

Building Bonds Family Literacy Program: A Pilot Program for Middle School Culturally and Linguistically Diverse Learners

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Abstract

This report from the field shares information describing a pilot program that addressed the literacy needs of middle school culturally and linguistically diverse (CLD) students. One of the authors played a key role in designing and implementing the Building Bonds family literacy program. This program was made to engage these students and their families in culturally relevant, literacy-based activities, bringing the students, their families, and their teachers together on a monthly basis. Steps for creating the program are discussed, including forming an action team, inviting participants and their families, and setting up successful meetings and interactions. Elements of a successful meeting included access to multilingual and culturally appropriate texts, thought-provoking discussion questions offered in the home language and in English, and total family involvement. To determine impact, feedback was gathered, including responses to surveys and comments in informal conversations. In addition, participants' requests for continued programming are shared.

Key Words: family literacy program, middle school, English learners, multilingual learner, literacy, family engagement, Building Bonds

Introduction

Research shows that partnerships between families and schools can improve student outcomes in many areas, including attendance, behavior, and academic

success. This is true for students from many backgrounds, including those from culturally and linguistically diverse (CLD) families (Barger et al., 2019; Henderson & Mapp, 2002). Further, CLD students at the middle and high school levels can especially benefit from these family partnerships because these are the academic years in which many start to disengage from school. This disengagement is often exhibited as behavioral issues or lack of attendance, which can affect school funding and dropout rates and reduce opportunities for students to learn new material (Brewster & Bowen, 2004; Epstein & Sheldon, 2002; Sheldon, 2007). Other research has shown that partnerships between families and schools have been linked to a *decrease* in both behavioral problems and absenteeism. For example, results of a study conducted by Epstein and Sheldon (2002) showed that schools that contacted families and made home visits reported a decrease in the number of students who were chronically absent at school. They found that communicating with families, providing a school contact, giving awards to students, and offering afterschool programs positively impacted attendance. Furthermore, family involvement activities have been associated with improved behavior for secondary students (Bachman et al., 2021; Lee, 1995; Simon, 2001). In the same study by Epstein and Sheldon (2002), results showed that improvement in their school partnership programs resulted in a decline in the percentage of students receiving three to four misconducts over time. Their analyses suggest that regardless of a school's discipline rate, when schools offer more engagement activities, fewer disciplinary actions are needed.

Finally, researchers have documented that family partnerships have an impact on student academic achievement (Araque et al., 2017; Hill & Tyson, 2009; Soule & Curtis, 2021). In particular, a type of family involvement called *academic socialization* has been connected to high academic achievement among middle school students. This type of involvement includes families communicating the value of education with their child. It requires families to have conversations about aspirations, expectations, and learning strategies, while also discussing how school material aligns with their child's current interest and future goals (Hill & Tyson, 2009). Furthermore, families participating in school functions is a type of involvement that can have an impact on students' grades. One explanation for this is that family participation strengthens family/teacher partnerships; therefore, it is more likely to result in positive student academic outcomes (Jeynes, 2007). Knowing this, schools should consider family engagements where teachers can be involved and families can learn about and practice academic socialization.

This article reports on a family literacy program built around impactful engagements (described in more detail below), teacher involvement, and the

practice of academic socialization. The program directly impacts middle school CLD students and their families and seeks to find a successful engagement for this specific and often overlooked group of students. The purpose of this field report is to describe the pilot program as a blueprint so that others can develop their own family literacy program or encourage other impactful literacy engagements for middle school multilingual learners and their families.

Types of Home–School Partnerships

Partnerships are not one size fits all. They may range from mostly school based—that is, communication and information directed *toward* the families *from* the school—to partnerships that engage parents in a more interactive, two-way communication system, with parents providing important information about their children to the teachers and vice versa (Epstein, 2019; Mapp & Kuttner, 2013). Goodall and Montgomery (2014) described these partnerships in terms of who has agency. When schools hold events that parents attend such as potlucks or fundraisers, the schools have the most agency. In contrast, when schools partner with parents through activities such as modeling and reinforcing parent-and-child-led reading, the parents have more agency. Protacio et al. (2020) helped to further develop these notions of agency described by Goodall and Montgomery (2014) and have distilled them down to a three-part continuum (see Figure 1). The first point on their adapted continuum is parental involvement with the school. This section focuses on disseminating information from the school to the parents. Examples are touring the school, participating in short meetings where parents move from teacher to teacher, and parents coming to the classroom to listen to their child read. Mid-continuum describes families' involvement with schooling. This section characterizes partnerships as interactions between teachers and schools during which both parties benefit from learning more about the student. The parents share what they feel is beneficial for the teacher to know regarding their child, while the teacher shares information related to school interactions and learning. Finally, at the high end of the continuum is family engagement with learning. This section describes parents providing opportunities for their child to learn outside of a traditional classroom. Parents' attitudes toward learning play a large role in this part of the continuum. They seek out opportunities that help provide their children with a wider means of thinking about learning and interacting socially in various environments. Examples of these types of involvement include sports, scouting, and other opportunities for learning such as participation in family literacy programs.

Figure 1. Continuum of Family Engagement (Protacio et al., 2020, p. 213)



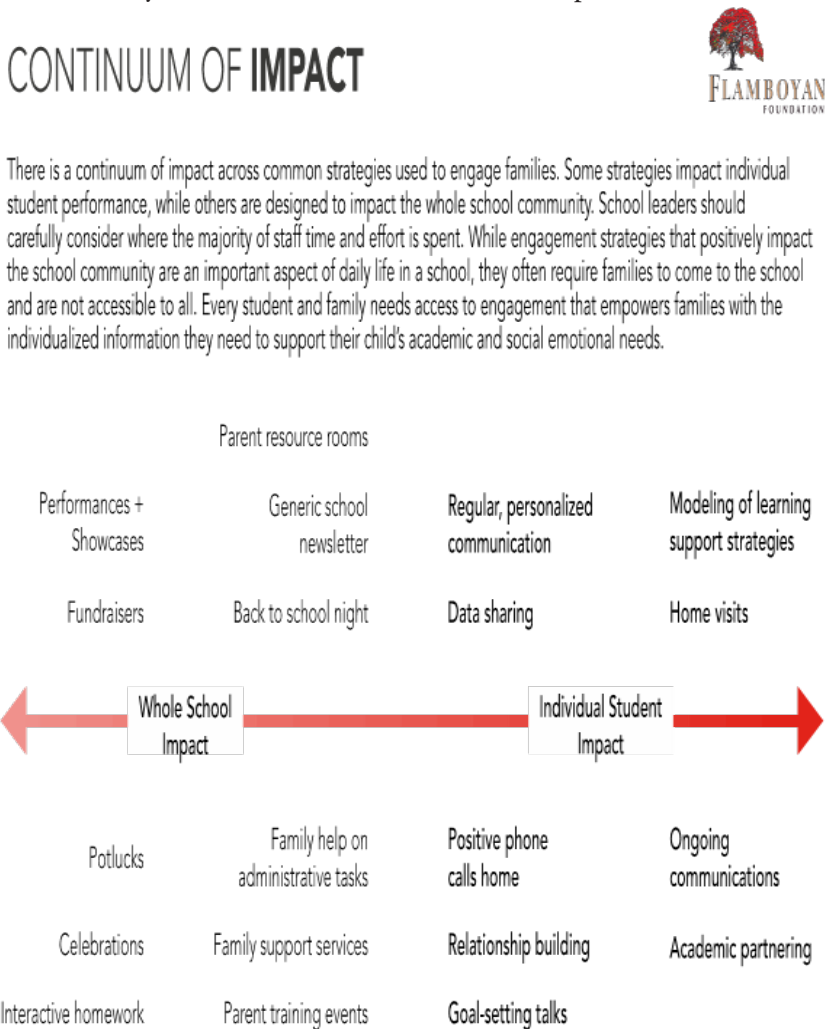
Like Goodall and Montgomery, researchers at the Flamboyant Foundation (2021) described different types of engagements using a whole school impact to individual student impact visual (see Figure 2). As shown in the model, whole school engagement strategies include activities such as school or class celebrations, fundraisers, potlucks, performances and showcases, as well as other forms of communication. In the middle, there are engagement strategies such as parent training events, data sharing, family support services and back to school night. Although these engagements are important, they do not have the most individual student impact. The most individual student impact is seen in engagements such as academic partnering, home visits, and modeling of learning support strategies (Flamboyant Foundation, 2021).

Partnerships With Middle School CLD Students and Their Families

Parent partnerships are most influential when engagements impact individual students and parents are involved with students' learning (Flamboyant Foundation, 2021; Goodall & Montgomery, 2014). For middle school CLD students, these strong partnerships are particularly important but often more complex than they were in elementary school (Hill & Tyson, 2009; Hill et al., 2018). Elementary schools encourage school-based involvement in the classroom (e.g., Avvisati, et al., 2010). This type of involvement provides the parents with information about academic content, while also helping them build a relationship with the teacher. For example, parents may work with students in small groups on their math by playing math games or assist the teacher as the students work on spelling. Conversely, middle school teachers push for higher attendance at afterschool activities than for participation in the classroom (Hill & Tyson, 2009; Seginer, 2006). This change in expectation can often lead to weakened parent partnerships and less academic success as the student navigates middle school (Hill & Tyson, 2009). Additionally, middle school parent partnerships are more complex because of the development of the student themselves. As the middle school student navigates a larger, more intricate school, they start to build their own identity and pull away from their parents (Laursen & Collins, 2009). While development of student identity is encouraged, it can cause parents to become less engaged overall. Despite these common hurdles, it is important for middle schools to find ways to effectively

create and sustain parent partnerships that will support all students academically and socially. Teachers can gather information from students, their families, and communities, to learn about their cultures, languages, interests, and experiences. With a better understanding of their students' funds of knowledge (Moll et al., 1992), teachers can incorporate these assets into their lessons, discussions, and interactions. For example, when studying geography, teachers can explore where students and their families are from and ask them to lead discussions on climate in those particular regions.

Figure 2. Flamboyant Foundation Continuum of Impact (2021)



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For some parents of CLD students, the complexity of middle school parent partnerships is magnified by the element of language due to their emerging English levels; this can result in barriers such as parents feeling intimidated to participate in engagements (Baker et al., 2016). Consequently, CLD families regularly take a passive role in communicating with their student's teacher about their academic performance, creating one-way communication (Rivera & Li, 2019).

Apart from their families, CLD students themselves are faced with a double challenge in school: they are not only expected to perform on grade-level in English, but they are also *learning* English (Shelton et al., 2022). Unfortunately, CLD students consistently lag behind their native-speaking counterparts in terms of test performance. According to Cook et al. (2011), CLD students often test below proficiency on state reading achievement tests. Low literacy skills can impact other classes such as math (Grimm, 2008), science (Reed et al., 2017), and social studies (Taboada Barber et al., 2015). All of these content areas require language and literacy skills to be successful. In fact, the pervasive need to be competent in English to fully participate in all subjects places language and literacy front and center in terms of needs.

To address these needs, literacy became the main target for the engagement reported in this article. Engaging with literacy is beneficial for the students and their families not only because of the exposure to academic and social language, but also for the opportunities to interact and engage in practice with reading comprehension and discourse.

Family Literacy Programs as Engagement

This pilot program was based on research from other successful literacy programs and family engagements. Certain elements were noted, such as means of transportation, childcare, meeting times, and access to multilingual materials (Morrow et al., 1993; Morrow & Young, 1997; Saldaña, 2009; Van Steensel et al., 2011; Vazquez Dominguez et al., 2018). When researching other characteristics of well-designed family literacy programs, the importance of communication was also recognized. Furthermore, it was important that the program meet the requirements of an individualized student engagement. As seen in Figures 1 and 2, the practices that target learning are those that reflect sustained interactions that are positive in nature. They involve frequent, personalized communication; opportunities for modeling support strategies; and learning outside of school. The intention of one of the authors and the action team was to create a sustainable program around these practices that families would enjoy and want to continue with after the completion of the pilot.

The Building Bonds Program

Assembling the Action Team

Before speaking with families, an action team was assembled. Members included one of the authors (a general education teacher), a CLD specialist, and a Spanish-speaking family and community liaison. The action team played an essential role in the success of the program. Their job was to communicate clear expectations, create a safe learning environment for all participants, and to act as facilitators at each meeting. Once the team was created, a meeting was conducted to divide the workload and assign each member a role. The CLD specialist and the general education teacher then talked to the CLD students at the school about their interest in the program. They also met with the principal and the building facilitator about possible meeting locations, times, and protocols for an afterschool event. The liaison met with the CLD district coordinator about funding for food, books, and incentives. Additionally, she was responsible for communicating with the families and translating when needed. Although a liaison does not have to be bi/multilingual, it does increase overall parent involvement (Clark & Dorris, 2007). A bi/multilingual liaison can make a family feel easily understood; therefore, they are more likely to participate in school-led engagements.

Inviting Participants

To gather participants for Building Bonds, the CLD specialist at the middle school comprised a list of Grade 6, 7, and 8 CLD students. From there, the specialist and the general education teacher approached each of these students at school and talked to them individually about their interest in Building Bonds. If the student was interested, the liaison called their family to give them more information about the program. During these conversations with the families, the liaison used a script (see Appendix A) to brief them on the Building Bonds program and the reasons behind it. The families were informed there would be a total of three one-hour meetings during the fall semester, that food would be provided, and that the whole family was welcome. It was also communicated that they would receive a \$50 credit to the Scholastic Book Fair if they committed to finishing the book along with attending each meeting. If they indicated interest, families were asked what days of the week they would be able to meet and to choose a time frame. The action team used these dates and times to set future meetings. While the target for this new program was 10 families, only four signed up. This was mainly due to the uncertainty of the COVID-19 pandemic and families not feeling comfortable attending an in-person literacy program during that time. The action team questioned

whether to engage in the pilot; however, because literacy was sure to decline during those unprecedented times, the team decided to continue with the four families. Once a family committed, the liaison asked if they would prefer to receive the book selected for the program in Spanish, English, or in both languages. These books were distributed to the families' homes by the action team. The action team reported these home visits to be essential for some of the families' participation in the program because they created personal connections, for which the families expressed gratitude.

Meetings

Each meeting was held in the school cafeteria. This allowed for plenty of space to have food set up and for larger families to sit together. During the first meeting, the families were briefed again on what to expect over the next few months. The families then received the same book and were assigned chapters to read together before the next meeting. In addition, each family was given discussion questions in both Spanish and English (see Appendix B for sample questions). These questions were selected by the CLD specialist and the general education teacher. They pertained to chapter details while also asking families to relate characters' experiences to their own. Families were asked to use these questions to generate opportunities to practice academic socialization with their students. These questions were also used to initiate discourse during the Building Bonds meetings. Although these questions were available, families were also able to organically start their own conversations if they so desired.

During the first meeting, the action team introduced the book *Esperanza Rising* by Pam Muñoz Ryan. This book was chosen because of its cultural connections and possible relatable experiences with the CLD community (Vazquez Dominguez et al., 2018). After introducing the book, the action team demonstrated what was expected at home by each reading a paragraph and discussing their overall reactions or questions. This demonstration gave the families insight into what reading together might look like. It is important to note that each member of the action team made a point to speak during the meetings. By facilitating the meetings as a team, families did not look to one member for answers. If a translation was needed during the meeting, the liaison assisted with this. For future programs, talking points can be assigned before each meeting or organically happen depending on the synergy of the action team.

Following modeling the expectations, parents were given time to ask questions. Modeling of learning support strategies is an individual student impact strategy according to the Flamboyant Foundation model (2021). It allows for families to see what is expected and note the strategies educators use at school to make the greatest impact with their student at home. The families then

practiced together using the first chapter of the book. During subsequent meetings, families used the hour-long sessions to discuss their opinions about the book, their answers to the discussion questions, and their projections about what might happen next. If parents did not want to volunteer to read the questions aloud, members of the action team took turns doing so.

Because of the preparation done during the planning stages of the program, there was not a lot of work to be completed before each meeting. Prepackaged food was bought beforehand and stored at the education service center. The liaison worked at this building and was able to bring it with her to each meeting. The rest of the team helped assemble the tables and set up the food once it arrived. To keep attendance high and to continue building relationships with the families, the liaison called each family the day before the meetings to see if they would be able to attend. These personal phone calls home were an impactful engagement that helped with attendance. They served as a reminder for upcoming meetings and showed parents that the action team cared about their participation. Reaching the parents was important when trying to keep the attention of the middle school students. Afterschool literacy activities can often be uninteresting to students as they enter the higher grades. A few details the action team noticed that kept the middle school students interested were having their parents excited about the program, picking a story of interest, providing food they would enjoy, reminding them the day of the meeting that their friends would be there, and providing a reward if they completed the program.

Feedback on the Program

At the end of the first meeting, each family was given a survey adapted from the work of Palombo (2015). The survey was given in their preferred language (Appendix C) and was asked to be returned at the families' earliest convenience. Survey questions were modified to capture the impact of the family literacy program and to help the program leaders gain a better understanding of the parents' overall participation in their child's education. At the final meeting, another survey was distributed, similar to the first survey but with two additional questions (Appendix D). This provided the action team with feedback over the successes of the pilot program and what could be improved for next time.

After collecting the survey responses, results were carefully examined. The action team was interested in comparing how frequently parents engaged in literacy activities with their children, the number of books in the home pre- and post-program, the family comments related to Building Bonds, and the overall participation in literacy engagements following the conclusion of the program.

Increased Literacy Interactions

The concluding survey showed that by the end of the semester, all families were reading with their student more frequently—either daily or almost daily. This is important because frequent literacy interactions have been found to help families learn how to become literate together. They are proven to enhance language, literacy, and life skills within a family (Zygouris-Coe, 2007), while also sustaining a student's transnational identity through familial interactions (Noguerón-Liu & Driscoll, 2021). For example, during one of the meetings, a parent shared about a discussion she had with her daughter while reading at home. She told the group how the main character's experiences prompted them to talk about events from her own childhood. This led to a discussion about how fortunate the student is today. This experience was impactful for the student and the parent because it ignited a family storytelling opportunity. Through a funds of knowledge (Moll et al., 1992) lens, it also helped the reader make connections about their family's home country and the written text. Telling stories created a visible shift in the families' comfort levels as more people began to share their life connections to the book.

Increased Number of Books at Home

In addition to an increase in overall family literacy engagement, three of the four families reported an increase in the number of books in their home. Getting printed books near students is often a focus when increasing literacy (Neuman, 1999). This increase of books in the home helps create a literacy-rich environment for students which has been linked to students having a higher motivation to read (Kirsch et al., 2002) along with literacy success (Neuman, 1999). Benefits of having a book-rich home environment also include an increase in vocabulary, comprehension skills, and an understanding that providing evidence for an argument is important (Evans et al., 2010). In addition, access to books in the home has an influence on reading attitudes (Merga, 2015). Although the physical placement of books in a student's environment is important, it is imperative that students and their families know how to interact with the literature (Neuman, 1999). Building Bonds advocated for this by guiding the families on how to read together while also encouraging conversation around the book. These conversations provided opportunities for families to engage in academic socialization by prompting text-to-self connections.

Literacy Program Benefits

When asked what families liked about Building Bonds, the following responses were noted: interaction with their child, and access to multilingual resources. All families chose to have the text in English and Spanish.

Researchers have found that access to multilingual resources has an impact on families interacting with literacy at home because they can divide the workload and expertise while reading together (Noguerón-Liu & Driscoll, 2021). It also allowed the entire family to come prepared to share at the Building Bonds meetings. In a similar study conducted by Vazquez Dominguez et al. (2018), findings concluded that immigrant families preferred having access to books in both Spanish and English. The participants were able to help their children practice their Spanish, while also learning how to read and discuss the text with them. Building Bonds had a comparable outcome, as more than one parent verbalized that having access to the book in both languages taught them and their children words they did not know.

Literacy Program Improvements

Families were also asked how they would improve the Building Bonds program. Two families left the question blank, while the other two responded with the desire for more meetings. This feedback echoed the teacher and the liaison's informal discussion on ways to improve the program. It was discussed that meeting at least twice a month could have a positive impact on the families' recall about events in the story. Meeting only once a month, some family members verbally requested a short recap because they had either read ahead or had finished the required reading earlier in the month.

Interest in Continuing Literacy Engagements

Finally, there was an increase in literacy engagement *after* the program concluded. Before implementing Building Bonds, none of the participating families were involved in any afterschool literacy engagements. After the program ended, two of the families were eager to continue another book study. Through word-of-mouth, the liaison and two of the families who participated in Building Bonds were able to recruit four more families to join for a second book. The second book, *Becoming Naomi León* by Pam Muñoz Ryan, was also chosen by the liaison for its relevance and possible cultural connections to the CLD community. Following the completion of the second book, the mothers involved in the program continued with a *Love and Logic* book study offered by the district liaison. Ten mothers of CLD students signed up to be involved in these sessions. Nine months after concluding the Building Bonds program, the Culturally and Linguistically Diverse Education Coordinator for the district reported that they are continuing with yet another *Love and Logic* session for families in the summer. It was also mentioned that families have expressed the desire for a literacy program similar to Building Bonds for the fall. The district's ability to proceed will depend on adequate funding (G. Geis, personal

communication, February 26, 2022), but clearly the desire to continue these activities is present.

Conclusion

Despite the COVID-19 pandemic which caused many families to decline participation, four families of middle school CLD students were able to engage in a family literacy program that increased their literacy interactions at home and encouraged school partnerships that might not have otherwise formed. This small number of participants does not enable us to generalize any of our findings, but the successful completion of this program makes this report from the field timely and relevant.

Based on program feedback discussed above, the Building Bonds program was noted as impactful for the participants and led to a continuation of other literacy engagements following its conclusion. The results of the program showed an increase in family literacy interactions, an increase of books in the homes of the participants, and an awareness that multilingual resources are accessible through the school.

There were several elements that contributed to the success of the program. For one, using culturally relevant and multilingual books was crucial to engaging both parents and their children. Families could read together and create more opportunities for storytelling and transnational connections. Forming an action team also played a substantial role in the success of the program. The team's knowledge on how to build relationships with students and their families while also being able to communicate clearly and effectively with parents made an impact. While the members were equally important, they each had their own strengths. The family and community liaison made the families of the CLD students feel welcome, safe, and heard. She sustained clear communication and helped maintain attendance. The CLD specialist provided knowledge on CLD education and how the students and their families would best benefit from a literacy program. Additionally, the specialist provided the families with a resource and a contact at the middle school. The general education teacher also served as a resource at the middle school. She answered parent questions regarding literacy expectations and was able to add to the conversation about the importance of literacy in all classes. Without these members of the action team, the program might not have been as successful as it was following the pilot.

In the future, it would be beneficial for more classroom teachers to be involved in the program. In order for educators to provide a rich learning environment where students can fully participate and use the skills they al-

ready have, they need to know their students' home cultures (Gaitan, 2012; Zygouris-Coe, 2007). This knowledge will help educators connect what is happening in their students' lives with their literacy classroom environment (Bisplinghoff et al., 1995; Moll et al., 1992). As observed through Building Bonds, a family literacy program can facilitate these connections and ultimately increase the likelihood of future impactful literacy engagements at home and at school.

Limitations

The Building Bonds literacy program consisted of a very small number of families, in large part due to the COVID-19 pandemic. As such, the design of the program and the responses of the families and students cannot be generalized to other school contexts. Future efforts to create programs like this would benefit from including a survey or interviews of parents involved. Using the modified survey from Palombo (2015), other pre- and post-survey questions, or interview questions (available in the home language as well as in English) could give insight toward the families' literacy practices to determine if the pilot program benefits noted here are present with other family literacy partnerships.

It is also important to note possible bias due to one of the authors playing a key role in designing and implementing the family literacy program. The authors acknowledge this as a limitation and suggest that future studies separate the two.

Finally, the short duration of the program is recognized as a limitation. After the conclusion of the program, solutions were discussed. Meeting every two weeks instead of once a month could increase the amount of time the families spend with literacy. This would be beneficial and possibly strengthen the relationships built between staff and families during the initial book study.

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Appendix A. Building Bonds Family Literacy Program—Family Phone Conversation: Key Points

Liaison Script:

- Building Bonds is a family literacy program that our middle school is piloting this year.
- Reason: We wanted to create a family literacy program for you and your child because there is research behind the positive impact family literacy engagements can have for families and students. Literacy is also a part of all your child's classes. Even in math class, they will need to know how to read!
- This semester, we will be reading *Esperanza Rising* by Pam Muñoz Ryan. You will be provided with a copy in either Spanish, English, or both, depending on your preference. Each month, you will be assigned chapters to read together. There will also be discussion questions in addition to the assigned reading.
- There will be a total of 3 one-hour meetings from October through December. The first Building Bonds meeting will include an introduction to the book and a model of what will be expected at home. During the next two meetings, we will talk about the chapters you read and share responses to the discussion questions. The discussion questions will not always be about chapter details. Some questions will ask you to relate a character's experience to your own.
- If you participate in Building Bonds, you will commit to finishing the book and attending the three meetings. If your family completes the commitment, your child will receive a \$50 voucher to the Scholastic Book Fair!
- The entire family is welcome, and we will provide snacks.

If interested:

- What days are they available? Monday-Friday
- Pick a time: 4:00 pm–5:00 pm, 5:00 pm–6:00 pm, 6:00 pm–7:00 pm, 7:00 pm–8:00 pm
- Book options: Spanish, English, or both

Appendix B. Esperanza Rising: Chapters and Questions Example

Chapters to read:

Chapter 1- Aguascalientes, México

Chapter 2- Las Uvas

Chapter 3- Las Papayas

Chapter 4- Los Higos

Chapter 5- Las Guayabas

Chapter 6- Los Melones

Chapter 7- Las Cebollas

English:

1. In the chapter called Las Uvas, Esperanza's grandma says, "There is no rose without thorns." What did she mean by that?
2. What did Abuelita save from the fire and why?
3. Have you ever had to move? If so, did you have some of the same feelings Esperanza had? If you have not moved, how do you think you might feel?
4. Why was Marta rude towards Esperanza when she first met her? If you were in Marta's position, do you think you would have acted the same way?
5. What did Miguel teach Esperanza at the end of chapter 7?

Spanish:

1. En el capítulo titulado Las Uvas, la abuela de Esperanza dice: "No hay rosa sin espinas." ¿Qué quiso decir ella con eso?
2. ¿Qué salvó la abuela del fuego y por qué?
3. ¿Alguna vez has tenido que mudarte? Si es así, ¿sentiste algunos de los mismos sentimientos que tuvo Esperanza? Si no te has movido, ¿cómo crees que podrías sentirte?
4. ¿Por qué Marta fue grosera con Esperanza cuando la conoció? Si estuvieras en la posición de Marta, ¿crees que habrías actuado de la misma manera?
5. ¿Qué le enseñó Miguel a Esperanza al final del capítulo 7?

Appendix C. Family Questionnaire (first meeting; based on work by Palombo, 2015)

Parent's Name: _____

Child's Name: _____

Background Information:

1. What is your relationship to this child? (Please check one)

mother

father

grandparent

older sibling

other (explain: _____)

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2. Is English your first language?

Yes No

You, Your Child, & Home:

3. How often do you talk with your child about any aspect of their school day? (Please check one)

hardly ever

once or twice a month

once or twice a week

almost daily/daily

4. How many times per week does your child read on their own, or to themselves, at home? (Please check one)

0 times

1–2 times per week

3–5 times per week

6 or more times per week

5. About how long each time does your child read on their own, or to themselves, at home? (Please check one)

less than one hour

about an hour

more than one hour

6. How many times per week does your child do math activities on their own, or by themselves, at home? (Please check one)

0 times

1–2 times per week

3–5 times per week

6 or more times per week

7. About how long each time does your child do math activities on their own, or by themselves, at home? (Please check one)

less than one hour

about an hour

more than one hour

8. How often do you do reading activities with your child, including homework? (Please check one)

hardly ever

once or twice a month

once or twice a week

almost daily/daily

9. What kinds of reading activities do you do with your child? (Please check all that apply)

read books together

talk in general about the books we read together

ask my child specific questions about books we read together

talk in general about the books my child reads on his/her own

ask my child specific questions about books my child reads on his/her own

other (please explain: _____)

10. How often do you do math activities with your child, including homework? (Please check one)

hardly ever

once or twice a month

once or twice a week

almost daily/daily

11. What kinds of math activities do you do with your child? (Please check all that apply)

talk about practical math problems, (for example, adding items while grocery shopping)

ask my child specific math questions

do math-related tasks together, including measuring or cooking

other (please explain: _____)

12. Approximately how many books do you have in your home? (Please check one)

0–2

3–10

11–20

21–40

more than 40

Appendix D. Family Questionnaire (last meeting; based on work by Palombo, 2015)

Parent's Name: _____

Child's Name: _____

Background Information:

1. What is your relationship to this child? (Please check one)

mother

father

grandparent

older sibling

other (explain: _____)

2. Is English your first language?

Yes No

You, Your Child, & Home:

3. How often do you talk with your child about any aspect of their school day? (Please check one)

hardly ever

once or twice a month

once or twice a week

almost daily/daily

4. How many times per week does your child read on their own, or to themselves, at home? (Please check one)

0 times

1–2 times per week

3–5 times per week

6 or more times per week

5. About how long each time does your child read on their own, or to themselves, at home? (Please check one)

less than one hour

about an hour

more than one hour

6. How many times per week does your child do math activities on their own, or by themselves, at home? (Please check one)

0 times

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1–2 times per week

3–5 times per week

6 or more times per week

7. About how long each time does your child do math activities on their own, or by themselves, at home? (Please check one)

less than one hour

about an hour

more than one hour

8. How often do you do reading activities with your child, including homework? (Please check one)

hardly ever

once or twice a month

once or twice a week

almost daily/daily

9. What kinds of reading activities do you do with your child? (Please check all that apply)

read books together

talk in general about the books we read together

ask my child specific questions about books we read together

talk in general about the books my child reads on his/her own

ask my child specific questions about books my child reads on his/her own

other (please explain: _____)

10. How often do you do math activities with your child, including homework? (Please check one)

hardly ever

once or twice a month

once or twice a week

almost daily/daily

11. What kinds of math activities do you do with your child? (Please check all that apply)

talk about practical math problems, (for example, adding items while grocery shopping)

ask my child specific math questions

do math-related tasks together, including measuring or cooking

other (please explain: _____)

12. Approximately how many books do you have in your home? (Please check one)

0–2

3–10

11–20

21–40

more than 40

13. What did you like about the Building Bonds project where we read Esperanza Rising?

14. What suggestions do you have to improve the project for next semester?