The purpose of this qualitative multi-case study is to understand international relocatee parents’ perspectives on parental involvement practices utilized to support their young children’s early learning and development. To better understand the nuances of the parental involvement practices, I conducted a multi-case study involving thirteen international relocatee parents representing countries such as China, India, Pakistan, Saudi Arabia, Mexico and Albania, whose children ages 3 to 5 years old are enrolled in the Early Education Center (EEC), a university laboratory school located on the campus of Midwestern University.

As the data revealed, the parental involvement practices study participants used to support the early learning and development of their young children consisted of several characteristics. First, they required a belief in doing what is best for their child at an early age. Second, they entailed the knowledge parents possessed on the experiences that are developmentally appropriate and helped the child to grow physically, social-emotionally, and cognitively. Lastly, these practices reflected the lived experiences plus cultural and educational background that shaped international parents’ vision on the choice of practices they used to promote the holistic development of their children in their host country. Moreover, as parents engaged with their children and their children’s schools and communities, their cultural,
educational, and life experiences expanded, creating an additive effect to their existing parental involvement frameworks. The findings of this study add to the debate among schools, communities, and policy makers about what it means to be an involved parent in the U.S. mainstream school system.

*Keywords:* early childhood education, international relocatee parents, funds of knowledge, parental involvement