutes, then share with the larger group. The Leader can write ideas on the board and ask questions during the large group discussion. Following is a chart that provides possible responses from the group, and questions the Leader can ask to further the discussion.

Participants may give responses that are the same as in the previous two activities, or may give different responses. Both are ok. The Leader should probe responses with the intention of understanding areas of child development and education where families and schools share responsibility. As a transition into the next exercise, the Leader should also note that some cultures may view the division of family and school responsibilities differently, or may come from countries where relationships between people and public institutions like schools were strained due to political repression. Center staff will have to model how to work together in partnership with families who may experience fear to interact with school personnel, especially outside of the home.

Families and Programs Working Together	
Possible Responses	Probing Questions
Families and programs could work together to teach children... Responsibility, Respect, To love learning, To get along with others, To prepare for kindergarten, To use new words, To follow directions, To develop self-control, To express themselves, To explore the world	Why is this a skill that schools and families can work on together? How might teaching this be similar or different in schools and at home? How will learning this at school and at home affect the child? How might different cultures perceive the division between family and school roles?

Exercise Two: Developing a Parent-Child Curricula Together

In Exercise Two, participants read or listen to a case study that provides an example of making a parent-child curricula. Participants will first listen to/read the case study as a large group, then break into small groups to develop their own curricula, and finally, share ideas with the large group. This activity should allow participants to shift their thinking to a concrete plan for improving partnerships with immigrant parents. The Leader should transition from Exercise One to Exercise Two by saying something like this:

"We have identified several ways we feel families and programs can work together to help children and explored ideas for how this partnership might work. Now we will deepen our discussion of how programs can work together on these goals with immigrant parents by hearing a case study of a center that created an immigrant parent outreach program and then developing our own ideas. The case study is not a model for our center, but rather an inspiration for how to overcome challenges similar to the ones we face. As we listen to the case study, consider ways our center might create our own programs to work with immigrant parents."

- Ask participants to locate Handout 1 in their training packets.
- Ask the group to follow along as you read the case study aloud.
- To work on the questions presented at the end of the case study, the group is divided into smaller groups and asked to move their chairs to aid in small-group discussions.

Workshop Leader Strategy: Creating Smaller Groups

In order to analyze the case study and relate it to the needs of your center, participants will form small groups. You can use a variety of strategies to form these groups:

- **Count off 1 through 4 and assign the groups by each individual's number.** This works well if you feel the participants work fairly well together overall and will engage in the activity easily.
- **Assign participants to groups ahead of time.** This strategy is especially useful in groups that could benefit from interacting with other specific participants. This may be used to avoid unproductive conversations or training activities, or to enhance the conversation through new combinations across professional roles.

Handout 1

A Case Study of Partnering with Immigrant Parents

The “Place to Grow” childcare center began in 2009 with the mission of integrating workforce development, health care, and early childhood education to make large impacts on the learning of children in a low-income community. By 2011, all parts of the project were operational, but preschool teachers, medical workers, and teachers in the workforce development program rarely communicated with one another, even though their programs were in the same building. Teachers were too busy and schedules too hectic to collaborate effectively.

The adult ESL teacher, Jim, and his colleague Linda, who taught preschool at the center, had an idea for how to integrate their programs. Jim wanted to start a bookmaking project with the parents in his class. Linda wanted more parent participation in her classroom. They decided to start a project that would build parents’ literacy, increase parent engagement, and strengthen early literacy for children. They embarked on the family bookmaking project.

Jim and Linda identified themes common to the Adult ESL and preschool classes: Family Activities, Holidays, Food, and others. In his ESL class Jim asked parents if they would be interested in writing a bilingual book for their children. The parents were excited about the project. With a \$250 grant, Jim purchased disposable cameras and simple bookmaking materials. Parents planned stories around themes common in preschool and took pictures with their children. They wrote books in their native language, and Jim helped them translate them into English. He used the activity to teach new vocabulary and practice pronunciation with the parents. The finished products were bilingual books written by the parents depicting their life with their children.

Some parents took a long time to finish the books. Not all of the parents remembered to bring in their pictures. Some parents were absent from classes and this affected their progress. Although some parents learned new vocabulary from the exercise, some parents wrote very simple captions in their native languages, so didn’t learn much vocabulary. Other parents were very shy, and said they didn’t want to read their book with anyone outside of their home. Although some teachers invited parents into their classrooms, others were not sure which parents were in the ESL class, and forgot to send out invitations. These were challenges for the success of the project.

Some parents donated the books to the parent teacher resource center where they could be checked out. Parents read the books with their children. Teachers checked the books out and read them to their classes. Most importantly, teachers invited parents into the classroom as guest authors to read to the children. Parents could read in English or in their native language. Many parents felt more comfortable reading because they were the authors of the books. Some teachers formed a closer relationship with parents. Children became more interested in reading.

- How did the family bookmaking project form partnerships between school and family?
- How could the project have been more effective?
- Using ideas that worked well in this case study, develop a specific activity to partner with immigrant families within your program. What would be required to make this activity a success?

Read the three questions on Handout 1 Aloud:

1. How did the family bookmaking project form partnerships between school and family?
2. How could the project have been more effective?
3. Using ideas that worked well in this case study, develop a specific activity to partner with immigrant families within your program. What would be required to make this activity a success?

Ask the small groups to discuss the questions for approximately 15 minutes. Small groups should be prepared to share their responses with the larger group.

Large Group Discussion

Fill in the chart paper with the groups' responses. Sample responses are below.

How did the family bookmaking project form partnerships between school and family?

- Books in school depicted themes important to families.
- Parents could share their books in the classroom environment, breaking down barriers and building relationships.
- Parents and teachers shared the responsibility for teaching early literacy skills to children.

How could the project have been more effective?

- The project could have lasted longer to incorporate more academic skills for parents.
- The school could create a formal event with invitations to parents to share their books.
- The center could distribute a list of parents in the class so teachers know which children's parents are in the ESL program.

Using ideas that worked well in this case study, develop a specific activity to partner with immigrant families within your program. What would be required to make this activity a success?

- Answers will vary depending on the characteristics of the center. Activity examples may include potluck dinners, reading books together during Circle Time in the classroom, enhancing home visits with pre-planned activities, and others.

Once the chart is completed, ask for reactions from the group, using prompting questions:

What do you think it takes for programs like this to work?

This guides participants to consider what types of assets a center must have in order to enact a program like the one in the case study. These may include a sense of teamwork and strong communication among teachers. This may also include knowledge of or connections with outside organizations such as religious groups or other community organizations that provide services like ESL classes.

What are the biggest threats to a program like this continuing?

This question prompts participants to think of possible problems with the program so that in exercise three, they can take these into consideration when considering a program at their own center. Possible problems include continued funding, extra hours for teachers, and lack of leadership within the parent community.

What are the benefits of a program that create partnerships with immigrant parents?

This question refocuses participants on the positive aspects of partnerships between parents and schools. The Leader may refer back to the discussion in Exercise One in which participants identified areas of student learning that benefited from collaboration between parents and schools. The Leader should focus on student outcomes that result from a collaboration like the one in the case study. These may include better behavior, increased learning, and better understanding of children's needs among school staff and parents that results in increased happiness, health, and education.

Exercise Three: What Can We Do? Ideas for an Immigrant Partnership Program

Exercise Three leads participants to consider how they may contribute to a center-wide effort to partner with immigrant parents. They should stay in small groups to discuss the questions for about 10 minutes, then choose a member to share their ideas.

The Workshop Leader should distribute Handout Two, and read aloud the following questions:

What are we already doing to partner with immigrant parents?

What areas of partnership with immigrant parents can we improve on?

What resources does our community have?

How can we use these resources to create programs to improve our partnership with immigrant parents?

Handout 2

What Can We Do?

The purpose of this handout is to guide the group to generate useful ideas to improve our partnership with immigrant parents. Please consider not only what you can do as an individual, but how we can work together to create a program that includes the school, families, and possibly the greater community.

1. What are we already doing to partner with immigrant parents?
2. What areas of partnership with immigrant parents can we improve upon?
3. What resources does our community have?
4. How can we use these resources to create programs to improve our partnership with immigrant parents?

After the Workshop Leader reads the questions, participants will discuss the answers in small groups. The Workshop Leader should listen to each group for a short period and answer any questions they have. After this discussion period, the Workshop Leader will ask for responses to each question and write important phrases on a sheet of paper. The Workshop Leader should inform participants that with their help and input, the center will work to enact some of their ideas to improve partnerships with immigrant parents. Sample responses are below (responses will vary significantly due to variability in center characteristics). Participants should be encouraged to express their own ideas.

- ▶ What are we already doing to partner with immigrant parents?
 - Learning phrases in another language.
 - Greeting parents at drop-off.
 - Labeling the school in multiple languages.
 - Learning about student backgrounds.
 - Translating documents.
 - Partnering with outside organizations.

- ▶ What areas of partnership with immigrant parents can we improve on?
 - Communicating progress.
 - Discussing discipline.
 - Reinforcing learning in school at home.
 - Volunteering in school.
 - Connecting with parent or community organizations.

- ▶ What resources does our community have?
 - Religious groups.
 - Non-profit organizations that help immigrants.
 - Ethnic organizations.
 - Bilingual parents.
 - Universities and community colleges.
 - Public school systems with opportunities for parents.
 - Libraries.

- ▶ How can we use these resources to create programs to improve our partnership with immigrant parents?
 - ESL classes for parents.
 - Parent leadership courses.
 - Library in-services.
 - Reading with your children activities.
 - Career education for parents.
 - Phone trees based on language.

After the discussion, thank participants for their input and let them know that you hope they and the rest of the center will collaborate on implementing some of these ideas.

Wrapping Up

Pulling things together at the end of the training is an important step for everyone. As a workshop gets close to the end and people are feeling tired, it can be tempting to skip this part. Let people know that you will get them out of the workshop on time, but want to take a few more minutes to wrap up the time you've spent together.

1. Review Key Concepts

- ▶ Families and programs play separate roles in students' lives, yet many aspects of child development benefit from partnership between families and programs.
- ▶ Review the dimensions of student learning participants identified as benefiting from partnerships with parents, e.g. reviewing progress, dealing with difficult student behavior, reinforcing learning at home, encouraging parents to attend after school programs, etc.
- ▶ It is often difficult to partner with parents who speak another language and come from another culture; however there are solutions to overcome these challenges.
- ▶ Center staff must review the resources they have in the center and within the community to design a program that can help immigrant parents and improve partnerships with these parents.
- ▶ A program can partner with community organizations to provide services that draw immigrant parents into the center, and combine these services with education about school and ideas for partnerships to improve child outcomes.
- ▶ Our center can begin a program that draws on our particular resources to create lasting partnerships with immigrant parents that will make our classrooms more successful and help improve children's learning, health, and emotional development.

2. Review concrete ideas. It is important that participants end the training with an understanding of what knowledge and skills they might take from this experience. Refer participants to Handout 3, which provides a list of possible partnerships with parents and the community. The Workshop Leader can ask the group what ideas for creating an immigrant parent outreach program most excite them.

Handout 3

Ideas for School Partnerships with Families and Communities

This handout provides ideas for schools to partner with the community and immigrant parents.

Community Partnerships

Universities / Community Colleges

- Bilingual students for interpretation at parent teacher conferences.
- Student volunteers to teach ESL classes with school-related vocabulary.
- Career Development classes for parents offered at the center.
- ESL classes offered at the center.
- Financial Education

Nonprofit Organizations

- Health services offered at the center.
- Tax services offered at the center.
- ESL classes offered at the center.
- Employment services offered at the center.
- Free books.

Libraries

- Reading circles for parents and children.
- Book clubs for parents.

Religious Organizations

- ESL classes offered at the center.
- Financial services offered at the center.
- Translation and interpretation services.

Parent Partnerships

Student Behavior

- Discussion sessions on discipline at home and school.
- Organizing play dates.
- Meetings with teachers to follow-up on child behaviors.

Communicating Progress

- Learning to use the phone to make appointments.
- Learning to read a progress report.
- Setting goals with the teacher.

Reinforcing Learning at Home

- Home activities to reach learning goals.
- Reading in native language.
- Routines and chores.

Parent Organizing

- Identify experienced bilingual parent leaders.
- Language-based phone tree.
- Supervisor meetings with parent leaders to address concerns.

These represent only a small group of possible ideas for partnering with families and communities to improve outcomes for children whose parents are immigrants. Each center must draw from the unique resources of its community and the families it serves to create an effective partnership program.

3. End on a positive note. Remind the group that this workshop is a first step in supporting the social-emotional development of the children served by the program. Encourage participants to use the exercises as a way to rethink the way they interact with parents and encourage supervisors to continue to check in with personnel about the strategies proposed in the training. Supervisors should also work with personnel to implement the ideas they generate about partnering with immigrant parents.

4. Express your appreciation. Let the group know how much you appreciate their time and hard work. Thank them for sharing their ideas with you and being willing to think about change together.

5. Make yourself available. After the training, be willing to answer questions and respond to concerns on an ongoing basis. If a workshop leader cannot be available, an on-site staff member should be designated in this role and announced at the end of the training.

6. Collect Attendance and Evaluation Forms. Pass out evaluation forms. Ask participants to sign an attendance sheet and complete an evaluation form. Remind participants that these forms are anonymous and collected for the purpose of improving future trainings. During this time, you might also want to title and date any large group work so you can save it for future reference.

Extending Learning and Supporting New Skills

In order to extend the workshop's content to changes in professional skill and behavior, the Workshop Leader and administrators should consider these follow-up activities:

Provide Supportive Supervision for Individuals and Teams. Individual and team supervision is an ideal time to discuss implementation of an immigrant parent partnership program and evaluate progress.

Create Action Plans. Creating an effective partnership program for immigrant parents takes time and a great deal of collaboration. Supervisors should work with teachers to implement plans for the center. Supervisors should remain accountable to teachers to implement ideas once they are approved and teachers should offer concrete ideas for how they can be a part of the center's plan.

Workshop Leader Reflection

The Workshop Leader should take some time to review the training experience once it is over, read through and tally the evaluation forms, and review the results. Some additional questions to consider are:

Was I prepared? Did I have all the materials I needed? Was the room adequate? Did I feel confident with the topic?

Did the training go as I imagined it would? Did the group respond the way I thought they would? Were there any surprises? Were there any elements of the training that went especially well?

Were the participants engaged? Did the group size seem appropriate? Who seemed comfortable enough to share their thoughts with the group? Who did not seem comfortable? Do I know why? Did I get the feeling that the participants understood the exercises and materials? Who was present and who was missing today? Is there anyone I need to follow-up with immediately?

What were some of the themes that people talked about in this training? Was there a group of issues that the responses and discussions had in common? Are any of these issues a surprise? How can I use these issues in future trainings to make the exercises more effective?

What would have made this training better? In hindsight, what could I have done differently? Why? How can I use that information to make the next training even more successful?

Did I gain new knowledge from this training? What did I learn? In addition to new information on the training topic, did I gain any new knowledge about the training group or individuals in the training group? Did I learn something new about myself as a Workshop Leader?

Workshop Evaluation

Title of the Workshop: **Creating Programs to Partner with Immigrant Parents**

Location _____ Date _____

Please rate how well the training met the objectives below:

	Excellent	Very Good	Good	Not Good
Objective 1: Identify specific ways in which families can collaborate with education personnel to help children learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Objective 2: Explore options for creating an English/School Engagement class and other programs to partner with immigrant parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Objective 3: Develop a comprehensive strategy for supporting parents who are learning English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Excellent	Good	Fair	Poor
Overall rating of this workshop:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Usefulness of information presented:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Usefulness of workshop activities:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity of workshop activities:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainer's knowledge of subject:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainer's presentation style:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is there anything you would like to learn that was not presented in this workshop?

Would you like more trainings that expand on this topic? Yes No (Please circle one)
I would like more training on:

Additional Comments:

Additional Resources

Additional Resources all available online at:
www.childrenshospital.org/familyconnections

Short Papers for Staff:

Better Parent Communication: What Do I Say When a Parent Tells Me Something Difficult?

The Challenges and Benefits of Making Parent Connections

Better Communication with Children: Responding to Challenging Subjects

Parenting, Depression, and Hope: Reaching Out to Families Facing Adversity

Understanding Depression across Cultures

Short Papers for Parents:

Self-Reflection in Parenting: Help for Getting through Stressful Times



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