

CISC PARENT ENGAGEMENT REGIONAL LIAISONS' MEETING MINUTES
CO-HOSTED BY THE SANTA CLARA COUNTY OFFICE OF EDUCATION
FEBRUARY 2, 2011
TIME CONVENED 9:30 a.m. / TIME ADJOURNED 12:00 p.m.

CISC LIAISONS

X	Michael Babb, Ventura COE – Region 8		Beth Higbee, San Bernardino COE – Region 10
X	Nancy S. Brownell, Sonoma COE – Region 1	X	Marissa Lazo-Necco, San Bernardino – Region 10
X	Mary Ann Burke, Santa Clara COE – Region 5		Martin Macias, Merced COE – Region 7
X	Jose Espinosa, San Bernardino COE – Region 10	X	Lorna Manuel, Tehama COE – Region 2
X	Vanessa Galey, Orange COE – Region 9	X	Mary Stires, Stanislaus COE – Region 6
X	Liz Guerra, Los Angeles COE – Region 11	X	Marin Trujillo, West Contra Costa USD – Region 4
	Jan Sheppard, Sacramento COE – Region 3		Deena Zacharin, San Francisco USD – Region 4

ATTENDEES

Carol Dickson	Melissa Bazamos
Geni Boyer	Marieaelaena Hwizar
Jeana Preston	
Sandra Gonzalez	

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

2. Agenda Item 2 – Carol Dickson, CDE

Reported on the updated research per the summaries and website links below:

- From Harvard's Family Involvement Network for Educators: *Beyond Random Acts: Family, School, and Community Engagement as an Integral Part of Education Reform*, Heather Weiss, M. Elena Lopez, and Heidi Rosenberg December 2010
<http://www.hfrp.org/publications-resources/browse-our-publications/beyond-random-acts-family-school-and-community-engagement-as-an-integral-part-of-education-reform>
 - *Beyond Random Acts* provides a research-based framing of family engagement; examines the policy levers that can drive change in promoting systemic family, school, and community engagement; and focuses on data systems as a powerful tool to engage families for twenty-first century student learning. Because education reform will succeed only when all students are prepared for the demands of the twenty-first century, the paper also examines the role of families in transforming low-performing schools.

- Annenberg Institute for School Reform: *Education Policy for Action Series: Building Local Leadership for Change: A National Scan of Parent Leadership Training Programs* 2010
<http://www.annenberginstitute.org/pdf/HendersonProfile.pdf>
 - These program profiles provide background
 - for the research report *Building Local Leadership for Change: A National Scan of Parent Leadership Training Programs*. The full report

- describes four types of parent leadership training
 - programs identified in the scan and gives
 - examples of each.
 - These four types are:
 - Type 1. Parent leadership training programs
 - Type 2. Parent training programs aimed at immigrant families and families with limited English
 - Type 3. Parent academies or universities
 - Type 4. Parent leadership training to understand and influence the system
 - This publication presents more detailed profiles of each of the program exemplars and the results of independent evaluations of the programs.
- Southwest Educational Development Laboratory (SEDL): *Working Systemically in Action: Family and Community* 2010 free download in pdf; print versions for sale <http://www.sedl.org/pubs/catalog/items/family126.html>
 - Many educators recognize the importance of family and community involvement in school improvement efforts and are seeking to reframe the way they engage these groups. This publication, which supplements [Working Systemically in Action: A Facilitator's Guide](#), provides practical guidance for educators who are seeking to engage family and community members in systemic school improvement efforts.
 - SEDL's Working Systemically approach is a process for school improvement—and, ultimately, increased student achievement—that focuses on key components and competencies at all levels of the local educational system. *Working Systemically in Action: Engaging Family & Community* provides
 - best practices,
 - an overview of the Working Systemically approach to school improvement,
 - actions and tools for involving families and community in all phases of the Working Systemically process,
 - examples of how to incorporate family and community engagement into a systemic approach, and
 - research on family and community engagement.
- Harvard Family Research Project (HFRP) and the National Parent-Teacher Association (PTA) *Seeing is Believing: Promising Practices for How School Districts Promote Family Engagement*, Helen Westmoreland, Heidi M. Rosenberg, M. Elena Lopez, Heather Weiss July 2009 <http://www.hfrp.org/publications-resources/browse-our-publications/seeing-is-believing-promising-practices-for-how-school-districts-promote-family-engagement>
 - Harvard Family Research Project (HFRP) and the National Parent-Teacher Association (PTA) have teamed up to bring you this ground-breaking policy brief that examines the role of school districts in promoting family engagement.
 - *Seeing is Believing: Promising Practices for How School Districts Promote Family Engagement* spotlights how six school districts across the country have used innovative strategies to create and sustain family engagement “systems at work.” Our findings point to three core components of these successful

systems: creating district-wide strategies, building school capacity, and reaching out to and engaging families.

- Drawing from districts' diverse approaches, we highlight promising practices to ensure quality, oversight, and impact from their family engagement efforts. We also propose a set of recommendations for how federal, state, and local policies can promote district-level family engagement efforts that support student learning.

Carol also indicated that the CPM Compensatory Instrument has new parent engagement documentation required under sections 1.2, 1.3, 1.4, and 8.3. Carol will also follow-up with Linda Aceves on discussing the organization and funding for regional parent engagement leadership activities.

3. Agenda Item 3 – Mary Ann Burke, Santa Clara COE
Regional Updates include the following:

The LEA Plan, SPSA, PI, and State Action Family Area Network (FAN) Ad Hoc Committee completed a conference call on 1/31 and included Martha Martinez, Marissa Lazo-Necco, Melissa Bazamos, Marieaelaena Hwizar, and Mary Ann Burke with the following outcomes:

- When reviewing the Compensatory Education CPM Instrument, most documentation that is required is compliance focused pertaining to parent notification letters.
- When reviewing and aligning parent engagement activities in a Local Education Agency Plan (i.e. Goal 4 that states all students will be educated in learning environments that are safe, drug-free and conducive to learning) and Single Plans for Student Achievement, most list parent participation activities but the plans do not measure the level or impact of parent engagement. Currently the Program Improvement Corrective Action Plan Monitoring Reports do not request updates on parent engagement and these reports focus primarily on curriculum and instruction and the professional development of teachers.
- Although the District Assistance Intervention Team activities include a district school climate survey and identifying Safe and Drug Free activities as part of the LEA Plan or addendum under corrective actions, not follow-up is required for program implementation from CDE staff.
- The participants of this phone conference agreed that parent engagement is successful when district and school leadership teams prioritize parent engagement as an effective school improvement strategy within a district and schools and these teams provide the essential resources required to facilitate and School Action Plans with comprehensive parent engagement activities.
- The participants of this ad hoc committee agreed that most will be attending the upcoming training by Joyce Epstein on County Office of Education's support of district and school site plans to support parent engagement activities. The team has asked Marissa Lazo-Necco to secure a room for the group to meet after the first day of training on March 3. We were informed that Jose Espinoza is creating a Local Education Agency Plan template that will capture parent engagement activities in partnership with Joyce Epstein to ensure that all mandated CDE plans are in alignment. It was also discussed that Dr. Beth Higbee, CISC Lead, will bring this template to CISC for further review after this conference.

Region 1 – Sonoma COE: The COE is using Aiming High to increase student success and to engage parents in this process. The Volunteer Center supports parents and assists students with their homework.

Region 2 – Tehama COE: The focus is to get community member involved in building an infrastructure of parent engagement in a grassroots effort to increase the graduation rate of students and college attendance rate –Expect More Tehama. The district also offers a parent literacy program. Approximately 72 school board members and community partners participated in a professional learning community and the district will sponsor two symposiums a year with parent breakout sessions to address the connection of parents, school boards, and schools and development of strategic plans.

Region 4 – West Contra Costa USD: There was no new program updates.

Region 5 - Santa Clara COE: Activities include a March 5, 2011 Conference on Effective Strategies to Support Students’ Success, K-8 Trainer-of-Trainers three day training event at the Santa Clara County Office of Education from June 7 through June 9 and a Secondary Trainer-of-Trainers three day training event at the University Preparatory Academy from June 21 through June 23. Both training sessions will certify parent leaders to provide ongoing trainings to parents on parent education, health and wellness to support a healthy school climate, and make-and-take academic support activities at home that align to common core standards. Parent training curriculum will be posted in the Region 5 Parent Engagement Initiative website in July.

Region 6 – Stanislaus COE: It is hosting a California Association of Compensatory Education Conference on March 12 for 200 statewide parent and education leaders.

Region 8 - Ventura COE: Activities include that the group has developed a School Site Council implementation rubric that is attached to the minutes.

Region 9 – Orange COE: The COE is partnering with the California Parent Center in service delivery and has provided FIN Meetings on October 8 on community resources, on December 3 on parent education regarding the 40 developmental assets and social hosting, and on February 4 on keeping children safe, physical fitness and violence prevention. Added FIN meetings are scheduled for April 8 on academic support services and June 3. The California Parent Center will offer a training in May and an Parent Resource Fair will be offered in spring.

Region 10 - San Bernardino COE: Project Inspire continues to work intensively with six school districts in the study and will host a County Office and District Leadership Development Institute for School-Based Action Teams for Partnership with Dr. Joyce Epstein serving as the facilitator on March 3 through 4 at the Radisson Hotel at the Ontario Airport.

Region 11 - Los Angeles COE: Activities including rolling out of partnership meetings and trainings and using FIN meetings to build partnerships and align a Local Education Agency plan with a school’s Single Plan for Student Achievement. The district will host a large Pre-K and K-12 Conference in May using curriculum from Teach Like a Champion.

**4. Closure – Mary Ann Burke, Santa Clara County Office of Education
Action Item/s:**

The next CISC Liaison meeting/video conference is scheduled for May 4, 2011.