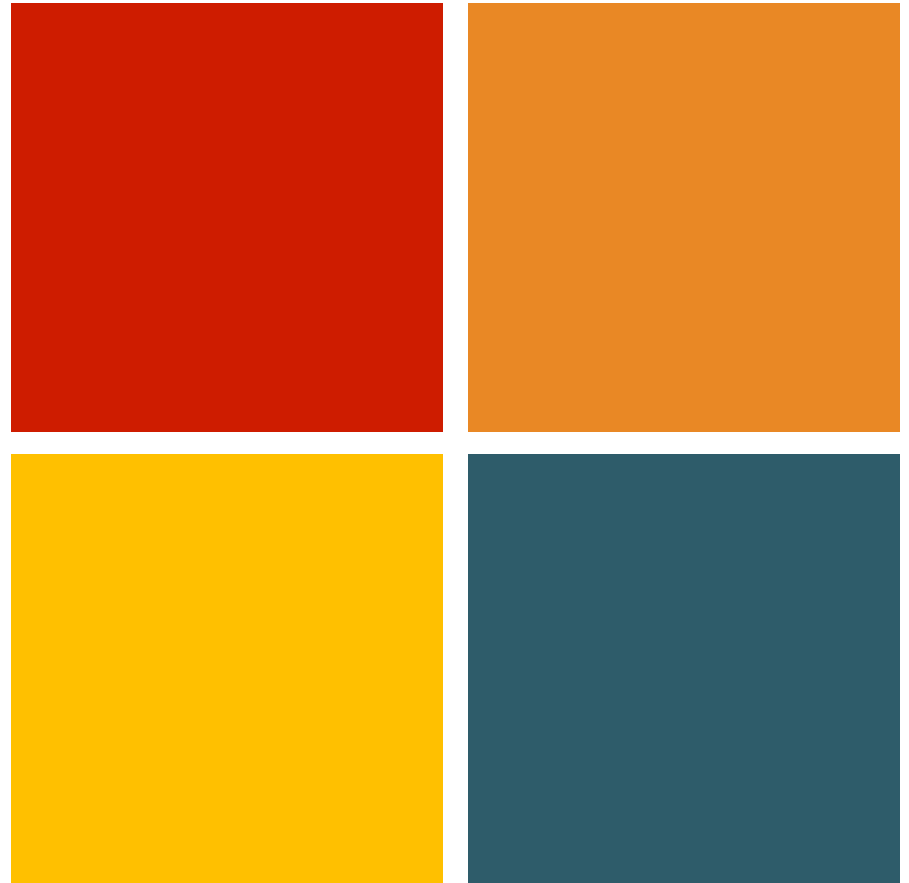




Linking Family Engagement to Your Parent Involvement Policy & School – Parent Compact



PARENT COMMUNITY STUDENT SERVICES BRANCH

Title I September Coordinators' Meeting
PIP and School-Parent Compact

Presenters

Dr. Kevin Baker, PACE Administrator:
Violeta Ruiz, Parent Educator Coach

+ Objectives



- Discuss the history of parent involvement in schools
- Be provided with a tool that will facilitate the revision of the school-parent compact with the active participation of all stakeholders.

+ Overview



- Parent Involvement in Schools
- Parent Involvement Policy
- School-Parent Compact
- Next Steps

+ Strategies to Increase Parental Involvement



Parent
Engagement

Parent
Communication

Parent Training

Brief History of Parents and Schools: 1960s-Today

1960s-1980s

Elementary and Secondary
Education Act (ESEA)

- Civil Rights Movement, focus on mandates
- Title I: Low Income Families/Disadvantaged Youth
- Title VII: Bilingual Education
- Integration of African-American/Latino students

1990s-Today

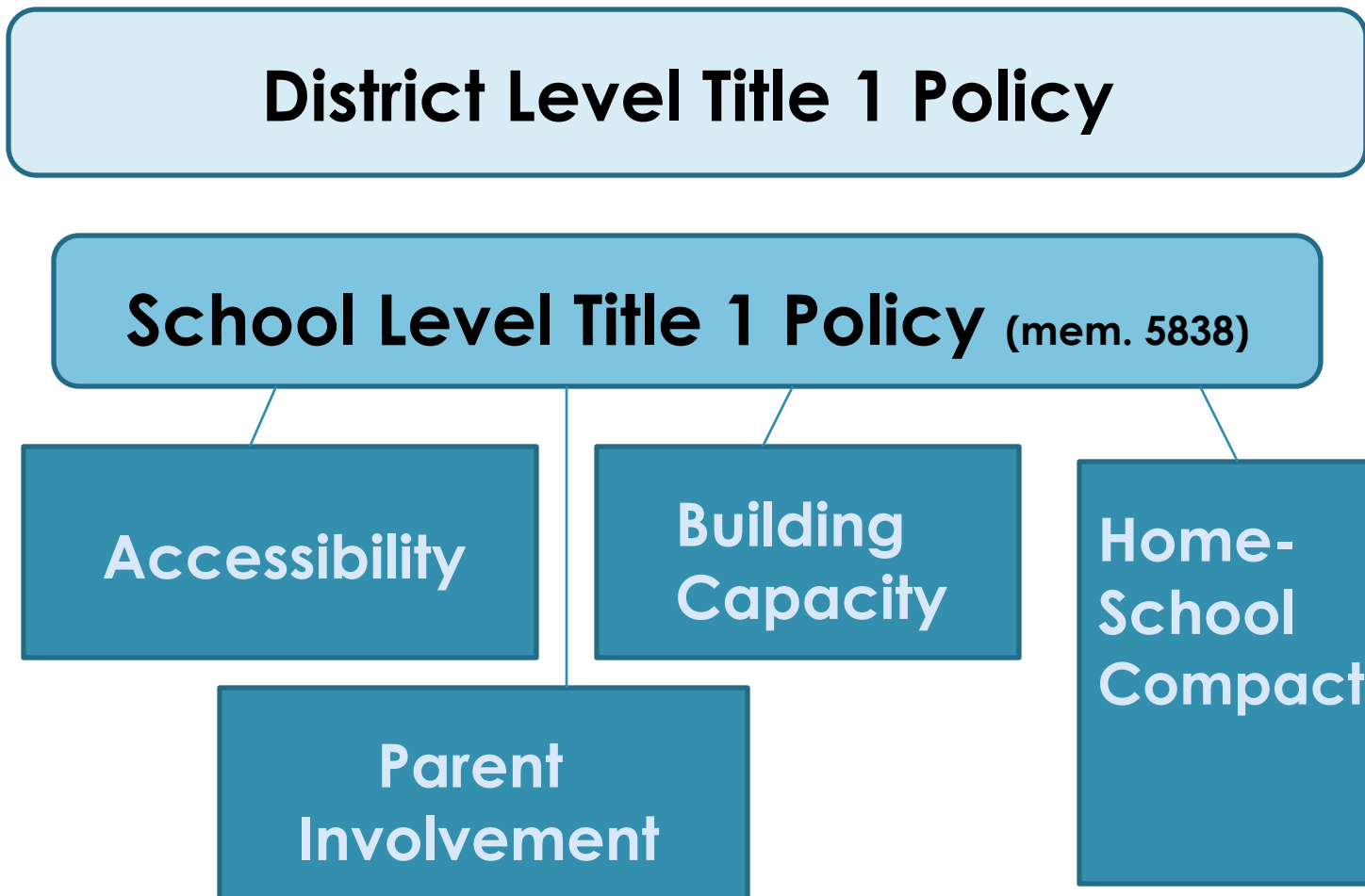
ESEA reauthorized as No
Child Left Behind (NCLB)

- Focus on alliance between home and school
- Movement for equitable participation
- Interest in research on family engagement
- Shift to valuing parent voice and choice

Major Shifts

- Move from involvement to engagement
- Shift from parent as participant to partnership
- Emphasis on research
- Move from compliance to quality

+ Title 1: Parent Involvement Policy



+ Research

The involvement of parents in their children's education is more predictive of students' school success than the families' socioeconomic status, race, or cultural background.

W.H. Jeynes (2005), "A Meta-Analysis of the Relation of Parental Involvement to Urban Elementary School Student Achievement."

+ Bill of Rights and Responsibilities



- + Regardless of family income, education, or cultural background, children whose parents are involved in their education are more likely to...



**higher grades,
test scores &
graduation rates,
better school attendance,
increased motivation,
higher self esteem**



**suspensions,
drugs,
alcohol,
violent behavior**

**+ 2013-2014 LAUSD
Goal #4- Provide
ongoing
mechanisms for
family and
community
engagement:**



- Increasing academically focused family and community engagement.
- Developing and implementing a family and community engagement plan which provides information and data on a formal and frequent basis to all district stakeholders and community collaborators.

+ How Can Schools Engage Families?



Five Focus Areas:

1. Create a welcoming environment
2. **Provide parents opportunities to learn and support instruction at home**
3. Implement a volunteer program
4. Respond to parents' concerns
5. **Comply with federal, state, and district requirements**

+ Parent Involvement Policy: Required Sections



- Section I: Involvement of Parents in the Title 1 Program
- Section II: School-Parent Compact
- Section III: Building Capacity for Involvement
- Section IV: Accessibility




Write down 3 ideas as to how you will engage parents in revising your school's Parent Involvement Policy.

+ Your turn!



- 1. Look at your school's PIP or the sample PIP.**
- 2. List the different sections included. Are the strategies explained specifically?**
- 3. What might you revise this year?**
- 4. When will you schedule the dates for the revision?**

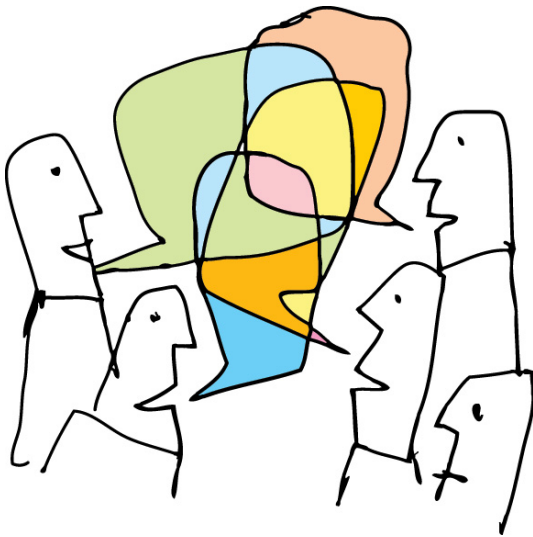


+ School-Parent Compact

+ Prior Knowledge...



- Write down at least 5 things you know about the School-Parent Compact.
- Write down 3 questions you might have about the School-Parent Compact.



+ School-Parent Compact: Gallery Walk



- For the next 7 minutes and 39 seconds, you will have the opportunity to look at various sample School-Parent Compacts.
- Note any similarities or patterns that you notice throughout the various posters.

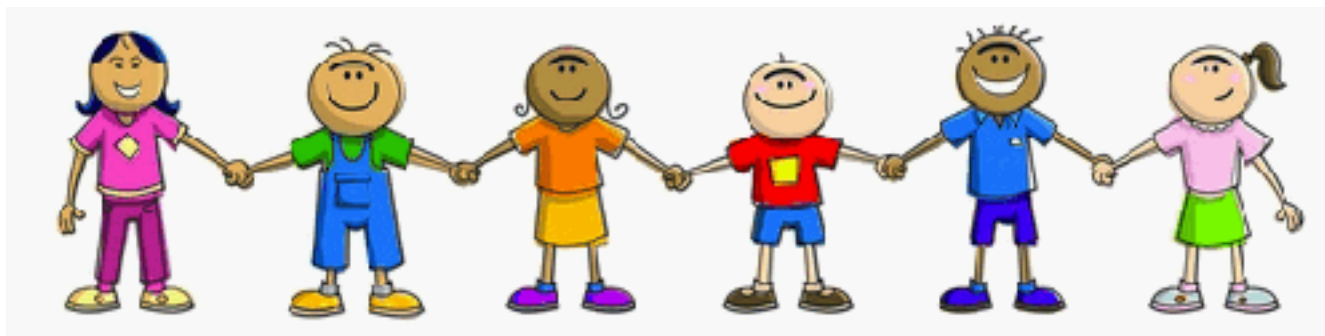
+ SCHOOL-PARENT COMPACT



developed jointly

approved by Title I parents

disseminated in a parent-friendly manner



+ SCHOOL-PARENT COMPACT



written **agreement of shared responsibility**

catalyst for collaboration

better communication

**translates goals for achievement into
shared action statements**




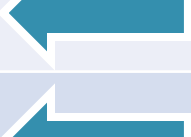


+ SCHOOL-PARENT COMPACT



How will families and school staff
work together this year
to achieve the goals
of the school improvement plan?



+ SCHOOL-PARENT COMPACT

moving towards		moving away from
shared responsibility		individual responsibility
results focused on students and goals		results focused on parent attendance
activities planned to support goals		random acts
integrated		add on
ownership		compliance
continuous improvement		one-time project

+ Myths of the Compact

- ❑ must be signed by teachers and parents
- ❑ is a good place to teach parenting
- ❑ is the place to correct student behavior



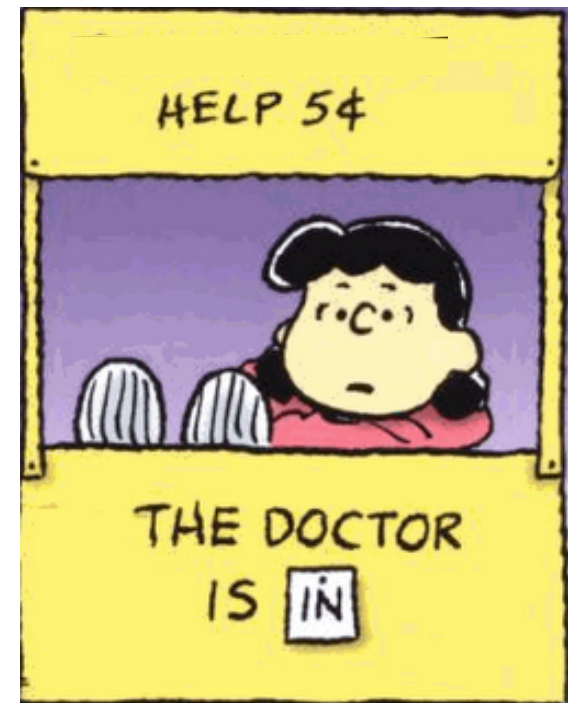
+ What's In a Compact?

Essential Elements

1. What Teachers Should Do
2. What Parents Should Do
3. What Students Should Do
4. Communication About Student Progress
5. Activities to Develop Partnerships
6. Jointly Developed with Parents
7. Friendly Format and Language

+ Pointers

1. Link actions to goals in SPSA and to school data
2. Connect activities for families to what students are learning and doing in class
3. Include contact information to support parents and students
4. Describe how students will be responsible for their learning
5. Consult with parents on communication strategies that work best for them
6. Translate into families' home languages and non-teacher specific language



+

It's All About the Conversations!



+ Timeline for Revision



- December
 - Identify Participants
 - Schedule meeting times
 - Identify goals and possible grouping options
- January
 - Obtain input from:
Parents, student, and staff.



+ Timeline for Revision

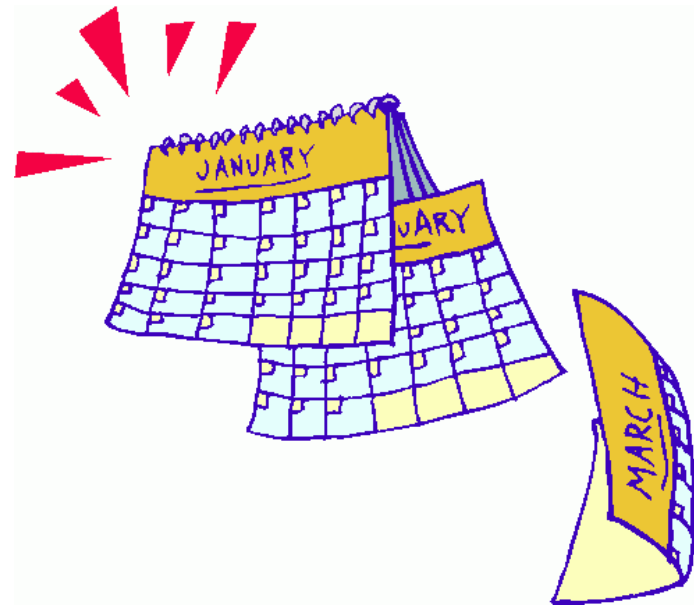


■ January/ February

- Align compact with Single Plan for Student Achievement (SPSA)
- Identify school / community resources to meet compact goals

■ February

- Create a draft form of the compact
- Distribute to stakeholders who participated in the revision process
- Approve by Title I parents
- Translate the compact
- School-wide distribution of final draft



+ Timeline for Revision



- March
 - Review, revise, celebrate and repeat cycle
- Continuous
 - Distribute the compact to all stakeholders (August)



+ School-Parent Compact: Reflect on your own compact



- Take out the most updated School-Parent Compact available at your school
- When was it last revised? Is there a date on it? How can you find this information?
- Highlight the major sections of the document.
- Look at the School-Parent Compact Guide to Quality as you keep the following questions in mind:
 1. Is any information missing?
 2. Does any information need to be explained in a clearer way?
 3. Are there any changes that need to be included in your compact?

+ Next Steps



- Take a moment to reflect on what next steps need to be taken to ensure that your school will successfully revise both the Parent Involvement Policy and School-Parent Compact.
- On a Post-It, write down three things that you learned during our session today.
- Bring your school's current Parent Involvement Policy and School-Parent Compact to the next meeting.

+



+ We are here to support you . . .



Parent and Community Engagement – ISIC

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Additional Resources:

<http://www.cde.ca.gov/ls/pf/pf/>

<http://schoolparentcompact.org/>