Santa Clara County Office of Education

REGIONAL PARTNERSHIPS NETWORK REPRESENTATIVES TO CISC MEETING MINUTES
CO-HOSTED BY THE SANTA CLARA COUNTY OFFICE OF EDUCATION
JANUARY 31, 2013
CONVENED 9:30 a.m./ADJOURNED 11:30 a.m.
POSTED AT http://parentengagement.sccoe.org

CISC REPRESENTATIVES

	Region 1 - Annette Murray, Sonoma COE		Region 7 - Tou Herr, Fresno COE
X	Region 2 - Lorna Manuel, Tehama COE	X	Region 8 - Jeff Nickell, Kern COE
	Region 3 - Jan Sheppard, Sutter COE		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

ADDITIONAL ATTENDEES

Florencia Erika Aguirre, Mt. Pleasant SD	Ana Lopez, Mt. Pleasant SD
Karen Bacica, Santa Clara COE	Ee Lum, Magnolia Science Academy
Nancy Bodenhausen, CA Department of Education	Rochebelle Miller, Cambrian SD
Laura Bridges, CA Department of Education	Denise Noel, Santa Clara COE
Laura Chen-Evans, Cambrian SD	Laurie Nielsen, Santa Clara COE
Linda Chin, Santa Clara COE	Renata Pang, Magnolia Science Academy
Peter Doering, Santa Clara COE	Paula Ramirez, Mt. Pleasant SD
Jane Floethe-Ford, Parents Helping Parents	Imelda Simos-Valdez, CSU Bakersfield
Ying-Ying Goh, Magnolia Science Academy	Dayana Swank, Magnolia Science Academy
Nora Guerra, Oak Grove SD	Janice Terakawa, Toastmasters International
Kathy Hope, New Teacher Center	Jessica Valdez, CA Department of Education
Lisa Kaufman, Santa Clara COE	Susana Velazquez, Mt. Pleasant SD
Vikash Lakhani, CSU Bakersfield	Ines Zapiola, 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)** – *Nancy Bodenhausen, CDE Consultant*
   - An update on next year's California Title I Conference will likely be announced in the summer. The national Title I conference will be held in San Diego in January of next year (2014).
   - A new draft framework for building capacity in family engagement has been developed by Dr. Karen Mapp of the Harvard Graduate School of Education and is available through http://www.ed.gov/blog/2012/12/a-new-framework-improving-family-engagement/.
   - Per Jane Floethe-Ford of Parents Helping Parents, an English/Spanish glossary of the Special Education and legal terminology included in IDEA is available at http://www.neparentcenters.org/glossary/index.html.

3. **Smarter Balanced Assessment Consortium Activities** – *Jessica Valdez, CDE Administrator*
   Recent activities in Smarter Balanced assessments development include the release of the State Superintendent of Public Instruction's report to the legislature; creation of a spring 2013 pilot test and invitation to districts to participate in the pilot; development and release of a technology readiness tool; and an opportunity for teacher involvement in the development of the assessment. Schools may sign up for the Smarter Balanced pilot by completing a survey at https://www.surveymonkey.com/s/SmarterBalancedPilot.

4. **Strategies for Engaging Families in CDE Infant-Toddler and Preschool Publications and Statewide Training Systems** – *Laura Bridges, CDE Consultant*
   - California's Early Learning and Development System includes program guidelines and resources, curriculum frameworks, learning and development foundations, professional development, and a desired results assessment system.
   - The California Preschool Learning Foundation describes competencies that most children can be expected to exhibit in a high-quality program as they complete their first or second year in preschool.
   - The Preschool Curriculum Framework presents strategies and information to enrich learning and development opportunities for all of California's preschool children.
   - Preschool Resources and Engaging Families include specific strategies for engaging families that are integrated into the text, illustrated with pictures, highlighted in vignettes and listed as guidelines for each domain of development.
   - Learning about Families and Culture: A Framework for Building Partnerships will be distributed in 2014.
   - Added resources are available at http://www.cde.ca.gov/sp/cd/re/cddpublications.asp

5. **Santa Clara County Early Learning Master Plan with Family Engagement and Leadership Institute** – *Lisa Kaufman, Santa Clara COE Director*
   - The Early Learning Services Department provides a variety of services, including Head Start/Early Head Start, State Preschool, the Inclusion Collaborative, the California Preschool Instructional Network and the Local Planning Council. The department also provides leadership on high visibility initiatives for the office, including the Santa Clara County Early Learning Master Plan (which focuses on children birth through third grade), Educare of California at Silicon Valley, transitional kindergarten, and a local Campaign for Grade Level Reading ("READy to SOAR").
   - The Santa Clara COE is hosting its inaugural ***Birth through Third Grade Family Engagement and Leadership Institute*** on April 27, 2013. Birth through third grade (P-3) teams comprised of parents, infant/toddler/preschool and afterschool providers, and elementary leaders will learn about promising practices to support family engagement, as well as develop action plans for how they can support family engagement across the preschool, elementary and afterschool systems.
   - Institute goals include learning about family engagement and leadership best practice strategies that foster academic success; developing Family Engagement & Leadership Site Plans, and creating a community of learning about effective family engagement and leadership strategies across early learning, transitional kindergarten, and K-3 school sites.

6. **Mount Pleasant School District's Parent Classroom Volunteer Program** – *Parent Leaders*
   - Teachers are trained in how to effectively partner with parents in the classroom using academic enrichment kits in English Language Arts and Math.
   - Parents are trained on effective parent-child communications strategies to use in the classroom while guiding students in their completion of academic enrichment activities that reinforce common core standards and 21st Century learning skills.
   - Teachers, parents, and students can partner together to expand learning at home using the academic support strategies modeled in the classroom through academic kit use and completing graphic organizers, mathematics work sheets, and concept discussions using academic support scripts.

7. **CISC Regional Representative Reports** – *CISC Regional Liaisons*
   Regional updates include the following:

   Region 2 – Lorna Manuel, Tehama COE representative: The P.T.A. in partnership with Parent Road Map of Great City Schools created parent brochures on common core standards with sample problems that students will be expected to solve as part of the assessment process. Expect More Tehama and Reach Higher Shasta are college and career readiness program that provides parents with information about how they support their children's academic success.

The Tehama COE is also partnering with No Excuses University (Damen Lopez) along with some of the regions schools for added college and career planning support.

Region 4 – Becky Cruz, Solano COE representative: COE is sponsoring a county-wide training for parents on the common core standards. Added parent trainings are being offered on bullying prevention and support services. The COE is partnering with the CDE on added trainings on common core standards in March and the California Parent Center in May on increasing parent engagement activities.

Region 5 – Mary Ann Burke, Santa Clara COE representative (facilitator): Santa Clara COE has expanded the training workshops with 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 leaning using common core standards. Two conferences, follow-up workshops, and classroom academic kit trainings have served over 4,668 parents, families, and teachers this current school year.

Region 8 – Jeff Nickell, **Kern COE representative:** Vikash Lakhani, Executive Director, Division of Enrollment and Management from California State University, Bakersfield (CSUB), and Imelda Simos-Valdez, Project Director, Southern San Joaquin Valley Cal-SOAP Consortium, CSUB Roadrunner Parents Association, San Joaquin Achievers Scholarship Network, shared their parent involvement program that is now focusing from kindergarten through college that includes family event and visitation Saturdays at the University in partnership with Kern County Office of Education.

Region 11 – Liz Guerra, Los Angeles COE representative: The Categorical Programs Unit in the newly created Division of Accountability, Support, and Monitoring Division will be hosting a series of four meetings this year to provide schools and district staff members with key information on State and Federal parent involvement requirements. To-date, two of the four meetings have been held, with approximately sixty in attendance. The Family Literacy Support Network in the Division of Curriculum and Instructional Services unit, submitted a grant to First 5 LA to serve as the Curriculum Developer/Training and Technical Assistance Provider for a project that will serve community peer support groups for parents of young children prenatal through age 5 in communities where support, social cohesion, and connection to neighborhood peers are weak or lacking. LACOE is a proud supporter of the 2013 Million Word Challenge - The Million Word Challenge (MWC) is a county-wide literacy campaign that encourages preschool - 12th grade students to read millions of words outside of school time and promotes the home-school connection. LACOE is in the process of organizing the first two Family Involvement Network conference call meetings for district staff to share updates on the family engagement framework, core standards and more.

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

The May 2, 2013 agenda topics from the CDE will focus on Innovation in Education grant projects in California. All regional partnership representatives are encouraged to share their best program and training practices with parent and staff leadership teams at these meetings. Region 4 will highlight their parent engagement programs and Region 5 will share their parent training programs for migrant parents and staff.

REGIONAL PARTNERSHIPS NETWORK
REPRESENTATIVES TO CISC

REGION 1 Annette Murray – amurray@scoe.org Sonoma County Office of Education		
COUNTY	**CONTACT**	**CONTACT INFORMATION**
Sonoma	Annette Murray	amurray@scoe.org
Del Norte		
Humboldt		
Lake		
Mendocino		

REGION 2 Lorna Manuel – lmanuel@tehamaschools.org Tehama County Office of Education		
COUNTY	**CONTACT**	**CONTACT INFORMATION**
Tehama	Lorna Manuel	**lmanuel@tehamaschools.org**
Butte	Patty Garrison	pgarriso@bcoe.org
Glenn	Shirley Diaz	sdiaz@glenncoe.org
Lassen	Patti Thurman	pthruman@lcoe.org
Modoc	Marian Hall	mhall@modoccoe.k12.ca.us
Plumas	Tori Willits	twillits@pcoe.k12.ca.us
Shasta	Judy Flores	jflores@shastacoe.org
Siskiyou	Martie Hagarty	mhagraty@siskiyoucoe.net
Trinity	Cricket Kidwell	cfkidwell@tcoek12.org
CC: on all correspondence	Mike DeRoss	mdeross@siskiyoucoe.net

REGION 3 Jan Sheppard – jansh@sutter.k12.ca.us Sutter County Office of Education		
COUNTY	**CONTACT**	**CONTACT INFORMATION**
Sacramento		
Alpine		
El Dorado		
Colusa		
Nevada		
Placer		
Sierra		
Sutter	Jan Sheppard	jansh@sutter.k12.ca.us
Yolo		
Yuba		

REGION 4 Becky Cruz – bcruz@solanocoe.net Solano County Office of Education		
COUNTY	**CONTACT**	**CONTACT INFORMATION**
San Francisco	Kevin Truitt	truittk@sfusd.edu
Alameda		
Contra Costa	Ruth Fernandez	rfernandez@cccoe.k12.ca.us
Marin	Lisa Schwartz	lisas@marin.k12.ca.us
Napa	Seana Wagner	swagner@napacoe.org
San Mateo	Liz Wolfe	lwolf@smoe.k12.ca.us

REGION 5 Mary Ann Burke – maryann_burke@sccoe.org Santa Clara County Office of Education		
COUNTY	**CONTACT**	**CONTACT INFORMATION**
Santa Clara	Mary Ann Burke	maryann_burke@sccoe.org
Monterey	Jordan Alexander-Santana	jalex@monterey.k12.ca.us
San Benito	Kim Dryden	kdryden@sbcoe.org
Santa Cruz	Theresa Rouse	trouse@santacruz.k12.ca.us

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REGIONAL PARTNERSHIPS NETWORK
REPRESENTATIVES TO CISC

REGION 6 Mary Stires – mstires@stancoe.org Stanislaus County Office Of Education		
COUNTY	**CONTACT**	**CONTACT INFORMATION**
Amador	Elizabeth Chapin-Pinotti	echapin-pinotti@amadorcoe.k12.ca.us
Calaveras	Kathy Northington	knorthington@ccoe.k12.ca.us
San Joaquin	Veray Wickham	vwickham@sjcoe.net
Stanislaus	Mary Stires	mstires@stancoe.org
Tuolumne	Margie Bulkin	mbulkin@tuolcoe.k12.ca.us

REGION 7 Tou Herr – Therr@fcoe.org Fresno County Office of Education		
COUNTY	**CONTACT**	**CONTACT INFORMATION**
Fresno	Tou Herr	Therr@fcoe.org
Kings		
Madera		
Mariposa		
Merced		
Tulare		

REGION 8 Jeff Nickell – jenickell@kern.org Kern County Office of Education		
COUNTY	**CONTACT**	**CONTACT INFORMATION**
Ventura	Michael Babb	mibabb@vcoe.org
Kern	Jeff Nickell	jenickell@kern.org
Santa Barbara	Maria Larios-Horton	mlarios-horton@sbcoe.org
San Luis Obispo	Shannon White-Bond	Swhite-bond@slocoe.org

REGION 9 Vanessa (Massey) Galey – vgaley@ocde.us Orange County Office of Education		
COUNTY	**CONTACT**	**CONTACT INFORMATION**
Orange	Vanessa Galey	vgaley@ocde.us
Imperial	Heather Vessey-Garcia	hvgarcia@icoe.org
San Diego	Norma Gomez-Michel	ngomez@sdcoe.net

REGION 10 **Beth Higbee –** beth_higbee@sbcss.k12.ca.us San Bernardino County Office of Education		
COUNTY	**CONTACT**	**CONTACT INFORMATION**
San Bernardino	Beth Higbee Marissa Lazo-Necco Jose Espinoza Mariaelena Huiza	beth_higbee@sbcss.k12.ca.us Marissa_Lazo-Necco@sbcss.k12.ca.us Jose_Espinoza@sbcss.k12.ca.us
Mono	Tammy Nguyn	
Inyo	Pamela Jones	
Riverside	Diana Asseier	

REGION 11 Liz Guerra – Guerra_Liz@lacoe.edu Los Angeles County Office of Education		
COUNTY	**CONTACT**	**CONTACT INFORMATION**
Los Angeles	Liz Guerra	Guerra_Liz@lacoe.edu

A New Framework: Improving Family Engagement

Posted on December 7, 2012 by Cameron Brenchley

Secretary Duncan visited a classroom at DC's Scholars Stanton Elementary School. Official Department of Education photo by Paul Wood.

For many, it's just common sense. The more a student's family is engaged in their child's learning and in the improvement of their child's school, the better off the student *and* the school. On Wednesday, Secretary Duncan joined more than 80 family engagement thought leaders at DC's Scholars Stanton Elementary School to discuss the strong correlation between family engagement and academic outcomes, and how the Department of Education can provide more support.

Research supports the common sense idea that family plays a vital role in student performance. Yet despite the evidence and logic, many schools and educators struggle with how to cultivate and sustain effective family engagement initiatives. The Department of Education has taken some steps to provide more support in the area of family engagement, but Secretary Duncan readily admits that it hasn't done enough.

As part of Wednesday's event, Dr. Karen Mapp of the Harvard Graduate School of Education, and a consultant to Department, unveiled a draft framework of new ideas about the possible future direction and focus for family engagement at the Department of Education.

The framework had been a year in the making as Dr. Mapp met with a variety of senior staff members to gauge how a framework embedded with research and modeled after best practices would be operationalized at the Department.

Stanton Elementary is an example of how a school can build positive relationships with families and allow teachers to gain family support in and out of the classroom. Stanton's family engagement strategy is the type of initiative the new framework would endorse. Through a partnership between

the Flamboyan Foundation and Scholar Academies, Stanton utilizes Academic Parent Teacher Teams (APTT), replacing traditional parent-teacher conferences.

APTT, developed by Maria Paredes, brings parents into classroom more often than once a year and creates an environment where families work as a team to improve the class's performance, sharing strategies for supporting their students at home and learning techniques from the classroom teacher. Teachers also visit their students' families at home, too. Stanton's success with APTT, as well as help from a Department of Education School Improvement Grant, has contributed to a dramatic increase in the academic performance of students and a cultural shift at the school.

Stanton Teacher Melissa Bryant explains how family engagement made her want to keep teaching. Official Department of Education photo by Paul Wood.

During the visit, which included classroom visits, Secretary Duncan listened to a panel discussion with panelists Principal Caroline John, teachers Melissa Bryant and Megan Lucas, and parents Katrina Branch and Michael Hudson. The panelists spoke passionately in support of family engagement and how it has benefited the entire school community. Bryant said that family engagement "made me want to keep being a teacher."

Mapp and ED will continue to receive feedback on the framework in the coming year. Stay tuned to the Homeroom Blog for future updates. You can also watch a short video of the APTT model at Stanton.

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Denise *says:*
January 26, 2013 at 3:42 pm

I work at a school in CA. Our school has been in a budget crises and we had to lay our classroom aides off and would love to use parent volunteers in the classroom, the union is preventing this. The union will only allow parents in the classroom in the afternoon, and they can not help the children they can only make copies for teachers and help with any cut outs of paper for crafts. Is there a law I can show board members that eliminates the union from preventing parents in the classroom?

Reply

Dee *says:*
January 16, 2013 at 8:55 am

Families are the vital key that should always be a part of the equation and decision making in public education. Families should not be bought into the success after the fact or after all attempts have been made.

Most parents can tell you everything they know their child is capable of, they just need the guidance from schools and the commuity to put that knowledge in such a way that the child, home school and community benefits.

Families raise children in the home, schools raise families in an academic setting and communites rasie families in our society. So I believe It's apPARENT, It's aSKOOL, It's a COMMUNITY that make the difference.

Reply

darleen *says:*
January 4, 2013 at 6:35 pm

The message presented in the framework has been long the voice of parents and their involvement. However the framework still lacks in providing specific tools or practices that can engage families ,keep them involved, sustained and committed. If parents and their families are not a priority, then begins the snowball effect of trust and territory. What are specific, identifiable practices to have all stakeholders involved in the success of student academic achievement. It is recommended that as you enlist comment, utilize the voice of the families and implement through stronger policies and practice.

Reply

RW *says:*
December 13, 2012 at 10:22 am

These are all interesting comments. What I see missing is that by the time families and their children are not doing well it's often too late.

Early childhood programs like Parents as Teachers work with families and children long before school age. It's this early support that helps parents become a partner in their children's success at school. And it helps those parents be interested in the growth and development of their children in ways that translate not only to success in school, but later in life.

It is important that the support of the family begin well before school age.

Reply

MG *says:*
December 14, 2012 at 12:00 am

All families don't need this level of support. For those that do, it's fine. Educated middle income and well off parents have a lot to offer if only schools would listen and be more receptive to change.

School board involvement in many places doesn't help because school boards are often dysfunctional and rely too much on administrators. Plus, unqualified people, albeit well meaning, often sit on school boards.

Somehow, parent input needs to be captured and measured with schools required to take action or come up with some reasonable basis for not taking action. Companies do it, there is no reason why schools can't.

Reply

MG *says:*
December 11, 2012 at 11:15 pm

I would like to see the federal government require schools to survey parents and/or guardians anonymously (with the option of adding your real name) to determine how schools can improve. Schools should then be required to report the results. The base survey could be one that is designed by the federal government to avoid having local school districts try to game the system with overly positive results.

To be fair to teachers and administrators, they should be anonymously survey also with a requirement to report results publicly.

All results should be reported to a third party, not the school district itself (or the state department of education).

If family engagement is important, schools should be forced to measure it. Problems with family engagement can't be solved until these problems are identified with specificity.

Reply

Larry *says:*
December 11, 2012 at 9:36 am

Charter Schools are terrible at engaging families. The Charter School in my town nominated a Board Member affiliated with group thta is on the Southern Poverty Law Center's list of white nationalists hate groups. 75% of parents of the school signed a petition asking the Board not to appoint this person. Unfortunately, with Charter School's the Board isn't elected by voters so it looks like there is NOTHING parents can do.

Reply

Diana *says:*
December 11, 2012 at 8:45 am

It is unfortunate, given that the US DOE is apparently recognizing the value of family engagement, that they ended funding for the Parent Information Resource Center (PIRC) network that worked with families and with districts and schools to help strengthen parent engagement and family-professional partnerships. Money going directly to states, districts or schools rarely ends up being spent on effective family engagement. Instead, funds should be allocated to family-led organizations that have as their sole mission and purpose to inform, engage, and support families in the decisions that impact their children.

Reply

Ann *says:*
December 10, 2012 at 9:16 am

Head Start has been doing this from almost the beginning of Head Start. Not only the home visits but parents and family volunteering in the classroom. The major part of any parent engagment is to treet the parents as the "prime educator " of their child. Parents are also engaged in the managment and policy development of Head Start as well ongoing assessments of the program !

Reply

MG *says:*
December 10, 2012 at 12:56 am

The real problem is that school administrators and boards only want certain kinds of family engagement. In my district, schools certainly try to get poor families involved by adding social work services and free dinners and are delighted when these parents show up. The district administrators also like to put parent teacher organization members on curriculum committees (whether they are qualified or not) because these supportive family members are unlikely to truly push schools to improve.

Unfortunately, my district doesn't do enough to get parents involved who could offer a working perspective about what the district needs to do to improve or parents who have valid criticisms about what is going on in the schools and constructive advice about how to improve schools.

Too often, school administrators and boards only want support from people they can feel good about having show up (low income parents) and those parents who are so supportive, they don't offer much in the way of how to improve.

Reply

Juliet *says:*

December 10, 2012 at 1:19 pm

I agree with the comment above. I would also like to add that when a parent who is not low income and wants to advocate on half of those who are low income or those in the Achievement gap, they are not received kindly by administrators and school district staff.

They don't want a truly engaged school community, they want something that looks good and is not a catalyst for change. I have been on a school district task force to address the achievement gap for 2 years. I have consistently encouraged the task force, (which by the way is heavy with school administrator) that to make headway with the achievement gap we must first look at the child as part of a family. It is the family that we need to engage and support to help support the child. This brings up the conversation about what exactly is "engagement" and how does that look structurally. These are not conversation that school administrators want to have with parents or community members.

Reply

Leatha *says:*
December 9, 2012 at 7:06 pm

As a parent and as an educator, I often feel some level of frustration about the concept of parental involvement. I think it is important to recognize that parent involvement is not limited to the time that parents spend in the school classroom. Parent involvement should also includes those hours upon hours of at home time that many parents spend supporting the school when they are helping children with homework, fun raising or just talking to their children about the importance of education. It is often the working parents that frequently cannot attend parent in the classrooms activities that are overlooked. While, I cannot be at the school science fair, math field day or even bring a parent to lunch…I AM very involved in the educational process. With all of that said, I really think that we must think outside of the box for defining parent involvement…especially for the working parents that just can't get to the classroom.

Reply

Ruben Olivarez *says:*
December 11, 2012 at 9:36 am

In response to the issue of working parents. As a former principal and superintendent of a large urban district I too struggled with how to best involve parents in meaningful and sustainable ways. It is one thing to bring parents to school and yet another to know what to do with them. What we do know is that individuals in the workplace look up to their supervisors and the company's where they work. The employing entities can provide powerful motivational incentives to working parents to assume a proper and responsible role in assisting schools in the teaching and learning process. Imagine a company with a policy that recognizes their workers in the merit pay process for showing evidences of improved student attendance, high student behavior marks, and grade-level performance in their children's reading and math subjects. It is my sense that this would cause parents to spend more time at home with their children helping with homework, communicating with teachers, and setting higher expectations at home. This requires strategic community engagement partnerships between the school district and the employing entities in the community. A joint partnership between the school district and the City government to launch an initiative like this would also have far-reaching merits. Municipal governments are interested in a higher educated workforce for economic prosperity and improved quality of life of its citizenry. Municipal governments (mayors, and elected councilman) have influence with the business community and the chambers of commerce. They to0 would need to embrace and support such initiatives. Maybe this is the kind of thinking outside the box to which Leatha is referring.

Reply

Kerry *says:*
December 9, 2012 at 12:45 pm

I am a retired teacher, K-12 principal, ALE Director, and grant writer. I have been involved with 21st Century Learning Communities and Schools of the 21st Century since the beginning of these programs. I received one of the first 21st CCLC grants.

The advantage of parental involvement has been recognized ever since the 90-90-90 schools. As a K-12 principal with extremely at risk students, I could count my professional parents on my hands and feet.
Through my career in rural Arkansas I threw over two hundred thousands of dollars at parents to improve education and involvement for our schools. It did not happend –plain and simple. I would have stopped except that in the grants I wrote and with Title funds it mandates to have and show parental involvement activities. I would have rather had that money and be able to hire more personnel to service my students individually.
The only way in the at risk communities (those that have over 60% free and reduced lunch rates) to improve parental involvement is to transform the WELFARE SYSTEM. The majority of parents who do not particpate are on welfare and disability social security. These people not only need to take a drug test to receive their checks but, be made to spend 15 or more hours volunteering in a public school.
The welfare system is a major reason why our public schools are struggling. The parents with means take their children out of public schools or put them in charter schools. We are promoting a system of segregation in America. Basically, public schools are doing a great job with their test scores….because they have all the AT RISK students. The only truly at risk students in private schools are athletes on scholarships.
If the government would truly reform welfare and get most of the people under 50 who are on disability social security off of it….we would save millions of dollars. It is a joke….these people tell each other what lawyers and doctors to use to be able to claim Social Security Disability. There are people who say I'm depressed or stressed and get on medications to qualify. People who take anti depressants can work.
The parents who do work have a hard time making it to the schools after work especially with gas prices. The public schools in major cities can not afford to pay their teachers to stay till 8p.m. at night when parents can come.
Now, with big money people (Waltons, Rockefellars, Hussman, etc) pushing for massive consolidation in the states (Arkansas, West Virginia, Kentucky) parents find it even harder to get to the schools because they have to travel so far. Their children can not partcipate in after school activities because the districts can't run 2 or more bus routes…..There are lots of SIMPLE SOLUTIONS to these problems but no one wants to do those because it does not meet what BIG CAMPAIGN DONORS WANT…..

Reply

Larry *says:*
December 8, 2012 at 9:36 am

Our Country will not truly see improved education results and families engaged in education until we as a nation decide to make it a reality. It is all about highly qualified school leaders.

Highly Qualified School Leaders (HQSL)
The goal is to ensure that all school administrators are highly qualified including; Public Education Department Administrators, School Superintendents and School Principals. In order to make this happen the President and Congress must pass appropritate requirements, universities must develop course work that ensures these requirements are met and ultimately the requirements are integrated into licensure requirements for school administrators.

"Attention Paid Indicates Relative Importance" along with the development of Highly Qualified School Leaders we must be able to evaluate if school leaders are effective. Research shows that parents/families make a difference in the education of students. Great school leaders make family engagement a reality. We must include families in the evaluation of effectiveness of school leaders.
States must develop licensure that demonstrates competent leaders by meeting the following criteria:
☐ Highly qualified school leaders must be ethical in their practices to set a tone for excellence in their school.
☐ Highly qualified school leaders must be able to listen to stakeholders and build/lead teams to improve schools
☐ Highly qualified school leaders must have a VISION to create a positive school environment that supports student success, facilitates quality instruction
☐ Highly qualified school leaders are competent in the six national standards of parent involvement in the education process.
☐ Highly qualified school leaders must be skilled school managers and understand business concepts including budgets.
☐ Highly qualified school leaders are effective supervisors of all school staff,
☐ Highly qualified school leaders are data collectors and planners who use data for continuous improvement.
☐ Highly qualified school leaders, must understand and be able to implement "school wide positive behavior intervention

and supports" (PBIS)
☐ Highly qualified school leaders must have working knowledge of ESEA, IDEA and other laws impacting schools.

Use HOUSSE as a guide of evaluating leaders. High, Objective, Uniform State Standard of Evaluation (HOUSSE): ESEA allows states to develop an additional way for current leaders to demonstrate competency and meet highly qualified leader requirements. Proof may consist of a combination of school leadership experience, professional development, and knowledge in the subject garnered over time in a leadership position.

Reference; "Organizing Schools for Improvement" Elaine Allensworth, Anthony Bryk, John Easton, Stuart Luppescu and Penny Sebring.

Reply

Liz *says:*
December 8, 2012 at 9:33 am

If parent involvement is desired, please explain the reason my son's district held his IEP meeting and refused to allow me to enter the room. I was kept in a separate room and never permitted to speak to the teachers. My only recourse is to file a complaint, which really is no consequence because he has now moved on to high school. The district is only told they were out if compliance, when they deliberately broke the law.

Reply

Sharon *says:*
December 11, 2012 at 3:08 pm

It is my understanding that according to IDEA an IEP meeting cannot be held without all team members or their representative present at the meeting. School district officials should are aware of this. You should research your district, state, and federal guidelines to ensure alignment. It sounds like something is off balance at either the school, district, or state level. Districts tend to be very astute to avoiding procedural errors because it can cost them millions in comp ed settlements.

Reply

Nvadvocate *says:*
December 17, 2012 at 9:44 pm

Actually, if you disagree with the IEP plan you can file a request for hearing alleging a denial of FAPE (free appropriate public education). Look for the number for your star office of Protection and Advocacy, or many private attorneys will take the case if they understand IDEA.there is an attorney fees provision, so if you win the district has to pay your attorney's fees.

Reply

Mary *says:*
December 7, 2012 at 9:02 pm

Families have changed but results are the same. The more involved a family is with their child's education process the more productive the school expierence. It makes a big difference if someone is asking the school how there child is doing. It is not enough to pop in at a conference. Today weekly contact or even daily is sometimes necessary to help produce a strong unit of parent/teacher/child trust.
You only get once to do this, they grow up and are gone. It is worth the effort.

Reply

Shannon *says:*
December 7, 2012 at 6:39 pm

As a parent, I find it critical to be engaged in my children's education. I have grown step children and a freshman in high school. However, I will say that often in the community, children are not as fortunate to have engaged parents – especially in households that are lower income or single parent families. I think alternative methods of communication with parents is a critical key to successful engagement. Also, educating parents (and the community) about the critical role they play in the success of their child's education is a key element. If their parents were not engaged then it is very likely that they will not be engaged (or even have a clue how to engage). Offering options that fit a variety of family dynamics (schedules, time to commit, educational material available, etc.) is extremely helpful. I've found that in our public school district, there was a huge difference when students transitioned from elementary school to middle school with regards to parent involvement & communication from the school. At the high school level, it seems much improved however, by the time your child is in high school, you've missed out on some critical educational opportunities. A plan to improve this gap would be a great idea.

Reply

Cameron Brenchley *says:*
December 10, 2012 at 11:53 am

Shannon – thanks for your thoughtful comment and suggestions!

Cameron Brenchley
Office of Communications and Outreach

Reply

Ronarae (Rae) www.nuptdc.org *says:*
December 7, 2012 at 3:47 pm

Family engagement is critical to academic progress and achievement. It is also a "benchmark" of a highly accomplished teacher when he/she has been prepared to demonstrate EVIDENECE of knowledge, application and assessment of SPECIFIC strategies and approaches that intentionally engage parents/families in regular, two-way interactions. National Board Certified Teachers will rarely earn Certification if they cannot demonstrate their ability to engage families as partners that drive and INFORM planning and instruction. The National Board standards and the process of certification (the assessment) ensures that teachers understand and VALUE the participation of parents and families in the education process and that the result of this cognizant communication is observed and documented in terms of student learning outcomes. New teachers to the field need to learn these standards AND to observe models like Stanton's ATTP so that more students across the country benefit.

Reply

Linda Garcia *says:*
December 7, 2012 at 3:05 pm

I have had the privilege to work with Ms. Parades in the inception of the FELA team in Arizona that has adopted her APTT model. My challenge is to incorporate this model into an Alternative High School program. I look forward to receiving support from our Department of Ed. on this matter and totally support this new program for family engagement.

Respectfully,

Linda Garcia
Homeless, Parent Involvement, ECAP and Student Services Coordinator
PPPE TEC High School
Tucson, Arizona

Reply

pat *says:*
December 7, 2012 at 3:02 pm

Interesting initiative but once again why is it the responsibility of the school to try to solve a problem. Why must the school try to determine ways to engage families? This assumes the school is responsible for a family's committment and engagement in their own children's education. The emphasis for this must be placed where it belongs....with the family. Aren't there other organizations in a community who could take on this responsibility...that may be in a better position to lead families in this direction? How about family services departments or other agencies closely connected with family support? This is really outside the realm, expertise and responsibility of schools/teachers and until we put the responsiblity where it can make a difference then we just continue to misplace a solution with a problem and the cycle/problem persists.

Reply

Deborah *says:*
December 13, 2012 at 11:51 am

Dear Pat,

I can understand your frustration. Society has changed and the public education system has not kept up. Historically, the school was always an extension of home, as schooling was done at home. Modern schooling is a relatively recent phenomenon. That said, schools generally involve themselves these days with families by demanding that parents and students do things on the schools' schedule: turn in forms, get students to and from at certain times, come to meetings. While many educators hold that only their schedule is correct and the only one there is, there are many parents who work different shifts, are bedridden, or are taking care of many other people and other responsibilities, including disabled students, relatives, and friends, without the luxury of nannies, butlers, lawyers, advocates, or other paid or unpaid supports. In many instances it is not that parents and students are irresponsible and lazy, but that they have more responsibilities and are working to and beyond their individual capacities.

I believe the encouragement now, is to engage families in a friendlier, more democratic and supportive way than the autocratic, top-down communication that is now most prevalent in America. Schools engage families now by threat. Hopefully, engagement will be engendered by mutual support. I also hope that more schools will consider alternatives to the lecture and homework at-home model, in which most parents now are forced to be or hire private tutors. The school model to which I refer is called Flipping endorsed by the NEA. Here's the link: http://neaprioityschools.org/successful-students/flipping-the-classroom-homework-in-class-lessons-at-home-2

This is where technology is used to deliver the lecture via school, library, or home computer, and the teacher is now student coach, mentor, and support in the classroom. Evidence-based best practices supports this educational delivery system. It is time. It is a new day–and we have the technology. It is time we use it.

Reply

Maureen *says:*
December 7, 2012 at 3:00 pm

Karen Mapp's work and that of her colleagues at Johns Hopkins and Harvard was part of my doctoral research, and it is heartening to see the concept of the triad of family, school, and student be reinforced with APTT. Family involvement or engagement is vital to the academic and school success of children, and yet it must be encouraged, taught, and nurtured from the classroom to the Board room. Preservice programs and districts need to expect that this concept will be offered as a required course, and then seek evidence of it during student teaching, and later in the districts, in teacher evaluation systems. I'll be including it in the course I teach, and sharing with the teachers in my district to complement the culture change in teaching and learning. This is the third leg of the change stool for educators.

Reply

Eugene *says:*
December 7, 2012 at 2:56 pm

Families are a strong part of the educational process for their children. It's how schools develop a strong relational culture with students and their families. That's key!

Reply

Update on Smarter Balanced Assessment Consortium Activities

Presentation to the
Regional Partnerships Network
January 31, 2013

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

Update on Key Consortium and Reauthorization Activities

TOM TORLAKSON
State Superintendent
of Public Instruction

- Release of SSPI Report to the Legislature: Recommendations on the Reauthorization of the Statewide Assessment System
- Spring 2013 Pilot Test
- Technology Readiness Tool
- Upcoming Opportunity for Teacher Involvement in Assessment Development

2

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SSPI Recommendations for Transitioning California to a Future Assessment System

- California *EC* Section 60604.5 required the SSPI to provide the Legislature with recommendations for the reauthorization of the statewide pupil assessment program.
- A report containing the SSPI's recommendations was delivered to the Legislature on January 8, 2013.

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State Superintendent
of Public Instruction

SSPI Recommendations for Transitioning California to a Future Assessment System

- The report includes:
  - an overview of the current statewide assessment system
  - current transition efforts
  - a summary of stakeholder feedback
  - 12 recommendations for the transition to a new assessment system

The report is available on the CDE Statewide Pupil Assessment System Web page at http://www.cde.ca.gov/ta/tg/sa/ab250.asp.

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State Superintendent
of Public Instruction

Spring 2013 Pilot Test

- Two components for school participation:
  1) Scientific
  2) Volunteer
- No scores or individual student data will be provided for either component.
- Depending on the grade, content area, and types of items administered, test times are expected to range from 2 to 3 hours of student testing time for either component.

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Spring 2013 Pilot Test – Scientific Sample

- A representative sample of schools selected by Smarter Balanced to yield critical data about the items developed to date, as well as how the system is functioning.
- Testing window is February 20 through May 10, 2013. Selected schools will be assigned a 2-week period within the this window.
- To search for selected California schools by county and district, as well as participation status, visit the CDE SBAC Web page at http://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp – select the “Spring 2013 Pilot Test” hyperlink.

6

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Spring 2013 Pilot Test – Volunteer Sample

- Open to all schools in member states.
- Testing window is April 9 through May 10, 2013.
- Schools can participate any time during the volunteer testing window.
- Schools may volunteer by completing the volunteer survey at https://www.surveymonkey.com/s/SmarterBalancedPilot.

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Spring 2013 Pilot Test – Contacts and Information

Recruitment Information
Data Recognition Corporation
800-847-3193
smarterbalancedrecruitment@datarecognitioncorp.com

All Other Information
American Institutes for Research
866-815-7246
smarterbalancedhelpdesk@air.org

Pilot Test Frequently Asked Questions:
http://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp – select the "Spring 2013 Pilot Test" hyperlink

8

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Technology Readiness Tool

- The TRT now generates device and network "readiness reports" at the school level.
- Reports will show a general level of readiness:
  - 0% - 25% (red)
  - 26% - 50% (orange)
  - 51% - 75% (yellow)
  - 76% - 100% (green)
- Some devices may need to be updated to new operating system options.
- Information on the TRT is available on the CDE Web site at: http://www.cde.ca.gov/269355.

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Upcoming Opportunity for Teacher Involvement

- Smarter Balanced digital library of formative assessment tools and practices.
- A State Network of Educators will be formed to review proposed tools and practices for inclusion in the digital library.
- Recruitment of State Network of Educators expected to begin by March.

10

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State Superintendent
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For Further Information

CDE Transition Office
sbac@cde.ca.gov
916-445-8517

Technology Readiness Coordinator
sbac-itreadiness@cde.ca.gov

Smarter Balanced
Assessment Consortium Web Site
http://www.smarterbalanced.org/

CDE Smarter Balanced Web Page
http://www.cde.ca.gov/sbac/

11

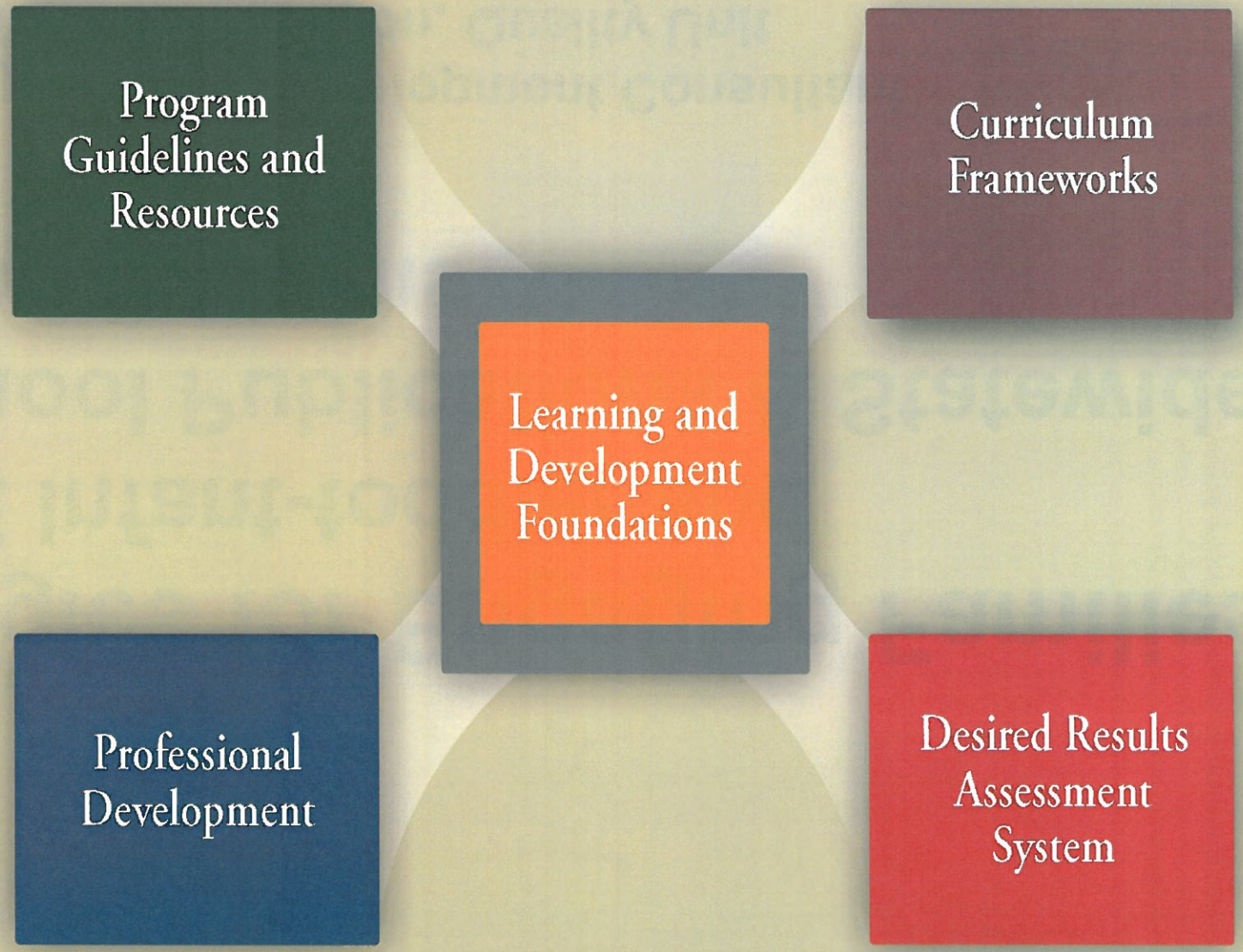
Strategies for Engaging Families in CDE Infant-toddler and Preschool Publications & Statewide Training Systems

Laura Bridges, Child Development Consultant
Child Development Division, Quality Unit

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

TOM TORLAKSON
State Superintendent
of Public Instruction

California's Early Learning and Development System



California Department of Education, Child Development Division

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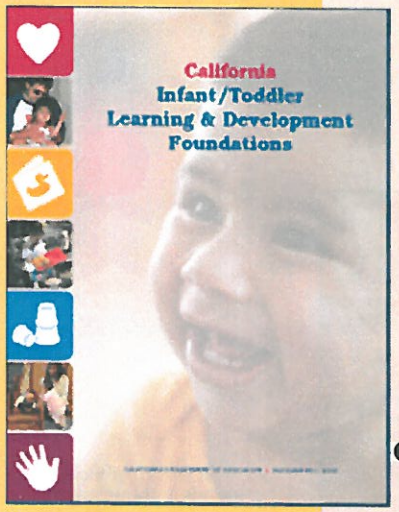

Infant/Toddler Early and Development Foundations

- Four domains:
  - Social-emotional development
  - Language development
  - Cognitive development
  - Perceptual-motor development
- Competencies at:
  - 8 months
  - 18 months
  - 36 months

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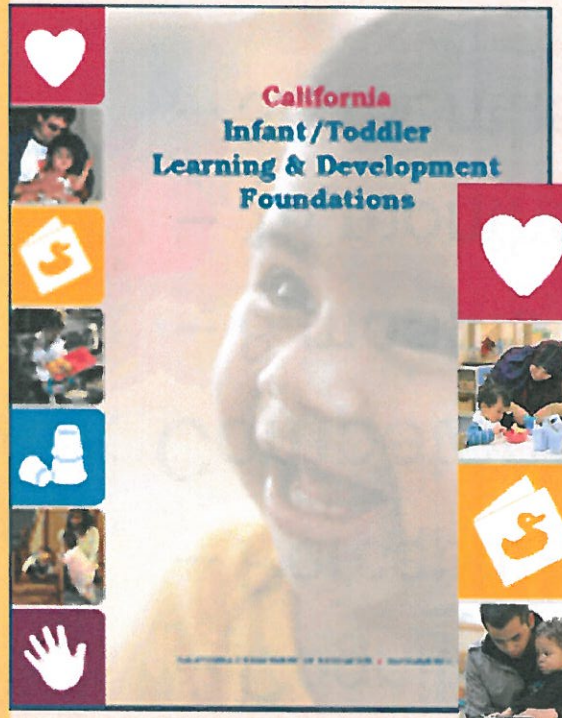

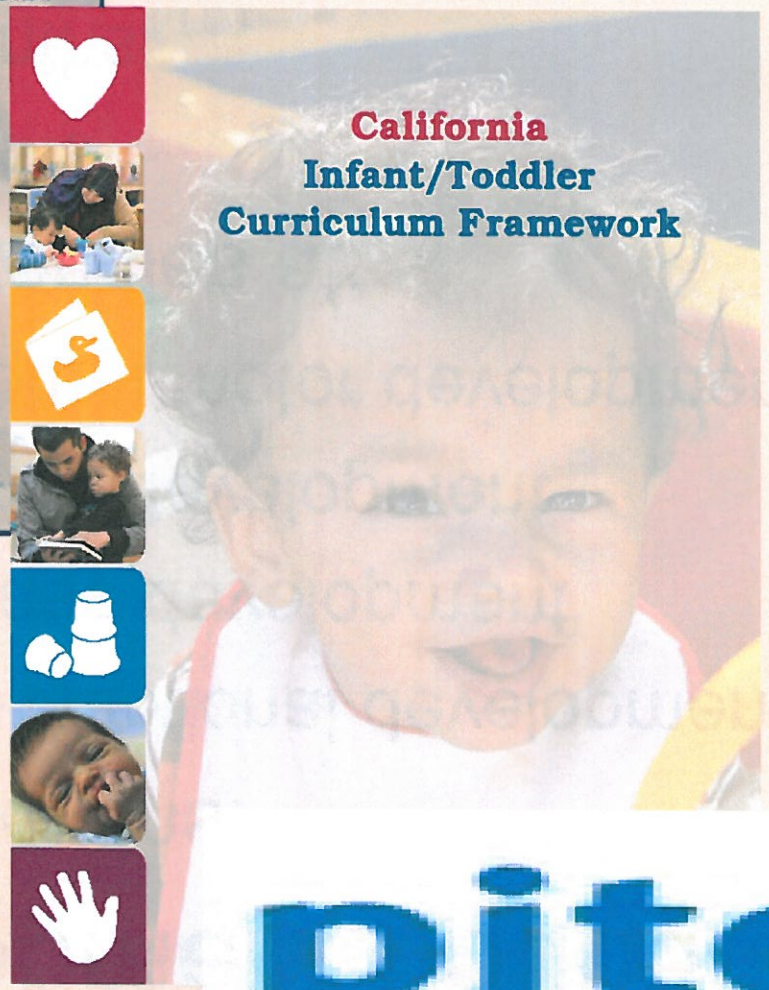

pitc
THE PROGRAM FOR
INFANT/TODDLER
CARE

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Infant-Toddler Resources and Engaging Families

- Specific strategies and approaches for engaging families are integrated into the text, illustrated in pictures, highlighted in vignettes and listed in the form of guidelines for each domain of development
- Professional training videos also reflect these approaches.

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Sample Infant-Toddler Strategy for engaging families

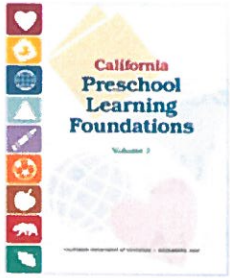
"Point out ways in which all infants and toddlers demonstrate cognitive competencies through multiple means of expression. Encourage families to share stories from home that illustrate their children's learning."

Infant-Toddler Curriculum Framework
Chapter on Cognitive Development, pg. 117

Preschool Learning Foundations

The *California Preschool Learning Foundations*, describe competencies—knowledge and skills—that most children can be expected to exhibit in a high-quality program as they complete their first or second year of preschool.

Preschool Learning Foundations, Volume 1



Social-Emotional Development
Language and Literacy
English-Language Development
Mathematics

Preschool Learning Foundations, Volume 2

Visual and Performing Arts

Physical Development

Health

Preschool Learning Foundations, Volume 3

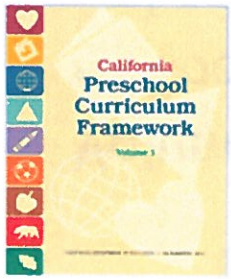
History-Social Science

Science

Preschool Curriculum Framework

The *California Preschool Curriculum Framework*, is a companion to the *California Preschool Learning Foundations*, and presents strategies and information to enrich learning and development opportunities for all of California's preschool children.

Preschool Curriculum Framework, Volume 1



Social-Emotional Development
Language and Literacy
English-Language Development
Mathematics

Preschool Curriculum Framework, Volume 2

Visual and Performing Arts

Physical Development

Health

Preschool Curriculum Framework, Volume 3

History-Social Science

Science

Culture and Family

Integrated Learning

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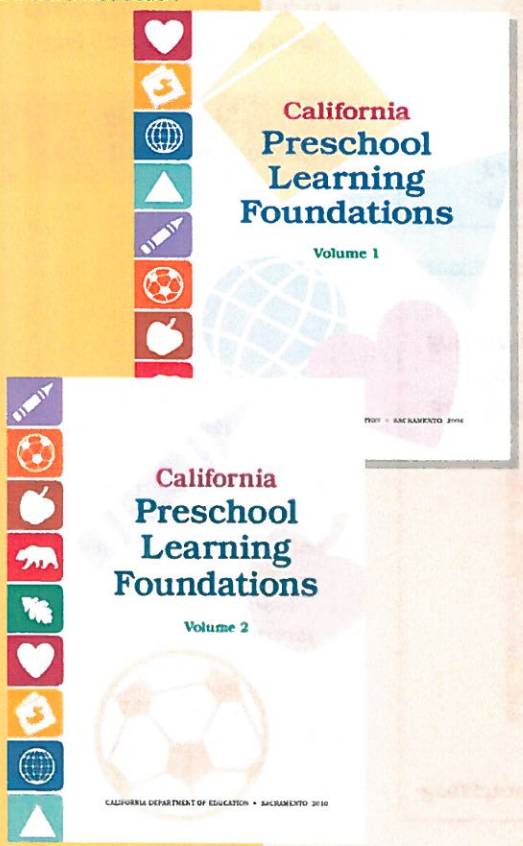

Preschool Learning Foundations

Volume 1: (January 2008)

- Social-Emotional Development
- Language and Literacy
- English-Language Development
- Mathematics

Volume 2: (December 2011)

- Visual and Performing Arts
- Physical Development
- Health

Volume 3: (Fall 2012)

- History-Social Science
- Science

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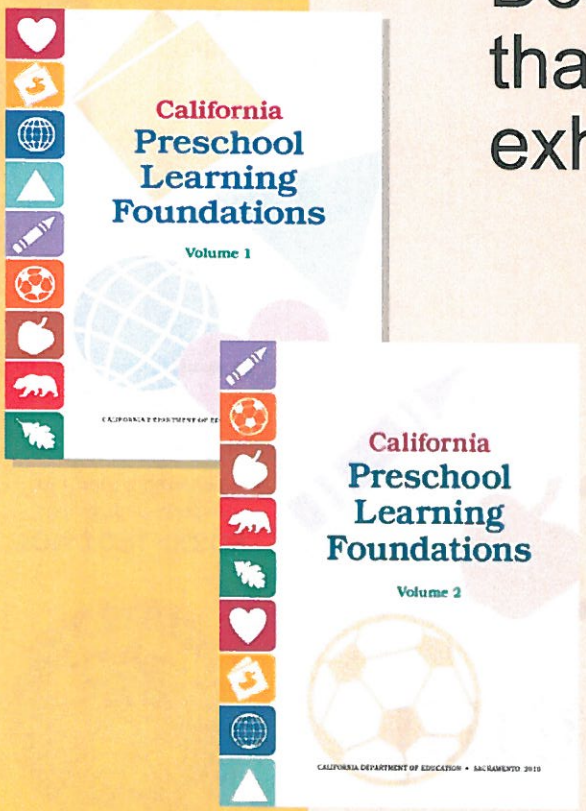
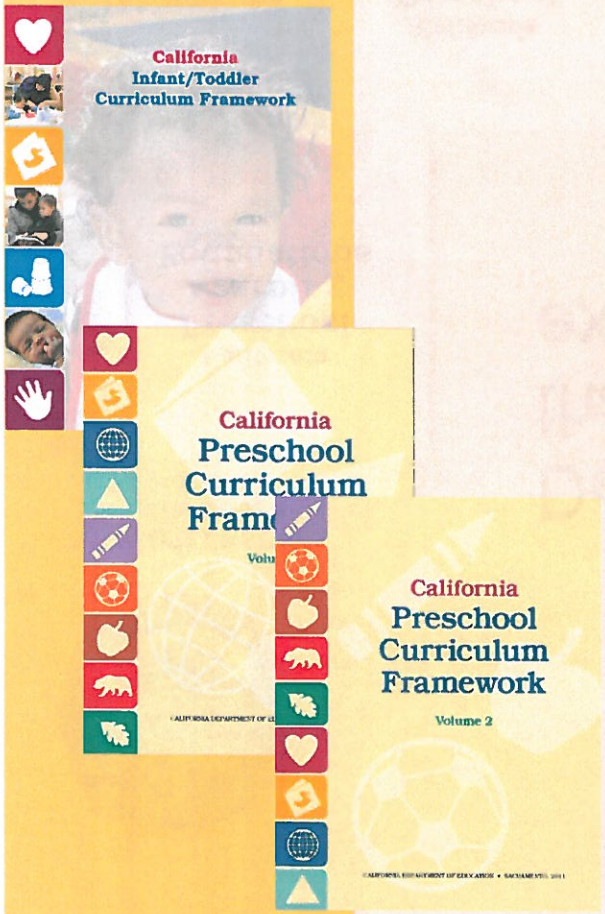


Preschool Learning Foundations

Describe the knowledge and skills that all young children typically exhibit:

- at around 48 and 60 months of age;
- as they complete their first or second year of preschool;
- with appropriate support; and
- when attending a high-quality preschool program

Curriculum Frameworks Infant-Toddler - Preschool



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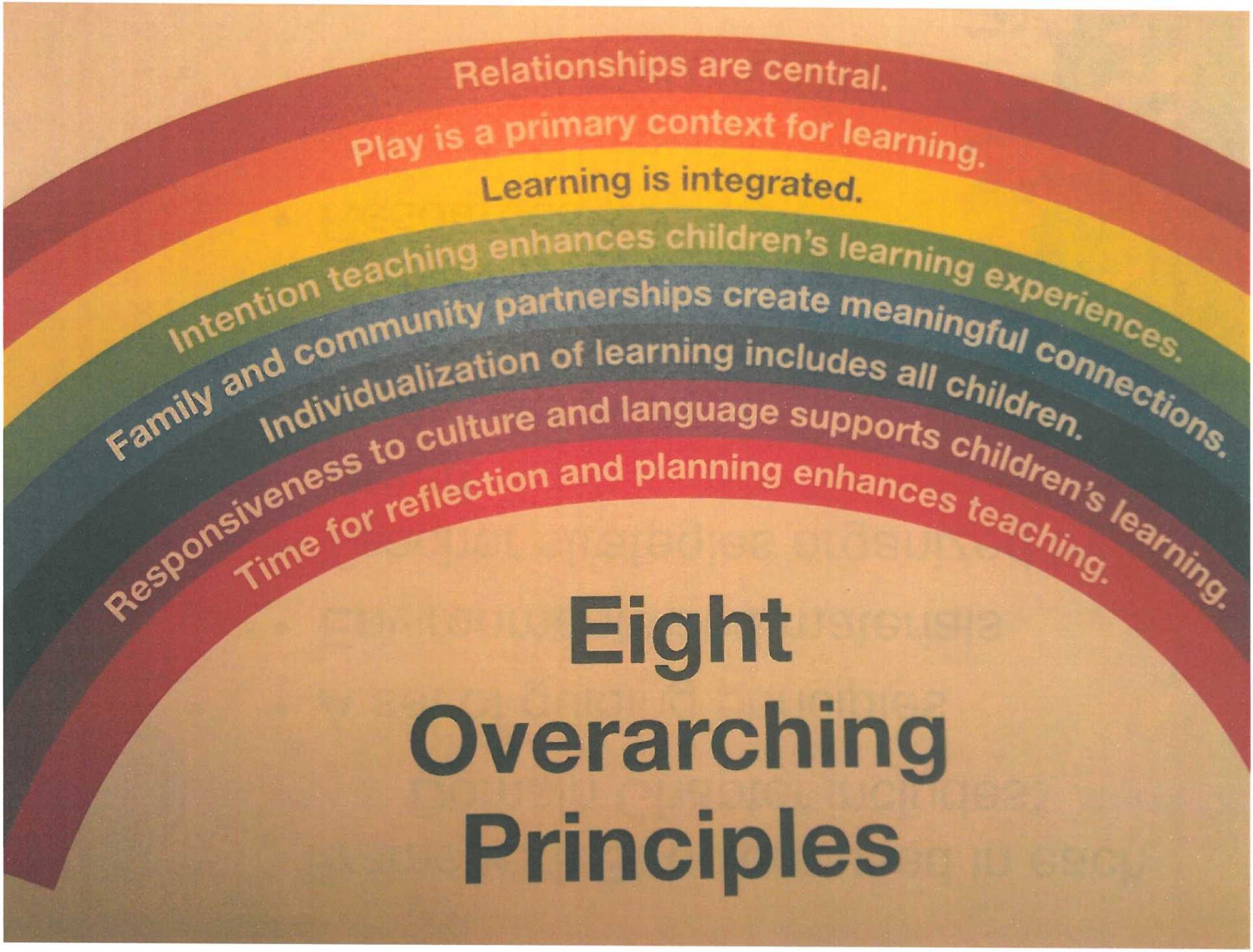
- Based on the Foundations
- Presents strategies in using reflective curriculum process and information to enrich learning opportunities
- Supports learning for all children, including children learning English
- PCF V.3 due to be released **Spring 2013**


Relationships are central.
Play is a primary context for learning.
Learning is integrated.
Intention teaching enhances children's learning experiences.
Family and community partnerships create meaningful connections.
Individualization of learning includes all children.
Responsiveness to culture and language supports children's learning.
Time for reflection and planning enhances teaching.
Eight Overarching Principles

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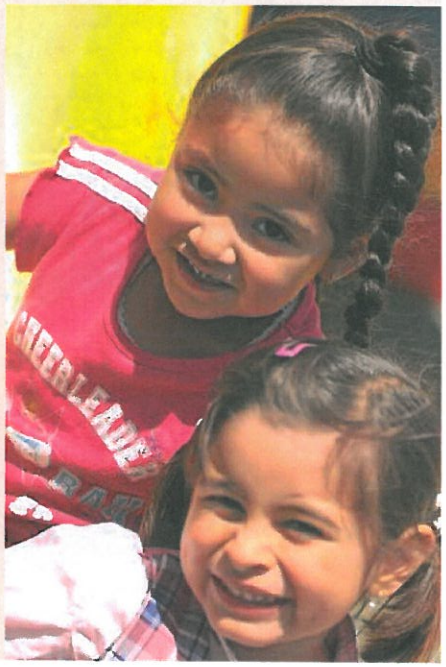
State Superintendent
of Public Instruction

Framework Structure used in each Domain Chapter includes:

- A set of guiding principles
- Environments and materials
- Teacher strategies organized by strand
  - Teachable moments
  - Planned learning opportunities
  - **Engaging Families**
- Resources



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Preschool Resources and Engaging Families

- Specific strategies and approaches for engaging families are integrated into the text, illustrated in pictures, highlighted in vignettes and listed as guidelines for each domain of development
- Professional training videos also reflect these approaches.

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Sample preschool family engagement strategy

"**Support children and families in sharing books at home**. Provide books in a lending library in the home languages of the children in the group. Encourage parents to use the home language when sharing books with their children. Translators are needed to produce text for books not available in a child's home language. Glue the translated text into the book to create a version that can be read in the home language."

Preschool Curriculum Framework Volume 1
Chapter on Language and Literacy, pg 155

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CDE ECE Faculty Initiative Project

Professional Development

- Statewide system to train the ECE workforce on the content of the Foundations
  - Program for Infant/Toddler Care
  - California Preschool Instructional Network
  - Faculty Initiative Project
  - UC Davis –Family Child Care at It's Best
- Quality-funded PD trainers with core knowledge of I/T & PS Foundations and curriculum frameworks

pitc THE PROGRAM FOR INFANT/TODDLER CARE

CPIN CALIFORNIA PRESCHOOL INSTRUCTIONAL NETWORK

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State Superintendent
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Early Childhood Educator Competencies

All 12 Competency Areas integrate information about understanding, engaging and including families.

Intense focus on engaging families in the competency areas of 1) Relationships, Interactions & Guidance, 2) Family & Community Engagement, and 3) Special Needs and Inclusion.

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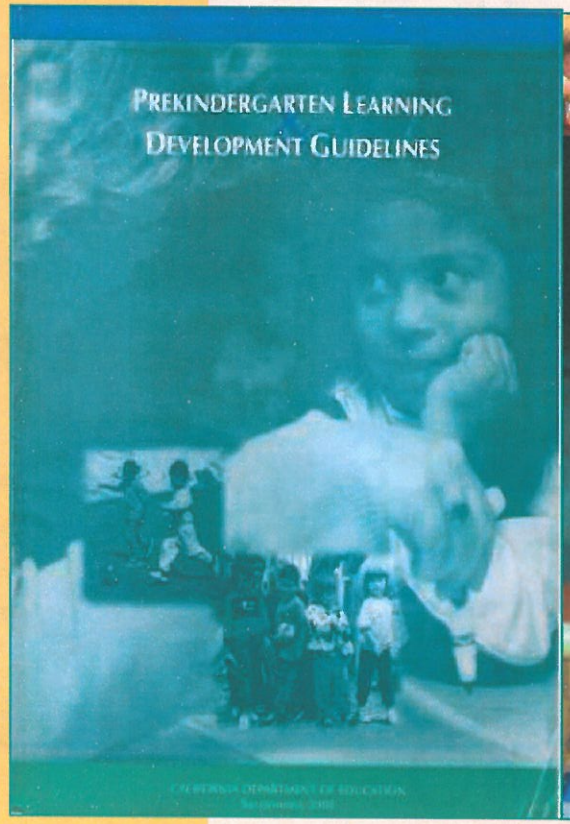
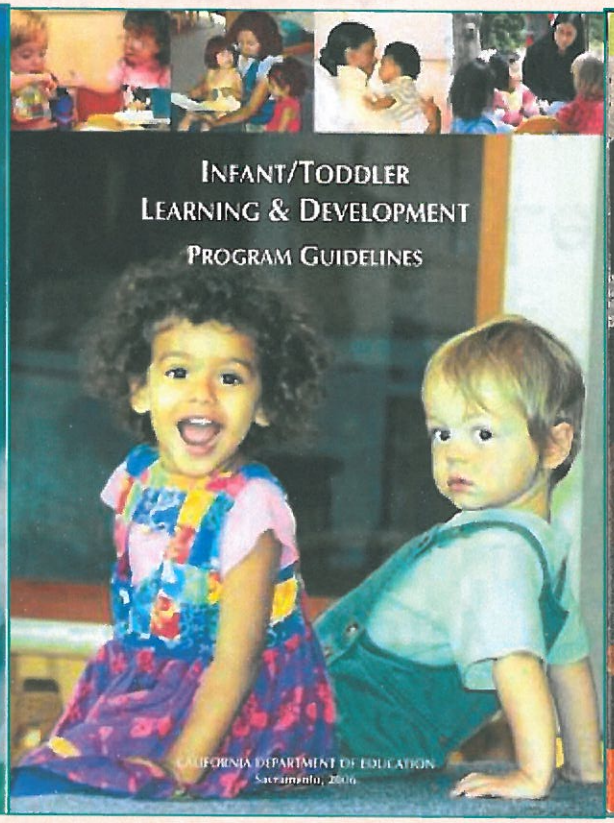
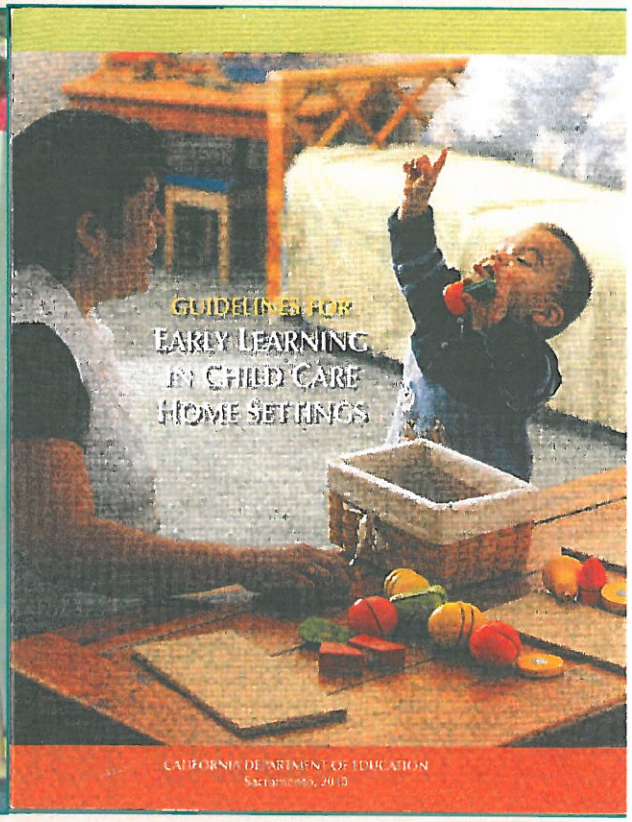
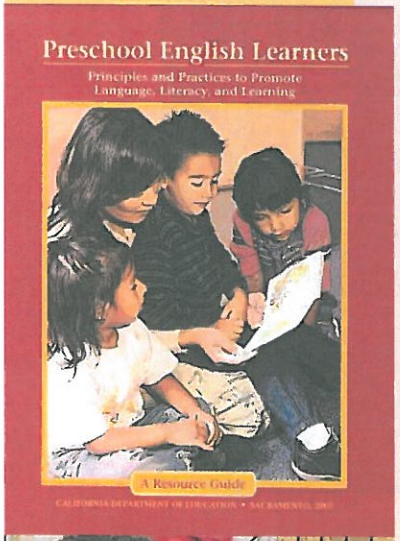
Program Guidelines

- Support programs and administrators in all settings with an emphasis on engaging families









Other resources that give guidance on family engagement:

- 3 DVD set of Infant/Toddler Foundations
- Preschool English Learners Guide
- A World Full of Language DVD
- In development:
  - Online modules of Foundations
  - Preschool Foundations DVDs
  - **Parent-friendly Web and print versions of the Foundations**

Coming Soon!

Learning About Families and Culture: A Framework for Building Partnerships (2014)

TOM TORLAKSON
State Superintendent
of Public Instruction

Inclusion Works! Creating Child Care Programs That Promote Belonging for Children with Special Needs (2009).

"Respect for family members' knowledge and experience with the child. *Family members are a provider's first and best resource; they should be included in the planning and implementation of care for their children."*

Chapter on Collaborating for Inclusion, pg 28

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Link to CDD-funded, Statewide Training Projects

http://www.cde.ca.gov/sp/cd/re/cddprofdevtrain.asp

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Link to CDD Publications

http://www.cde.ca.gov/sp/cd/re/cddpublications.asp

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Ordering information

www.cde.ca.gov/re/pn/rc

For families with children, birth through third grade, and the school and early learning community programs and partners that support them

SAVE THE DATE
APRIL 27, 2013

Santa Clara County Family Engagement and Leadership Institute

Keynote Speakers

Dr. Karen L. Mapp
Harvard Graduate School of Education

Jerry Tello
National Latino Father and Family Institute

Saturday, April 27, 2013
8:30 a.m. – 3:00 p.m.

at the
Santa Clara County Office of Education
San Jose, CA

Sponsors

Santa Clara County Office of Education
SJ/SV 2020
the David & Lucile Packard Foundation
Heising - Simons Foundation
First 5 Santa Clara County
The National Latino Fatherhood and Family Institute
Santa Clara County Office of Education Parent Engagement
Ready & Soar

Para familias con niños desde que nacen hasta el 3er Grado y para los programas escolares y de la enseñanza temprana en la comunidad y las agencias que los apoyan.

Marque la Fecha
27 de abril, 2013

Santa Clara County Family Engagement y Leadership Institute

Presentadores

Dr. Karen L. Mapp
Graduada de Harvard en Educación

Jerry Tello
Padre latino del National Latino Parents y Family Institute

Sábado, 27 de abril de 2013
De 8:30 AM a 3:00 PM

en la Oficina de
Educación del Condado de Santa Clara
San José, CA

Patrocinadores

Santa Clara County Office of Education
SJ/SV 2020
the David & Lucile Packard Foundation
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Santa Clara County Office of Education Parent Engagement
Ready & Soar