


 Santa Clara County Office of Education

REGIONAL PARTNERSHIPS NETWORK REPRESENTATIVES TO CISC MEETING MINUTES
CO-HOSTED BY THE SANTA CLARA COUNTY OFFICE OF EDUCATION

MAY 2, 2013

CONVENED 9:30 a.m./ADJOURNED 11:30 a.m.

POSTED AT <http://parentengagement.scoe.org>

NETWORK REPRESENTATIVES TO CISC

	Region 1 - Annette Murray, Sonoma COE	X	Region 7 - Tou Herr, Fresno COE
X	Region 2 - Lorna Manuel, Tehama COE		Region 8 - Jeff Nickell, Kern COE
	Region 3 - Jan Sheppard, Sutter COE	X	Region 9 - Vanessa Galey, Orange COE
X	Region 4 - Becky Cruz, Solano COE		Region 10 - Beth Higbee, San Bernardino Supt of Schools
X	Region 5 - Mary Ann Burke, Santa Clara COE		Region 10 - Jose Espinosa, San Bernardino Supt of Schools
	Region 6 - Mary Stires, Stanislaus COE	X	Region 11 - Liz Guerra, Los Angeles COE

PARTICIPANTS

Karen Bacica, Santa Clara COE	Rosa Lizardi, Santa Clara COE
Janelle Barnes, Alameda COE	Claudia Medina, Alameda COE
Ursula DeWitt, University Prep Academy	Elvia McGuire, CA Department of Education
Pat Furagganan, Toastmasters International	Susan Nathan, Alameda COE
Nora Guerra, Oak Grove School District	Denise Noel, Santa Clara COE
Maryam Hall, California League of Schools	Maria Quezada, CAFE
Margaret Hengel, Toastmasters International	Ines Zapiola, Santa Clara COE
Karen Bacica, Santa Clara COE	Myrna Zendejas, Santa Clara COE

1. **Welcome, Introductions and Announcements** – *Mary Ann Burke, Santa Clara COE*
 Introductions were made and Mary Ann reviewed the agenda.

2. **Updates from the California Department of Education (CDE) Migrant Education** – *Elvia McGuire, CDE Consultant*
 - The CDE’s migrant education program focuses on educating the whole child with parent involvement that supports higher grades, school attendance, increased self-esteem, and social skills of students.
 - Learning partnerships are established for home-to-school connections with parents viewed as the experts to support their children’s learning and to develop common ground with the schools.
 - Barriers are addressed with skill development, knowledge, access to language support services, creative collaborations, and biliteracy projects.

3. **Santa Clara County Office of Education Migrant Education** – *Rosa Lizardi, Santa Clara COE Expert Trainer*
 - The migrant program parent leaders participated in four customized parent education sessions that included Academic Enrichment Activities Using Common Core Standards, Four Keys: Unlocking High School Success and the Path to College, and Ten Strategies to Improve Your Child’s Self-Esteem with certificates of completion being awarded for each training module.
 - Migrant program parent leaders also participated in a March conference with the content and delivery created by the students and their parents.
 - Trained parent leaders will continue to provide the module trainings at their district’s schools.

4. **English Learners for College** – *Maryam Hall, California League of Schools*
 - This federally funded i3 parent engagement program includes a partnership between the California League of Middle Schools, the Moreno Valley Unified School District’s Families in Schools Program and with Dr. Kate Kinsella and Associates.
 - Project goals focus on improving school engagement, the school’s environment, the safety of English learners, the parent/family awareness of and engagement in academic supports, and a K-16 process to increase English learner achievement through clear, consistent, and focused academic supports.
 - The grant cohort serves 360 students from six middle schools and their families.

5. Project 2 Inspire – Maria S. Quezada, Ph.D., CABE

- The federally funded i3 program supports schools in building family awareness and competence in educational success, enhances parents' knowledge, skills, and abilities to support student learning, and engages school staff to cultivate positive environments and relationships with families for increased capacity.
- The project creates district infrastructures for sustained parent engagement with strength-based collaborations that include educators, parents, and the wider school community.
- High expectations for parents and students are reinforced through a belief that parents from diverse backgrounds can work collaboratively with stakeholders to support all subgroups of students' academic and social successes. Engaged parents provide encouragement for involvement to other parents.

6. School Smarts Program – Claudia Medina, Janelle Barnes, and Susan Nathan, Alameda COE

- This parent education program is offered at Peralta School District and is a partnership with the California State PTA with funding support from the William and Flora Hewlett Foundation. The program provides a big picture of how the education system works to support students' academic success.
- Added training supports parent leadership at the school sites and guides parents to become advocates for quality education.
- The School Smarts Academy offers training sessions on parent involvement, preparing for a lifetime of learning, understanding our education system, understanding our schools, becoming an effective communicator, and standing up for quality education. Program information is available from Janelle Davila at jdavila@capta.org.

7. CISC Regional Representative Reports – CISC Regional Liaisons

Regional updates include the following:

Region 2 – Lorna Manuel, Tehama COE, representative: Jay Westover has provided training on indicators for student success at the elementary, middle, and high school levels. Added training was provided to parents on how to expect more from their children in college and career planning, high school graduation, and how to leverage sufficient resources for college.

Region 4 – Becky Cruz, Solano COE, representative: Solano COE is sponsoring ongoing county-wide trainings for parents on the common core standards. On May 16, 2013 the COE will host a webinar on common core standards and the importance of nonfiction books presented by public library staff. Another webinar will provide parents with training on bullying prevention since parents are not able to attend trainings at the COE.

Region 9 – Vanessa Galey, Orange COE, representative: Orange COE sponsored a Family Involvement Network Meeting in April. The COE is providing a parent support services fair on May 31, 2013 at the Orange COE and will co-chair these meetings next year.

Region 5 – Mary Ann Burke, Santa Clara COE, representative (facilitator): Santa Clara COE has expanded the training conferences and workshops website with new PowerPoints (see <http://www.sccoe.org/depts/cat-specialprojects/parent/training.asp>) and video clips (see <http://www.sccoe.org/depts/cat-specialprojects/parent/workshops.asp>) that explain and demonstrate how parents can support their children's learning using common core standards. Two fall conferences, a spring conference with Dr. Karen Mapp and Jerry Tello, follow-up workshops, and classroom academic kit trainings served over 7,500 parents, families, and teachers this school year.

Region 10 – Marissa Lazo-Necco, Riverside COE, and staff: San Bernardino hosted a common core standards technology conference on May 21, 2013. Riverside COE is hosting the 4th annual family engagement summit and is hosting parent leadership classes. Graduating parents continue to provide support to their districts with participation in the National Partnership Network at John Hopkins University to learn more about home-based parent engagement activities.

Region 11 – Liz Guerra, Los Angeles COE, representative: The newly created Accountability, Support, and Monitoring Division sent parents information on how working parents can complete college classes that

include courses in Spanish, English, and French. Los Angeles COE sponsored a Family Involvement Network Meeting in April with 60 participating parents.

8. Next Steps and Closure – Mary Ann Burke, Santa Clara COE

The table below summarizes the shared leadership roles of network representatives and agenda topics for the coming school year that will include the meeting dates of August 15, October 24, January 23, and May 1 starting at 9:30 a.m. and ending at 11 a.m. Regional partnership representatives are encouraged to share their best program and training practices with parent and staff leadership teams at these meetings. For more information to volunteer for a job responsibility or present a topic for a meeting, please contact co-chairs Vanessa Galey at vgaley@ocde.us or Mary Ann Burke at maryann_burke@sccoe.org. We are excited about building a shared leadership service delivery this coming year.

REGIONAL PARTNERSHIPS NETWORK REPRESENTATIVES TO CISC SHARED LEADERSHIP 2013-2014 MEETING SCHEDULE

Meeting Date	Facilitator	Meeting Minutes	Presenters and Topics
August 15, 2013	Vanessa Galey Region 9	TBD	TBD
October 24, 2013	Vanessa Galey Region 9	Liz Guerra	Lorna Manuel, Region 2 No Excuses: Community and University Partnerships
January 23, 2014	Mary Ann Burke Region 5	TBD	Kathleen Kennedy, Region 10 Alvord School District's Parent Engagement Program Ellen Larson and Mimi Badura, Region 10 Riverside COE's Parent Engagement Program
May 1, 2014	Mary Ann Burke Region 5	TBD	Renae Burson, Region 2 Shasta COE's Parent Engagement Program



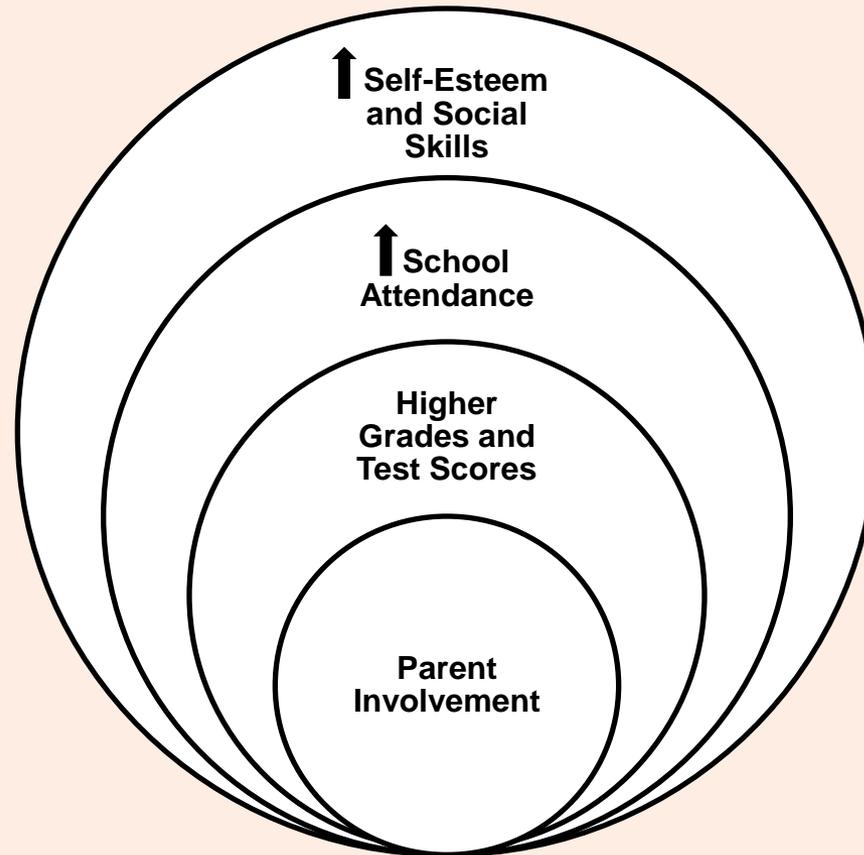
Family Engagement in Migrant Education

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction



TOM TORLAKSON
State Superintendent
of Public Instruction

Educating the Whole Child





TOM TORLAKSON
State Superintendent
of Public Instruction

Learning Partnerships



- School to Home
 - Understanding academic expectations
 - Parents as Experts
 - Developing Common Ground



TOM TORLAKSON
State Superintendent
of Public Instruction

Starting Assumptions

- “Kids do well if they can.”
 - *If kids could do well, they would do well.* Ross W. Greene, Ph.D.
- All parents want their kids to do well



TOM TORLAKSON
State Superintendent
of Public Instruction

Building Capacity

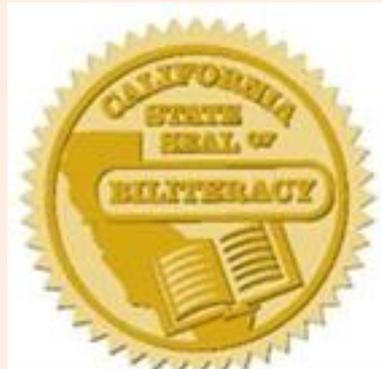
- Family Engagement Framework
 - <http://www.cde.ca.gov/pf/pf/documents/familyengagementwork.pdf>
- Overcoming the Barriers
 - Lack of skills and knowledge
 - An uncomfortable place
 - English as a Second Language



TOM TORLAKSON
State Superintendent
of Public Instruction

Embracing Biliteracy

- Linguistic Status
- Parents as Active Participants
- Reading Cooperatives
- The Co-existence of Language
- California State Seal of Biliteracy





TOM TORLAKSON
State Superintendent
of Public Instruction

Closing Comments

- Parents: Cornerstone in Education
- Creative Collaboration
- Biliteracy Projects
- Rodriguez-Valls, F. (2011). “Coexisting Languages: Reading Bilingual Books with Biliterate Eyes’, Bilingual Research Journal, 34:1, 19-37.

For additional information contact:

Fernando Rodriguez-Valls, Ph.D.

MEP State Administrator,

frodriguezvalls@cde.ca.gov



Family, School and Community Engagement Parent Leadership Development Program

Maria S Quezada, Ph.D

i3 Project Director

Project Goals

Project 2INSPIRE's provides a model approach for:

1. building family awareness and competence in improving their children's educational outcomes;
2. enhancing their knowledge, skills, and abilities to support student learning and school improvement; and
3. engaging school staff to support and cultivate positive environments and build relationships with families that increase their capacity to support their children's educational needs.

Special Project Features

- The Project will implement and study the school-based parental engagement program that creates an infrastructure in districts and schools to implement and sustain effective parent engagement.
- The Project includes constructing a systematic, learning outcome driven, strength-based collaboration with educators, parents and the wider school community.
- A quasi-experimental research design will be conducted to rigorously measure its effectiveness in improving student achievement and to provide information critical to the development and implementation of the project, as well as supporting replication at other sites.
- **Official Partners:** LEAs in Garden Grove, Los Angeles, Ontario-Montclair, Santa Ana

Seven Key Strategies

- Leadership Development for Parents, with Collaboration with Teachers and Administrators.
- School Site Based Reform Model – training and action steps focused on each participating school, with the use of an Action Team for Partnership Model (ATP) approach
- Using Data. student data (achievement and surveys) and data from families (parent surveys, journals, session information, and evaluations) and staff on school environment, engagement, achievement and support to be collected annually.
- Cross-Role Group Collaboration - collaboration with districts, pre-schools, and schools, including parents and staffs to support parent engagement and school reform
- Partnerships with Community-Based Organizations (CBOs).
- Parent Promoters (Promotores) come from partner schools, know the community and schools, and become partners with project staff to increase the number of parents participating in the program
- Implementation Led by Project Parent Specialists. Parent Specialists who are Project 2INSPIRE staff, in coordination with district and school liaisons, coordinates implementation of the project at schools and with districts, maintain fidelity to the design, provide training, coaching, and support school reform activities

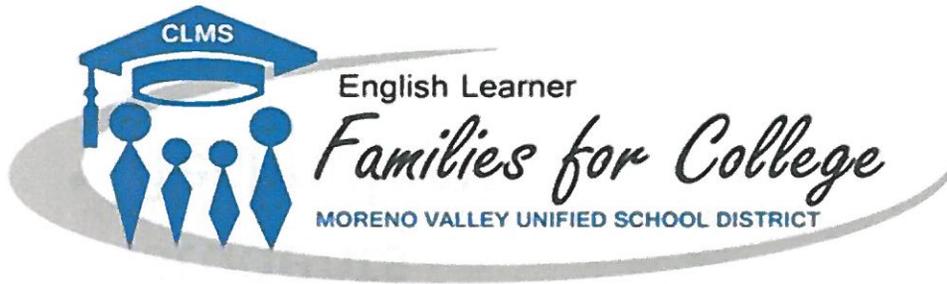
Research Questions

1. Does parent participation in 2INSPIRE lead to children of those parents, and all students at the school, to show positive achievement outcomes in math and English language arts?
2. Do the achievement outcomes of students whose parents participate vary as a function of their parent's participation and training at the Mastery or Expert Level?



Project 2INSPIRE has high expectations for parents and students

- Acting on the belief that parents from diverse backgrounds can work collaboratively with school and community personnel to improve schools and student performance, and
- Family-school-community engagement will contribute to student academic and social success for all subgroups of students.
- When parents are *engaged*, considered leaders or potential leaders, they encourage others to contribute to that vision and help with the tasks to reach those goals.



English Learner Families for College

A partnership between:

California League of Middle Schools

Moreno Valley Unified School District

Families in Schools

Dr. Kate Kinsella and Associates





2012 i3 Grant Priority Areas

Absolute Priority

- Improving school engagement, school environment, and school safety; improving family and community engagement

Competitive Preference Priorities

- Innovations to address the unique learning needs of students with disabilities and limited English proficient students
- Technology



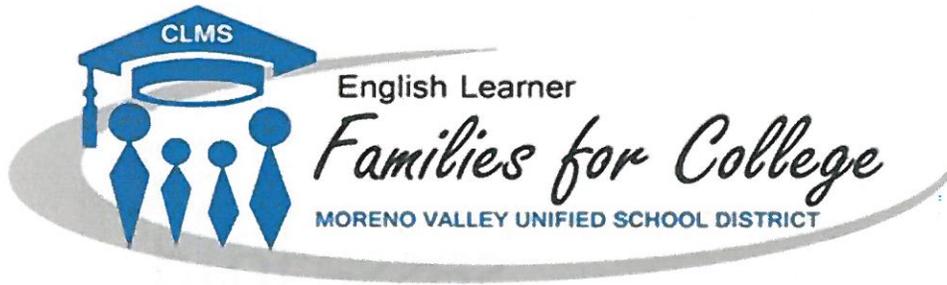


Project Goals

Goal 1

Improve school engagement, environment and safety for English learners through student and parent/family awareness of, and engagement in, academic supports and K-16 processes.





Project Goals

Goal 2

Increase high-need English learner achievement and school improvement through clear, consistent English Learner and Long-term English Learner focused academic supports.



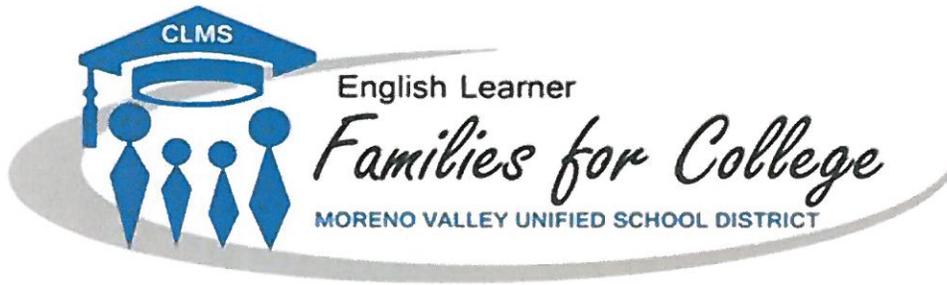


Project Goals

Goal 3

School staffs will cultivate a welcoming, safe environment for families and build relationships to increase families' capacity to support English learners' educational needs.





Theory of Action

Cohort of high-need, long-term English Learners participate in *Families for College* class and activities

Cohort ELA teachers, administrators, counselors and district staff receive training and support in evidenced-based EL curriculum and Parent Engagement strategies

Cohort schools, district staff and peer mentors provide families and students with targeted academic and social support focused on college preparation and access

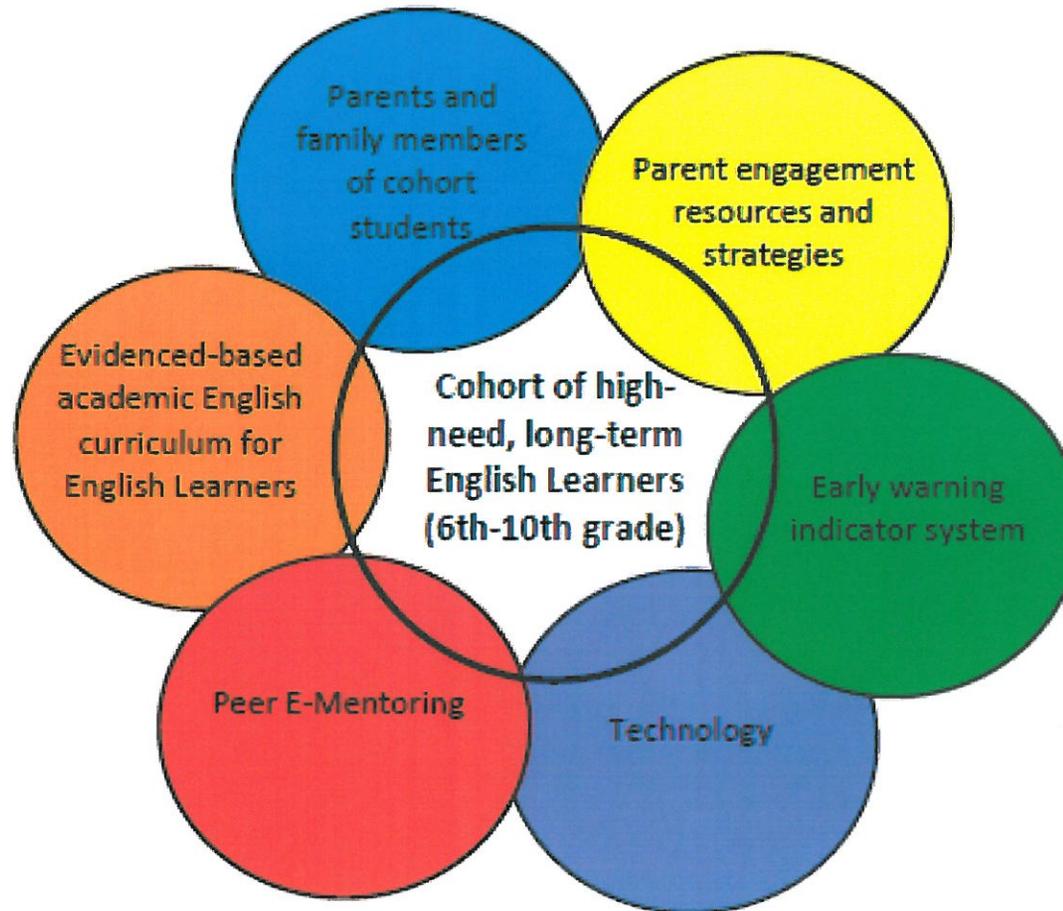
Families for College students show accelerated academic achievement and growth; welcoming school environments engage families as partners in student success

Families for College: A college-focused education community with targeted supports for high-need long-term English learners and their families.





Project Components



What Parents and Educators Say About School Smarts

"I have observed a definite increase in school involvement from parents enrolled in the School Smarts Parent Academy. Many of them regularly attend our monthly 'Coffee with the Principal,' and willingly share their input regarding making our school a great place to learn." - *Principal*

"This is our second year receiving the School Smarts Parent Academy. It has been an amazing program that PTA has been able to offer to our parents. We are really lucky to have the opportunity to participate again this year and find the curriculum of the program extremely valuable. Thank you, PTA!" - *Principal*

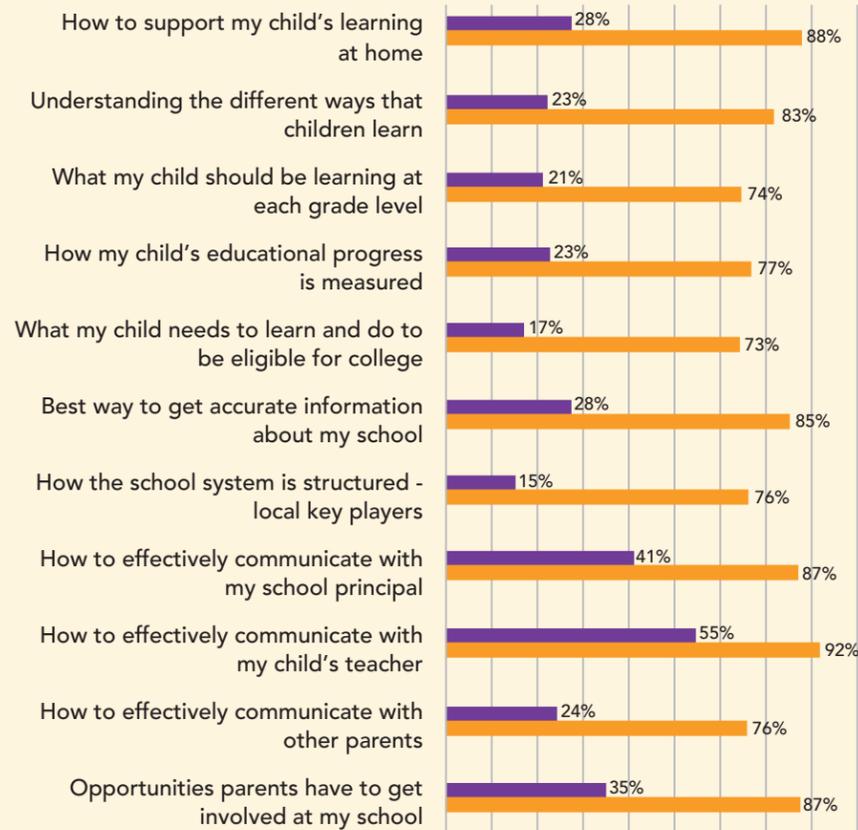
"It was seven weeks well-spent with fellow parents who share a common concern on improving our children's learning, on possibly improving the education system with our ideas, and especially on improving ourselves as parents with our teacher hats on."
- *December 2011 graduate of the School Smarts Parent Academy*

"School Smarts has created a new group of young and bilingual parents who have acquired a deeper understanding of their roles in the education of the children at the schools. Two of the PTA presidents for the 2011-12 school year are graduates of the School Smarts academies held in the spring of 2011. The parent engagement is already making a difference."
- *Marta Bookbinder, President, South San Francisco PTA Council*

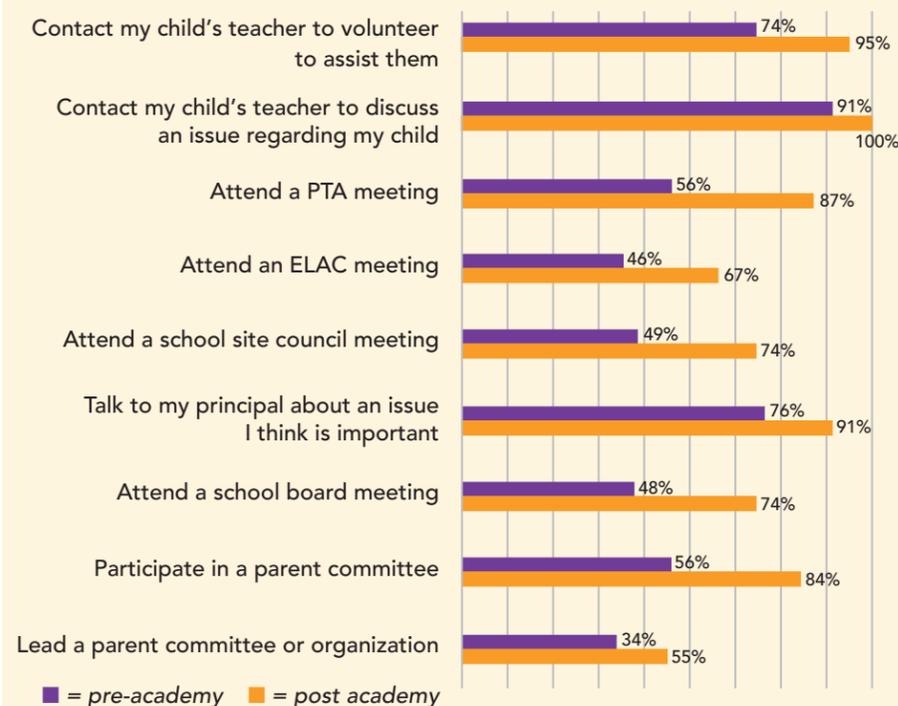
For more information, please contact:
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(916) 440-1985, ext. 119

Highlights from the Pre and Post Academy surveys completed by parents

"I feel very well informed" pre and post Academy



"definitely or very likely" pre and post Academy



A New Model for Creating Meaningful and Diverse Parent Involvement

school smarts PARENT EDUCATION PROGRAM

*A partnership of the California State PTA
with support from the
William and Flora Hewlett Foundation*



California State
PTA
everychild. onevoice.

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What is School Smarts?

School Smarts is a parent education program whose operating principle is inclusion – reaching across all parent groups, bringing them together in support of their common interest in helping their child succeed. The program is designed to:

1. Expose a wide range of elementary school parents to the big picture of how the education system works, and empower them to maximize the success of their own child and their elementary school.
2. Provide deeper, more extensive training for a cadre of diverse parents, strengthening parent leadership at the school site and equipping them to become advocates for quality education.

How did School Smarts start?

Extensive qualitative and quantitative research and planning conducted by the California State PTA and supported by the William and Flora Hewlett Foundation found a high level of interest among parents in learning more about their schools and how they can help children.

Based on that research, the California State PTA received a multi-year grant from the Hewlett Foundation to develop and offer in 14 pilot schools a School Smarts program, consisting of the parent academy plus an initial parent-engagement night to which all parents in the school are invited. This is the second year of the pilot program, which is currently being offered in 23 schools.

Why is it needed?

Research has shown that parent engagement in education improves students' chances of success in school, across all socioeconomic groups. Parent engagement is a longstanding focus of the PTA and is a proven, low-cost way to help schools.



The School Smarts Model

School-wide Parent Engagement Event

(cast the net wide!)



School Smarts Parent Academy

(attract a diverse, core group of parents willing to learn more)



Seven sessions that build:

- More effective involvement in your child's education
- Increased participation and leadership roles in school activities, parent groups
- Awareness of and participation in local and statewide outreach and advocacy efforts

Parent Engagement Event

This school-wide event is designed to attract parents from all sectors of the school, to enjoy a social and educational evening and learn about the "School Smarts" program.

Each event is customized to fit the needs of the school and includes an art activity, dinner, childcare, and professionally developed materials.

School Smarts Academy

Training format: 7 sessions, 2 hours each **Class size:** approximately 15-35 parents

Led by local facilitators who are trained adult educators, often teachers at the school

Sessions are interactive: professionally developed curriculum, multimedia presentation of material, individual and group activities, arts activities, homework assignments and discussion

Sessions conducted in Spanish and English, with Cantonese, Arabic or other interpretation as needed. Childcare and refreshments provided each night.

What parents learn in each session:

I. Parent involvement

A key ingredient in student and school success

- Their role as their child's first teacher
- How to create a home environment that helps their child succeed
- Components of being "ready to learn"
- Types of parent involvement

II. Preparing for a lifetime of learning

- How children learn (different styles, brain research)
- Effects of participation in the arts
- Educational options beyond high school
- Basics of college readiness

III. Understanding our education system

- Structure of the California public school system
- No Child Left Behind/ESEA
- Parent rights and responsibilities
- How legislation and funding policies work
- Academic standards and standardized tests, performance measures



IV. Understanding our school

- How schools are governed and decisions are made
- Roles and responsibilities of the school board, superintendent, administration, teachers, staff, parents
- School's parent involvement plan
- School committees, volunteer and leadership opportunities (SSC, PTA, ELAC, etc.)
- Specialized academic and enrichment opportunities

V. Becoming an effective communicator

- Importance of communication between families, schools and other audiences
- Eliminating communications barriers
- How and when to use different modes of communication
- How to deliver a powerful message (skills training)
- How to build a culture of parent involvement and inclusive school communication

VI. Standing up for quality education

- What it means to be a leader
- Definition of a quality, equitable education
- How to effect change at the school and beyond (skills training)
- About PTA and other state networks
- How to build a strong and dynamic community through the arts

VII. Taking action/celebration

- Creating personal and group action plans

Outcomes

The School Smarts pilot program was evaluated through internal assessments and surveys as well as a formal evaluation conducted by SRI International. Findings from the first year included:

- Principal, parent and child feedback was highly positive.
- The program attracted parents from diverse educational, cultural and economic backgrounds.
- A surprisingly large number of fathers participated – in both Parent Engagement Nights and Academies.
- 88% of academy participants attended 5 or more sessions and earned a certificate of completion.
- Parents have formed bonds, met parents from across the school, and continued to participate in volunteer activities.
- Facilitators/teachers have gained a new appreciation for parents and how to communicate with them.
- Program has attracted media interest.
- All 14 first-year pilot schools requested that the program return for a second year.