

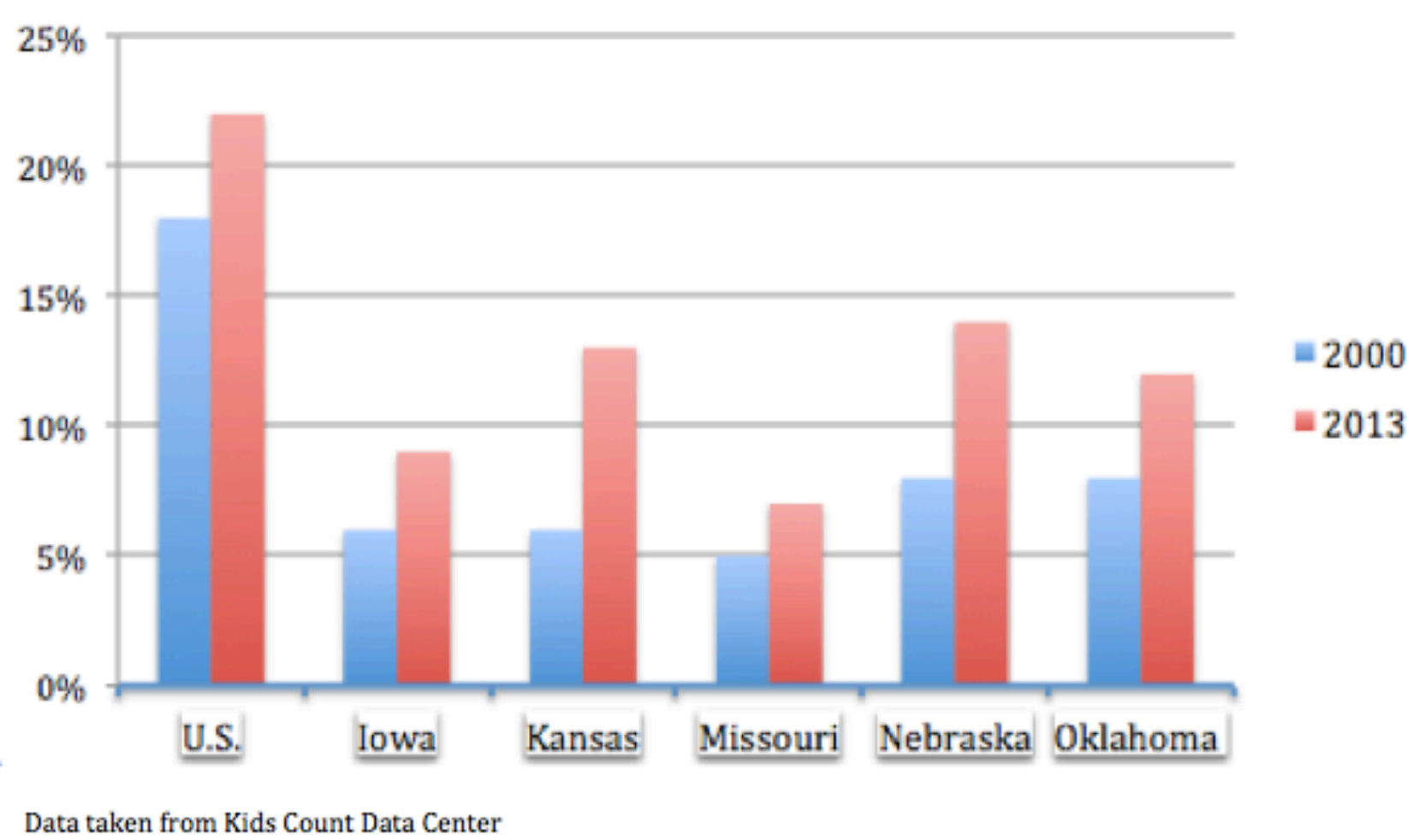


### Project Overview

Language diversity is continuing to grow in the state of Nebraska. Research shows that there is a disconnect or a state of mistrust between schools and families that speak a language other than English at home. Furthermore, "When families are involved in learning, the research shows, "students achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents education level" (Antunez, 2000). We believe that the implementation of a parent liaison would help our communities to become more connected with our schools and improve student achievement.

The goal of this project is to enhance student achievement through parental involvement in the school. In order to make meaningful connections we are proposing the implementation of parent liaisons in buildings that have families that speak languages other than English at home.

Children who speak a language other than English at home by State



### People & Resources

- Administrators
- District Office
- Teachers
- Parents
- Community Members
- Students



### NDE Standards: 2. Continuous School Improvement 4. Culture for Learning 7. Developing Relationships

### Action Plan



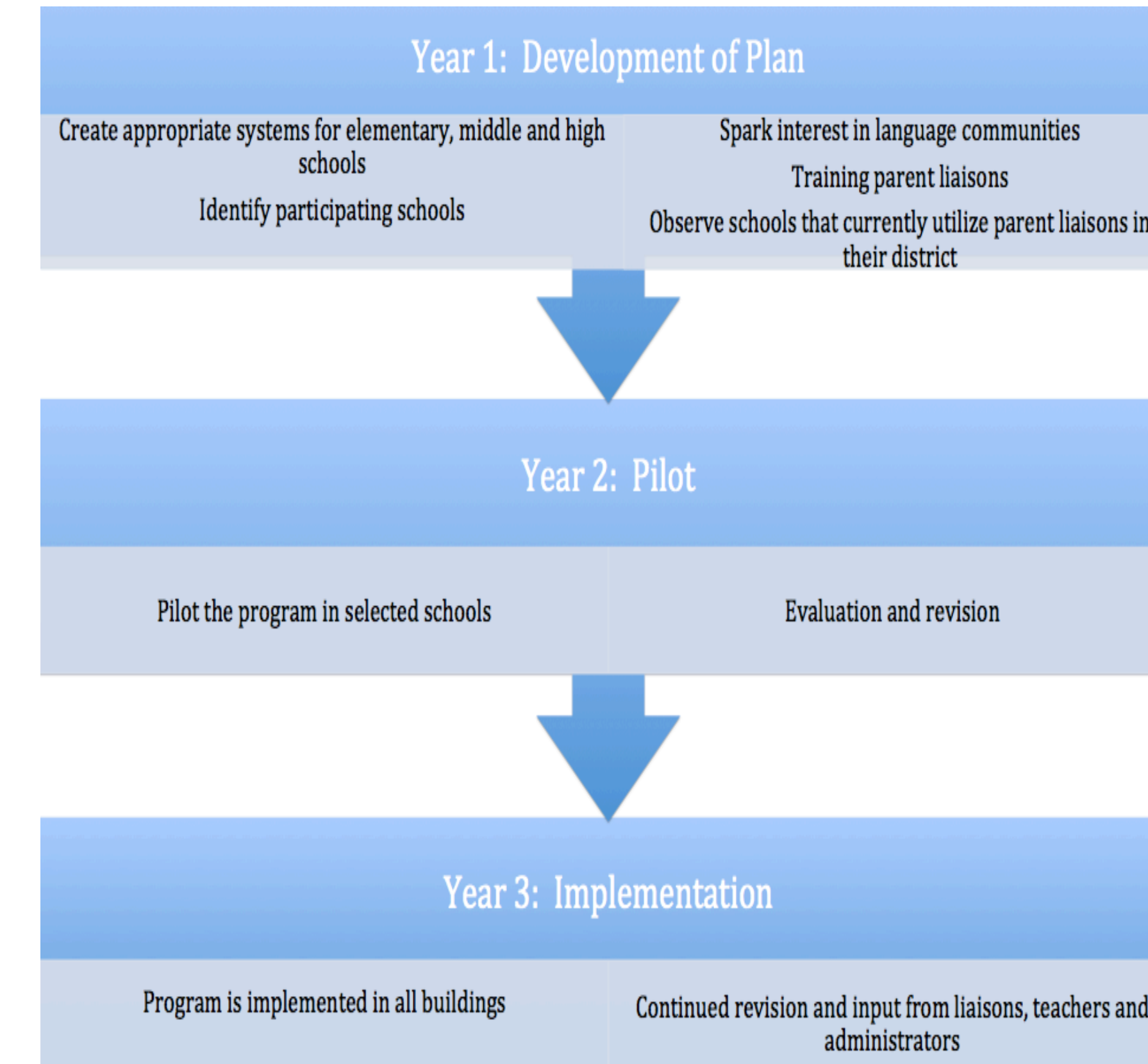
### Review of Literature

Some research shows that not all families feel comfortable or safe in the schools that their children are attending. There is often a mistrust that families of diverse language backgrounds may possess. Schools that do not first acknowledge the critical importance of connections and communications with families of all learners, not just those who communicate in English, are unlikely to be able to improve them (Linse, 2011, p. 657). There have been multiple studies that show how school involvement on the part of the parent helps students and schools to succeed together. Parent liaisons are members of the community trained to help parents become more involved and to be active participants in the education of their children. Linse continues to explain that, "both parents and children benefit when a positive partnership exists, and there is climate for dialogue among the adults, as well as between the adults and the children (p.656). Thus, there are benefits for schools to implement a program with a parent liaison.

- For example, there have been multiple studies done on the positive outcomes of parent liaisons and school improvement. Program evaluations of liaison programs have reported positive results for students including:
- Improved educational outcomes (Vulliamy & Webb, 2003).
- Reduced dropout rates among Latino adolescents (Phelan and Gibson, 1986),
- Increased involvement of families with limited English proficiency (Aparicio-Clark and Dorris, 2006),
- Increased involvement of families with special need students (Smiley and Abbott, 2006).
- Improved awareness about families' circumstances and challenged assumptions about race and class that negatively affect home-school relations (M. Sanders, 2008).

With continued research and practice of parent liaisons in school districts, families from diverse language backgrounds will develop the relationship of mutual trust that is needed for student achievement.

### Timeline



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