Priority 5: Parent Involvement

Parent Access
Can we create a more parent friendly timeframe for parents (Academic Parent Teacher Teams)?
Are your resources for PTHVP and APTT online?
Are students part of APTT meetings?
Can Bonnheim kids who are now at Burnett be able to access Earl Warren PRC?
Please provide parent engagement opportunities for working parents. For example, forums like this after work hours works for me.
Please provide childcare and potluck dinner if possible.
Please ensure more schools are represented and have a voice.
Please do not double book district and school parent engagement meetings/efforts.
Members of District Advisory Council
Where are the parents? Why are they missing? Find the reasons. Is it timing? Lack of information? Etc.
Allow parent leaders to engage with district leaders (another parent clarified that School Site Council already has the structure of each school site sending one rep to the District Advisory Committee)
Incentive meeting attendance to get more participation
Partner with the community to provide a better perception of schools within the community
Survey to discover parents who don’t work and who may have time to volunteer
Parents need to commit to volunteer
Sports/music/food/family events bring parents to schools
Create surveys that reach more than one subset
Provide financial support to pay for the cost of fingerprinting volunteers
Give parents an opportunity to support
Use the marquee outside to provide more specific information to parents (not just info on dances, etc.)
Consider an app like Edmodo/Pencil that allows more ad hoc communication between parents and teacher (similar to Facebook); teachers would lead the engagement
More technology
Pancake breakfast/carnival/choir performances and plays bring parents to school
Maintain relationships with your engaged parents (don’t overlook them)
Build relationships with parents and with the community
More engagement with targeted communities, such as with home visits. Home visits engage families
Remember not all caregivers are parents
Relationship building is key
Have more weekend events when parents are available
Participation in WASC committee should be more frequent; maybe every 2 years; WASC helps identify what’s working and what’s not working
Make sure people feel invited
More incentives for parents to come to meetings (example: if a parent attends 10 out of 12 meetings, child gets credits towards a class grade)
Block parents can be hired, reflective of the community; at Bret Harte, they knocked on doors to invite parents to school
Provide an incentive (parent stipend) to attend meetings; this was previously offered by WestEd and was between $50-$100 for attendance at Board meetings, DAC, CAC
Create a pathway for parents to go on to leadership positions after taking Parents as Partners
The district needs a volunteer coordinator
Partnerships: need more information on how to build them
Cost of fingerprinting is too high – a barrier for some
Schools need to increase volunteers; suggest there is a volunteer coordinator at the district and the site level. Middle and high schools try a Bring Your Parent to School Day/or Bring Your Parent to Lunch Day - this builds relationships. Build relationships and build trust. No judgment. Start engagement with pre-school parents. Partner with different community organizations. Parent-led activities. Provide child care during meetings for parents. Need an “empowerment” model for parents; build parents’ confidence; helping parents to feel able to participate; how they take ownership of their child’s education. What is parent involvement? Is it parent-teacher conferences? We need to tell parents exactly what parent involvement is. We need to show them specific duties. If we just invite parents, they may not come because they don’t know the purpose. We need to tell them specifically. For some young parents, they don’t know what parent involvement is because they may not know all aspects of parenting.

**Communication**

Can we continue to advertise better for the PRCs in existence? Encourage parents to get services from these resources. Strengthen communications and please follow up with parents when they access these resources. Staff must be welcoming upon greeting visitors to the school. Invest in marketing support for parents to learn more about the district. The website only serves a small part of the community. Improve communication. Consider using text alerts. Form a district advisory committee (and listen to them) regarding improving communication. Connect-Ed messages should be configured to go to more than one phone number per student. Expedient response after meetings. Make parents feel their participation is valued. Provide ways for district to ask parents for input (both at school site and district wide). Provide information in advance of meetings (for example, budget documents). Survey parents on the quality of education their students receive. Find technology to allow dialog between parents and teachers. Make sure change is for the better. Provide software for parents to see their child’s academic progress; software must be used by all teachers so that parents can view the full details. Volunteer opportunities throughout the district should be published somewhere so that students and parents can search out opportunities. Email – utilize consistently (parent doesn’t listen to her voice mail). Smart phone app for parents. Connect-Ed, signs, personal outreach work for engagement. PEV is a positive means of outreach. We need to inform teachers about Leadership Academy. Establish a Parent Network.

**Programs**

Are these programs (Parent Teacher Home Visit/Academic Parent Teacher Team) only available to Title I Schools? What about the non Title I schools? I didn’t have a home visit. My children attend A.M. Winn and James Marshall. Can the home visits program be expanded?

Thank you for having PRCs in place. I like them!
Parent Leadership Academy

1. What’s a cohort?
2. How long is a session?
3. Criteria for selection?
4. How does this help my child?

Student engagement and parent involvement must work in tandem
Integrate all of the eight priority areas
Home visits are very effective for teachers to connect with families. They overcome barriers at school sites and build relationships

Parent University
Parent workshop (4-5 week series) to provide information to parents on how to navigate the path to college
PTSA meetings to offer a relevant topic (i.e. driving safety, course selection process) so that parents that come to the meeting get something
Athletic booster clubs can provide support

Parent workshop series (9 weeks) – Parents as Partners
Concerned about the cost of programs; consider ways to take an element of a program and provide it at no cost
Parent Teacher Home Visit Program expansion
Map resources in the community to find partners and sponsorships; use high school students to identify resources; use community members and retirees
Identify parents to work in the classroom and provide feedback to the community; instructional aide-like but community based
Schools provide a menu of programs to provide to parents
Academic Parent Teacher Teams provided strong data in the handout – this is a program to expand
Support for Academic Parent Teacher Teams
Parent Resource Centers are positive

Data
Provide resources so that data can be input, then stress accountability
Look at successes and failures – we are not serving all children
Providing data helps to contextualize

School Sites
Class size reduction needs to be in place in order for educators to be able to do all of this with parental involvement
Would like to see more local LCAP discussion at school sites
How do we get our home visits initiated at schools with the funding? Some teachers are still not doing it.
Professional development for office staff to be more welcoming
To reach all subgroups, use direct outreach from a relevant participant in the system
Parent volunteers can help the front desk at school sites to update phone numbers and connect with other parents
Have a designee at school sites for the homeless
Teachers must welcome parents into the classroom
Develop a metric for parent participation at each school site; this is pro-active not punitive
Some schools have a charismatic leader who can bring in other parents and community; develop this as a systemic process
Maintain relationships by opening the schools on weekends so they can become a hub of the community
Wi-Fi for students on campus
Site Councils must be real
Parent Teacher Conferences – need more
Parent Teacher Conferences – too rushed, don’t find value in them
APTT Meeting – provides value
Parent Resource Centers at school sites need staff and regular hours
Parents connect with the Parent Resource Center; need funding for staff
Non-profits have difficulty breaking in to schools (to offer help)
Principal evaluations should include level of volunteer participation and number of community partners
Provide more opportunities for community conversations at school sites
Site-based budgeting with honesty
Parent meetings to be held at school sites not just at the district
Principals should be more transparent about their efforts with parents

Support
Recommend that schools have a School Community Liaison, who connects with families and finds resources for them
Funding – similar schools to get similar amounts of money
More staff support for homework
Tutoring classes for children that parents can attend or must attend so they can see the kind of assistance the student is receiving

ELs/SpED/Foster Youth
I would like to see language specific support for our EL families.
Are there targeted activities for ELL, foster youth, and Title I students?
Foster parents are often not welcomed; school to be more sensitive
Use a team approach (social worker, teacher, parent, principal) to ensure success for homeless or foster students
Language support
Latino literacy and Hmong literacy programs teach English and also show parents how to help with homework
Plan events with adaptable schedule and language support (example: Read and Feed offered at morning and also evening); once parents are on campus, offer a principal chat
Foster youth do not have parents to engage; to engage their foster parents, need flexibility of schedule (both AM and PM)
Develop relationships to engage foster parents
Language support for school site committees such as School Site Council
Language support at school site, provide interpreters
Monthly parent meetings with translator
Advisory committees need support in outreach; CAC doesn’t have contact information for all special education students because of privacy; could the district communicate information
Translation of materials should be a priority and not a second thought
No segregation of groups by language
Multi-cultural fair with community partners
Group homes (foster youth) can be linked to school sites (at least make the information known)
Hmong view education as most important; in the Hmong culture, parents trust educators to know best and that educators are responsible for children’s education; parents trust educators; parents may not fully participate because they trust the school to provide the best education
Due to cultural factors, Hmong parents may not feel that their insights matter
Younger parents may be doing as much as they can; some parents do not feel welcome because they are low income
Some parents may not feel comfortable with home visits; they may be concerned with what the visitor might think about their culture; some don’t feel home visits are a good thing
Some parents think that home visits are done because something is wrong with their child
In the Hmong culture there is reverence for teachers and many Hmong and Latino parents welcome home visits; visitors are welcome in their cultures
Send parents to CABE and other type of parent conferences
School climate, school office staff should be more welcoming and bilingual