

EDCO 227: DYNAMICS OF COMMUNITY AND SCHOOL RELATIONS

Sections: 01 #20413, 85 #20414, 86 #21135, 89 #21136, 90 #21137

Department of Counselor Education
San José State University

Spring 2011

Mondays: 7:00-9:45pm
IRC, room 306

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College of Education Mission: The mission of the Connie I. Lurie College of Education at San Jose State University is to prepare educators who have the knowledge, skills, and dispositions that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Department of Counselor Education Mission: The Department of Counselor Education at San José State University is committed to the preparation of guidance and counseling personnel who will work with increasingly diverse ethnic and cultural populations. The mission of the department is to provide all graduate candidates with multiethnic and multicultural professional preparation.

Course Description:

This course will explore the psychological dynamics and socio-cultural relationships that influence community and school relations. A major focus of the course is devoted to developing an increased understanding of multiethnic and historical traditions that relate to pupil personnel services. Students will develop an increased knowledge of school, family, and community factors (i.e., cultural, socio-economic, environmental, etc.) that support student learning, achievement, and psychological well-being will be a major focus of the course. Various exercises will be utilized in order to provide opportunities and experiences to collaborate effectively with schools and community-based organizations and to learn skills to collaborate effectively with students and families from diverse backgrounds. A large portion of this class is devoted to collaborative group work and community guest speaker presentations.

General Course Objectives:

- Gain knowledge of how school counselors can work effectively with diverse students, parents, families, and community organizations to make schools positive learning environments for all students
- Establish connections with diverse schools, families, and community organizations and agencies to learn about the needs of particular communities and the resources available for them
- Prepare counselors and teachers to develop knowledge and skills necessary to provide prevention and intervention strategies to support students, families, and school and community-based organization staff by implementing collaborative and strength-based counseling models
- Meet the general competencies stated within the Standards of Quality and Effectiveness for Pupil Personnel Services Credentials developed by the State of California Commission on Teacher Credentialing.

Counselor Education – Dispositions

Disposition 1 – Respect for all Forms of Diversity

Disposition 2 – Equity & Excellence for all Students

Disposition 3 – Life – Long Learning

Disposition 4 – Ethical & Professional Practice

Disposition 5 – Democratic & Reflective Practice

Standards-Specific Course Objectives:

Based on the Standards of Quality and Effectiveness for Pupil Personnel Services Credential

<http://www.ctc.ca.gov/educator-prep/standards/pps.pdf>

➤ Comprehensive and Early Intervention for Achievement (STANDARD 5)

Gain knowledge of institutional and environmental conditions that place students at risk for failure or early school dropout

- Gain knowledge of methods of promoting positive and supportive relationships with students such as counseling, teacher collaboration, classroom consultation, advocacy, peer counseling, and parental involvement

➤ Family-School Collaboration (STANDARD 7)

• Develop an awareness of the importance of family-school relationships in fostering positive student development

• Gain knowledge and skills in helping schools overcome barriers to family involvement

• Gain knowledge of and respect for family structures and socio-cultural diversity

• Learn ways to assist families to become actively involved in student development and learning

➤ Consultation (STANDARD 10)

• Understand factors that promote the development of effective relationships among teachers, staff, families and others, taking into consideration the influence of diverse cultures and languages

• Develop an understanding of the impact that teaching methods and styles have on student learning in the classroom

➤ Collaboration and Coordination of Pupil Support Systems (STANDARD 13)

• Gain knowledge and skills in collaborating with public and private community-based organizations, agencies, and others that contribute to improving learning outcomes for students

• Learn how to effectively access and utilize resources within the community to facilitate positive youth development

• Increase knowledge about models of school-based or school-linked services that promote student learning and success

• Develop skills in working with multi-disciplinary teams, teamwork, team building and skill in functioning as a team member within schools and with community-based organizations

➤ Human Relations (STANDARD 14)

• Gain knowledge of conceptual models of interpersonal relations and communication

• Develop skills to help foster an appreciation for ethnic and cultural diversity and to facilitate management of interethnic or intercultural conflict when it arises on the school site

➤ Advocacy (STANDARD 23)

• Gain knowledge of the barriers to the highest learning and achievement for all students, and how they can limit the future educational and career outcomes for students

• Gain knowledge of school learning support programs and services that promote high academic attainment and learning success

• Gain knowledge and skills in advocating for high academic expectations and learning success for all students

➤ Learning, Achievement, and Instruction (STANDARD 24)

• Develop an understanding of classroom dynamics and instructional activities and materials that are appropriate for students with diverse needs, interests, and learning styles

• Gain knowledge of strategies and techniques for involving parents and guardians in classroom learning (e.g., parent tutoring & homework support)

➤ Collaboration, Coordination, and Team Building (STANDARD 27)

• Gain knowledge of effective collaboration programs and services that integrate parents, family and community members, and community agency personnel to increase student learning

• Gain knowledge and skills in coordinating the support, roles, and services of school staff, parents, family and community members, and community agency personnel within the framework of a comprehensive counseling and guidance program

• Gain knowledge and skills in team building

- Gain knowledge and skills in coordinating and providing appropriate support services necessary for students' success in academic, career, personal, and social development and in providing appropriate services to meet these student needs

➤ Prevention Education and Training (STANDARD 29)

- Gain knowledge and skills in identifying early signs and predictors of student learning problems
- Gain knowledge and skills in developing, organizing, presenting, and evaluating preventive educational programs for students, parents, family and community members, and teachers, counselors, and other school staff to prevent learning difficulties and promote learning success and high academic achievement

Required Text & Readings:

- Olsen, G. & Fuller, M. L. (Eds.). (2008). *Home-school relations: Working successfully with parents and families (3rd ed.)*. Boston: Allyn and Bacon.
- U.S. Department of Health and Human Services. (2001). *Youth violence: A report of the Surgeon General*. Washington D.C.: U.S. Government Printing Office (Accessible online at http://www.mentalhealth.samhsa.gov/youthviolence/surgeongeneral/SG_Site/home.asp)
- Additional readings will be assigned throughout the semester.

Course Requirements and Grading:

	<u>%</u>	<u>Points</u>	<u>Your Points</u>
I. Class participation	10%	20	_____
II. Textbook Discussion Questions	10%	20	_____
III. School Visit and Report	10%	20	_____
IV. Community Agency Visit and Report	10%	20	_____
V. Challenge Education Training Day	10%	20	_____
VI. Group Presentation	20%	40	_____
VII. Portfolio	<u>30%</u>	<u>60</u>	_____
- Personal Statement (10 points)			
- Philosophy and Vision Statement (10 points)			
- Resume (6 points)			
- Professional Work Samples (4 points)			
- Resource Guide (20 points)			
- Overall Appearance and Organization (10 points)			
	100%	200	_____ Total Points

Final grades will be awarded using the following scale:

<u>Points Earned</u>	<u>Percentage</u>	<u>Grade</u>
189 - 200	95% - 100%	A
179 - 188	90% - 94%	A-
173 - 178	87% - 89%	B+
167 - 172	84% - 86%	B
159 - 166	80% - 83%	B-
153 - 158	77% - 79%	C+
145 - 152	74% - 76%	C
140 - 144	70% - 73%	C-
Below 140	Below 70%	Not considered a passing grade.

Grading Policy:

All assignments are due by 7:00pm on the listed due dates unless otherwise indicated by the instructor. Late assignments will be graded down unless prior arrangements are made with the instructor.

I. Class Participation - (10% of final grade – 20 Points):

Much of the class will be conducted as a professional dialogue. Participation and positive engagement are critical. Students are expected to attend every class, on time, and actively engage in class discussions and exercises relevant to the content of the course. Active engagement includes: listening attentively to classmates; asking the instructor, guest speakers, and classmates thought-provoking questions; making connections to readings and other relevant experiences; exploring and discussing multiple perspectives; and, building off others' ideas. It is important to show respect towards others, despite differences in opinions. **Due to the participatory nature of this class, please turn off laptops and cell phones during class time.**

II. Textbook Discussion Questions - (10% of final grade – 20 points):

Each student will submit a minimum of one question/comment/reflection for each week's assigned reading material. The questions/comments/reflections need to be submitted/posted (electronically) by **Sunday at 12:00 pm** for readings to be discussed during Monday's class. (Further instructions will be provided in class.)

III. School Visit and Report – (10% of final grade – 20 points): Due 03/21/11.

Students are required to visit a school or college counseling program (as a group or in pairs) and submit a written report (individually) based on the visit. (*Groups will remain the same for all group-project components of the course. It is recommended that groups be formed based on the school level individuals are interested in working with and the location where they want to conduct the school/community agency visits.*) Each group (or pair) will identify one school to visit and spend approximately 1 hour interviewing/meeting with a school counselor. It is important to identify and schedule the school visit early in the semester. **(The school visit cannot be conducted at a school where any of the group members already work.)** **Each student** will prepare and submit a 2-3 page, typed, double-spaced report that addresses the criteria below.

Use sub-headings in the report to highlight the seven criteria.

- 1.) **Logistics** on the date of visit, names of classmates you conducted visit with, name of individual(s) you interviewed, and number of years the individual(s) you interviewed have held their current position
- 2.) **Background information** on the school/community agency (e.g., year established, number of employees, profile of students/clients served, the school's/community agency's philosophy and mission statement, any other pertinent information)
- 3.) **Strengths of the school/community agency** [Address some of Eccles & Gootman's (2002) "*Features of Positive Developmental Settings.*"] **and strategies that you would recommend adopting at other schools/community agencies**
- 4.) **Area(s) of the school/community agency that need improvement** [Address some of Eccles & Gootman's (2002) "*Features of Positive Developmental Settings.*"] **and strategies that you would not recommend adopting at other schools/community agencies**
- 5.) (For the school visit): **What community organizations/agencies do school counselors collaborate with to better serve students' needs?**; (For the agency visit): **How do staff members collaborate with local schools or other community agencies to better serve their clients' needs?**
- 6.) **Contributions a new counselor can make** – Ways in which a new counselor can contribute/collaborate with this school/agency in order to better serve students' and families' needs; specific training new counselors should have to work at that school/agency
- 7.) **Group (or dyad) dynamics** - Provide your personal reflections on the group dynamics aspect of the assignment. (E.g., Did all group members contribute equally to initiating, scheduling, and conducting the school/community agency visit? Was there group conflict involved in the process and, if so, how was it resolved?)

IV. Community Agency Visit and Report – (10% of final grade – 20 points): Due 04/25/11.

Follow the same procedure as with the school visit and report, except visit/interview a community agency staff member instead of a school counselor. Each student needs to prepare and submit a 2-3 page, typed, double-spaced report based on his/her visit. (See *School Visit and Report* guidelines.)

V. Challenge Education Training Course – (10% of final grade – 20 points): **Mandatory** attendance is required for the Challenge Education Training Day. We will meet at Kelly Park, 1300 Senter Road, San Jose, Ca from 9:00 am – 1:00 pm.. IF RAINING, we will meet at San Jose Community School, 1155 East Julian, San Jose, 95116. Please wear comfortable clothing and shoes, bring a snack, and water. If future counselors are to be effective in building student alliances and strengthening their communities, a benefit could be derived from maximizing the special human resource that grows out of working together, experiencing collective problem-solving and participating in leadership-structured experiences, and an exposure to Adventure-Based Counseling.

VI. School, Family, and Community Partnerships Group Presentation - (20% of final grade – 40 points): Develop a 20-30 minute professional development workshop geared towards supporting positive youth development and academic achievement with a focus on improving students' academic, career, and/or personal/social development. Specify what **counseling domains** (academic, career, or personal/social), **grade-level**, and **target population** your presentation/workshop will focus on. (E.g., 6th grade immigrant Latino families with a focus on academic development; middle school teachers and counselors with a focus on personal and social development; high school gay, lesbian, bisexual, transgender, and queer (GLBTQ) students and their families with a focus on personal and social development; community college transfer students with a focus on academic and career development, etc.). The presentation should focus on how your ideas will foster a sense of schools as learning communities where diverse students, families, teachers, counselors, and school administrators and staff can work towards the common goal of helping students succeed while showing respect for each others' values, beliefs, and practices. **Address at least two out of the six California Standards for the School Counseling Profession.**

- All group members must participate in the development and presentation of this project.
- Make sure to research your topic - conduct Internet, library, and community research to find resources. You will be presenting this as a professional development workshop to your colleagues. **(All topics must be approved by the instructor.)**
- Indicate which State (*California Standards for the School Counseling Profession*) and National (based on the ASCA model) Counseling Standards are being addressed.
- **Submit a detailed outline with scholarly references and each group member's role in the presentation to the instructor one week before the group's presentation date.** (*Emailed copy is acceptable*).
- As a group, create a resource handout for the rest of the students in the class and hand it out on the day of the presentation.
- Make the presentation as interactive as possible.
- Be creative and innovative; do not merely present on a program or workshop that already exists. You can build off existing programs but your goal is to take it to the next level. Some questions to consider include:
 - What is new/innovative about your proposed intervention/prevention?
 - How would students, parents, families, teachers, counselors, and/or others benefit from your presentation/workshop?
 - How can your presentation/workshop be incorporated into a school's counseling program?
 - How can your presentation/workshop be used to reach out and engage your target group within a counseling capacity to foster positive youth development and strengthen school-community partnerships?
 - What role do community agencies play in helping you meet your target population's needs?

VII. Student Portfolio - (30% of final grade – 60 points): **Complete portfolio is due by 05/09/11.**

Each student will develop a professional portfolio using that includes: a personal statement, counseling vision and philosophy statement, resume, two counseling-related professional work samples, and a community agency resource guide. In addition, be sure include a cover page with: your name, course number and name, instructor's name, and date (semester and year); a table of contents, and graphics. **The**

completed portfolio is due by May 9, 2011. Below are more specific guidelines for each component of the portfolio.

➤ **Personal Statement – 10 points: (Due 02/07/11)**

- Share information regarding your background, where you were raised, family, etc. (*Only include information you are comfortable sharing*).
- Describe how your family, friends, values, and/or experiences influenced your decision to become a counselor. What led you to want to become a counselor?
- Describe the area(s) of counseling you are interested in working in (or at least exploring) and the population(s) you are interested in working with in the future.
- Only include information that you would be willing to share with potential employers.

➤ **Counseling Vision & Philosophy Statement - 10 points: (Due 02/28/11)**

- Describe your vision and philosophy of counseling. (E.g., What kind of counselor do you envision yourself being and what drives that vision?)
- Include any beliefs, values, pedagogy, and **counseling theories** that guide (or will guide) your work as a counselor.
- Describe how significant relationships, experiences, and/or events in your personal and/or professional world have shaped your counseling vision and philosophy.

➤ **Resume – 6 points - (Due 03/07/11)**

- Include career objective, education, work experiences, etc.,
- The resume should be specifically designed for a counseling position.

➤ **Counseling-Related Professional Work Samples – 2 points each: (Due 04/18/11)**

- Provide two samples of agendas, projects, plans, schedules, behavior contracts, client lists, home visits, etc., which reflect **your work** as a counselor (or future counselor). These documents/products should have been developed at least in part by you. If you submit a work sample that was developed by someone else, indicate who developed or contributed to the development of the work sample.

➤ **Resource Guide that Pertains to a Specific Target Population – 20 points: (Due 05/09/11)**

- Select and describe a target population (e.g., high school students and parents at XYZ middle school; high school English learners; GLBTQ youth).
- Based on research, identify and describe **five** specific needs/issues faced by your selected target population and develop a resource guide that encompasses those five needs/issues (e.g., low academic achievement, lack of parent involvement, identity issues, language barriers, and residency issues), and that will assist you in serving the needs of your target population. (The resources guide can include resources that can be offered at school such as workshops and informational presentations in addition to community resources.)
- For each of your target population's need/issue:
 - Describe the need/issue.
 - Explain why it is important to address that need from a counseling perspective.
 - Provide a list of community resources (a minimum of two) that counselors can partner with to address your target population's need/issue.
 - Include 2 flyers and/or brochures (either created by you or obtained from a community agency) that you could distribute to your target population.
 - One brochure/flyer from an agency per need is required. Do not use **only** information from the internet.
 - Each need/issue with the description of the importance to address the issue should be included with the community resources provided.
 - There should be 5 sections of resources, brochures, and the required write up.

➤ **Overall Appearance & Organization of Portfolio – 10 points**

- Portfolio must be in a binder, folder, etc.
- Include a cover page, table of contents, and graphics
- Include tabs to separate sections of work.
- Make sure to proofread all of your work so that it is concise, well-organized, and free of spelling and grammatical errors.

Academic Integrity Statement (From Office of Judicial Affairs):

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The University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.pdf>. University policy regarding plagiarism will be actively enforced. For information on plagiarism, please consult the following website: <http://library.sjsu.edu/leap/plagiar.htm>

Accommodation of Students with Disabilities:

Any students with special needs that require specific accommodations are encouraged to speak with the instructor as soon as possible so that accommodations can be implemented accordingly. Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center (DRC) to establish a record of their disability.

Library Resources

San José State University Library

408-924-2823, <http://library.sjsu.edu>

Bernd Becker, Reference Librarian and liaison for the Counselor Education Department

(408) 808-2348, berndbecker@sjsu.edu

WK #	DATE & TOPICS	<u>WEEKLY CLASS SCHEDULE</u>
1	01/31/11 Introductions & Class Overview	<ul style="list-style-type: none"> • Introductions • Name Game • Class overview - review syllabus, course expectations, and course requirements • Review the Standards of Quality and Effectiveness for Pupil Personnel Services Credential • Student information sheets • Begin to form site visit groups • Readings: Eccles & Gootman (2002) → Appendix A (pp. 315-319), & Appendix B (pp. 320-327) http://www.nap.edu/books/0309072751/html/
2	02/07/11 Theoretical Frameworks for Conceptualizing Positive Developmental Processes	<ul style="list-style-type: none"> • Personal Statement due • Interviews • Personal and Social Assets that Facilitate Positive Youth Development • Review site visit groups, timelines, and schedules • Readings: Olsen & Fuller (2008) → Chapters 1-3
	02/11/11 (Saturday)	<ul style="list-style-type: none"> • Challenge Education Training Course-9:00 am-1:00 pm • Kelly Park 1300 Senter Road, San Jose, Ca. or IF RAINING, San Jose Community School, 1155 East Julian St., San Jose, CA 95116
3	02/14/11 Diverse Families	<ul style="list-style-type: none"> • Debrief Team-Building Course • Guest Speakers: Child, Welfare, & Attendance Counselors, SJUSD • Family Pair Share Activity • Finalize site visit groups, timelines, and schedules • Readings: Olsen & Fuller (2008) → Chapters 4 & 5
4	02/21/11	<ul style="list-style-type: none"> • No class, compensation for Saturday class
5	02/28/11 Perspectives on Parenting	<ul style="list-style-type: none"> • Vision/philosophy statement due • Guest Speakers: Gilbert Torres, Retired SJPDP/Parent Project • Presentation - Group 1 • “Dealing with difficult parents” role-playing activity • Readings: Olsen & Fuller (2008) → Chapters 8 & 9 (up to page 181)

6	03/07/11 Families and their Children w/ Disabilities	<ul style="list-style-type: none"> • Resume due • Guest Speaker: Lynn Stacey, Director of Special Education, SJUSD • Presentation - Group 2 • Readings: Olsen & Fuller (2008) → Chapters 6, 7, & 13
7	03/14/11 Types of Parent/ Family Involvement in Education	<ul style="list-style-type: none"> • Guest Speakers: Johnny Baltierra Counselor, Parent Liaison Office, SJUSD • Presentation - Group 3: • <i>Parents Helping Parents (PHP)</i>, http://www.php.com/ • Readings: Olsen & Fuller (2008) → Chapters 15 & 16
8	03/21/11 Family Involvement Models & Parents' Legal Rights	<ul style="list-style-type: none"> • School visit report due • Guest Speaker: Linda Silvius, Project Cornerstone School Partnership Director • Presentation – Group 4 • Mid-semester evaluation/feedback • Readings: Olsen & Fuller (2008) → Chapters 11 & 12 •
9	03/28/11	<ul style="list-style-type: none"> • NO CLASS, SPRING BREAK
10	04/04/11 Family Violence & Poverty	<ul style="list-style-type: none"> • Guest Speaker: Rich Garcia, LMFT, Executive Director, Family Violence Counseling Associates • Presentation Group 5 • Review Mid-semester evaluation/feedback • http://www.mentalhealth.samhsa.gov/youthviolence/surgeongeneral/SG_Site/home.asp • Readings: <i>Youth Violence: A Report of the Surgeon General</i> Chapter 1
11	04/11/11	<ul style="list-style-type: none"> • No in-class meeting • Meet with your school/agency visit group members
12	04/18/11 Youth & School Violence	<ul style="list-style-type: none"> • Professional work samples due • Guest Speaker: Bernie Rosales, Community Coordinator City of San Jose School Initiative • Presentation – Group 6 • Review mid-semester evaluation/feedback • <i>Myths About Youth Violence</i> class activity/discussion • Readings: Olsen & Fuller (2008) → Chapter 14
13	04/25/11 School Choices in Education	<ul style="list-style-type: none"> • Community agency written report due • Guest Speaker: Rosa Nieto & SJCS Students, “Fish Bowl” Activity • Presentation – Group 7 • Readings: National Center for Cultural Competence; http://www11.georgetown.edu/research/gucchd/nccc/foundations/frameworks.html
14	05/02/11 Cultural Competence & Equity	<ul style="list-style-type: none"> • Guest Speaker: Dr. Jacquelyn Reza, DeAnza Community College • Presentation – Group 8 • Readings: Olsen & Fuller (2008) → Chapters 9 (pages 182-212) & 10
15	05/09/11 Educational Policy & Advocacy	<ul style="list-style-type: none"> • Complete Portfolio, including the “Resource Guide,” is due. • Course Review and wrap-up • Student Class Evaluations • SOTES
Finals	05/16/11	<ul style="list-style-type: none"> • Portfolio evaluation • Finish Group Presentations

(PLEASE NOTE THAT THE COURSE CALENDAR IS “SUBJECT TO CHANGE WITH FAIR NOTICE.”)

Additional References

- Adger, C. T. (2001). School-community-based organization partnerships for language minority students' school success. *Journal of Education for Students Placed at Risk*, 6(1&2), 7-25.
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- Elkind, David (1998), *All Grown Up and No Place to Go*. Reading, Massachusetts: Addison-Wesley.
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- Herring, R.D. (1997). *Multicultural counseling in school: A synergetic approach*. Alexandria, VA: American Counseling Association.
- Larson, C. L., & Ovando, C. J. (2001). Racial conflict in a divided community: An illustrative case study of socio-political conflict. In C. L. Larson & C. J. Ovando, *The color of bureaucracy: The politics of equity in multicultural school communities* (pp. 31-60). Belmont, CA: Wadsworth.
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- López, G. R., Scribner, J. D., & Mahitivanichcha, K. (2001). Redefining parental involvement: Lessons from high-performing migrant-impacted schools. *American Educational Research Journal*, 38(2), 253-288.
- Pedersen, P., & Carey, J.C. (2003). *Multicultural counseling in schools: A practical handbook*. Boston: Allyn & Bacon.
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- Tierney, W. G., Corwin, Z. B., and Colyar, J. E. (Eds.). (2005). *Preparing for college: Nine elements of effective outreach*. Albany, New York: SUNY Press.
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- Tolan, P.H, Gorman-Smith, D., Huesmann, L., & Rowell; Z.A. (1997). Assessment of family relationship characteristics: A measure to explain risk for antisocial behavior and depression among urban youth. *Psychological Assessment*, 9, 212-223.
- U.S. Department of Health and Human Services. (2001), *Youth Violence: A Report of the Surgeon General*. Washington D.C.: U.S. Government Printing Office.