



i3 Project 2INSPIRE

Family, School & Community Engagement Program

Project 2INSPIRE Meets Performance Measures for Year 1!

Project 2INSPIRE Family, School, & Community Engagement program is off to a solid start. The first and second year is laying the foundation for collaborative work and school change in years 3-5. The i3 project activities are all focused on building school capacity for meaningful parent engagement programs and developing parent leaders to make this happen. Research tells us that family and school partnerships promote engagement of parents in their children's education and will lead to increased student achievement.

Highlights of Achievement

The P2I-i3 project involves ten participating schools in three southern California districts: Garden Grove USD, Santa Ana USD and Ontario-Montclair School District. Building a sense of community and a critical mass of parents who can work together to further the achievement goals for students at the school is an important part of the program and to building an infrastructure at the school for meaningful parent engagement. Below are Year 1 results of surveys and evaluations for each project goal.

1. Goal A - Student Achievement: Data on student achievement will be available in Year 3-5. However, preliminary data collected from parents in Year 1 indicates that parents are increasing their support of academics at home.

2. Goal B – Parent Leadership: In Year 1, a total of 207 (goal was 200) parents participated at the Project 2INSPIRE Parent Leadership Development Program (P2I-PLD) at the Mastery Level. Of those, 196 completed all 12 sessions.. Overall, the first cohort of parents resulted in an 87.5% (goal was 80%) completion rate.
3. Goal C – Parent Outreach: In Year 1, staff provided - three sessions to a total of 221 (goal was 200) additional parents about the importance of parent engagement and information related to the common core standards at state and regional conferences.
4. Goal D – Building capacity and infrastructure for parental engagement at school sites- School/district leaders participated in a two day institute on Parent Engagement practices and strategies as well as attended two meetings about Project 2INSPIRE and the Parent Leadership Development Program.
5. Goal E – Replication Kit: This is a year 3 goal, but project staff began developing the essential components of the kit in Year 1.

Parents participating in Mastery Level sessions in Year 1 completed initial, weekly and at the end of the 12 session program surveys.

Parents enrolled completed an initial survey. Of the 211 parent



participants that completed the initial training survey, 98% indicated they are Hispanic/Latino. Seventy-one percent reported that their child was/is an English learner and only 46% indicated that their child is a proficient English speaker, 19% have a special needs student and 17% have children participating in after-school services.

For the most part, parents indicated they were engaged in supporting their child's learning. Over 65% of parent respondents reported that **before P2I-PLD** they supported their child's learning at school in the following ways,

- Read with or listened to their child read at a location somewhere other than school. (73%)
- Attended a parent conference or talked with their child's teacher, principal or other staff member. (80%)
- Talked with their child's teacher about how they could help support their child's learning. (67%)
- Attended at least one of the following activities at their child's school: a play, an awards assembly, an athletic event or a school party. (69%)

However, when asked about participating in school or district activities to help improve their child's school, parents reported being less involved. Only 35% reported participating in at least one school committee activity (e.g., ELAC, SSC, PTA) to help their child's school and 19% participated in at least one district activity (e.g., DELAC and/or DAC) to help their child's school.

Weekly Feedback Surveys

Parents completed feedback surveys at the end of each P2I PLD session. Almost all participants (96 to 100%, n=120 to 144) strongly agreed or agreed that all sessions,

- Were of high quality and met their expectations.
- Were well organized and adequately paced.
- Utilized presentation strategies that provided a balance between getting information and interacting with others.
- Used strategies that helped them understand the content covered and provided activities that helped them learn.
- Learned things that would have an impact on their family and that would help their child or child's school.

Parent Feedback – Summary of Mastery Level Parent Leadership Development sessions

Results of end of session survey questions showed that 94.4% of parents completing Mastery Level sessions in Year 1 indicated that they increased their understanding of the training session content and 92.7% reported that they have confidence in using what they learned in each training session. Parents expressed that they learned how to help support their child's learning (97.4%). Almost all participants (96 to 100%, n=120 to 144) strongly agreed or agreed that they learned things that would have an impact on their family and that would help their child or child's school.



Parents (154 of 196) completing Mastery Level training in 2013, provided feedback on a final survey and reported that as a result of attending P2I PLD sessions parents:

- a. Have set goals for themselves and/or their children. (93.5%);
- b. Know how to help support their child's learning. (97.4%);
- c. Are learning how to share information with other parents. (90.9%);
- d. Have communicated their concerns/ questions to school and/or district administrators about school/district policies and/or procedures. (63.6%);
- e. Are working with others to improve parent engagement at their child's school. (63.6%).

Project evaluators and staff developed an annual survey to measure school readiness for parental engagement based on tools developed by Henderson & Mapp for the Iowa Parent Friendly School Toolkit. The survey was administered at the beginning of the 2013-2014 school year to participating school principals, teachers, support staff and parent members of school committees and is

considered baseline data. Survey results will help P2I staff, 2INSPIRE parents and school staff work towards building stronger school-home relationships.

Annual Survey Respondent Perceptions

A total of 520 responses were collected from the ten participating school sites. More than 75% of ALL respondents agreed that the following statements were “a great deal like” or “a lot like” their school,

- It is easy for parents to meet and talk with the principal about their child's progress, and any issues and concerns.
- It is easy for parents to meet and talk with teachers about their child's progress and any issues and concerns.
- The school reports to parents about student progress.

While parents felt that the following items described their school, less than half of teachers, support staff and principals agreed that the following statements were “a great deal like” or “a lot like” their school,

- Teachers learn about effective approaches to working with families of diverse cultural backgrounds.
- Teachers and families have frequent opportunities to get to know each other in meetings, breakfasts, home visits and class observations.
- Families and staff have opportunities to learn together how to collaborate to improve student achievement.

Challenges in Year 1

One of the challenges schools had in Year 1 was the recruitment and retention of parents for the parent leadership development program in some schools. Principals were encouraged to use a variety of strategies to recruit parents.

At the yearly evaluation meeting held in October 2013, principals reported using strategies to reach out to parents to invite their participation in P2I PLD sessions. Principals encouraged teachers to nominate families in their classroom who would benefit from their participation. The principal then sent out individual letters inviting them to attend. To retain parents in the

program, principals shared that they would have weekly raffles and or use their student reward program to encourage parents to get “school dollars” for their children by attending each session. School leaders and project staff are working together to meet the recruitment and retention challenge and to ensure that parents know about the program and benefit from it.

Schools reported having many other opportunities for parents to become engaged and all these activities are somewhat coordinated. In Year 3 there will be a focus on coordinating parental engagement through the use of an Action Team for Partnerships Model (Epstein) school plan that will fully coordinate parent engagement activities and focus these activities on increasing student achievement. Table 1 outlines the project targets for parents enrolling in the program for all project years.

Table 1: i3 Project 2INSPIRE Parent Leadership Development Participation Goals for Years 1-5

Project Year	Academic Year	Semester	Number of Parents at Mastery Level	Number of Parents at Expert Level	Total Parents
Y1	2013-2014	Fall 2013	200 parents		200
Y2	2013-2014	Spring 2014	200 parents		500
	2014-2015	Fall 2014	200 parents	100 parents	
Y3	2014-2015	Spring 2015	200 parents	100 parents	500
	2015-2016	all 2015	200 parents		
Y4	2015-2016	Spring 2016	200 parents	100 parents	500
	2016-2017	Fall 2016	200 parents		
Y5	2016-2017	Spring 2017	200 parents	100 parents	300
*unduplicated parents each time				TOTAL PARENTS Y1-Y5	2000

CABE i3 - Project 2INSPIRE Year 2/3 Upcoming Events

New USDE Framework for Parental Engagement

The i3 Project 2INSPIRE Family, School, & Community Engagement program is closely aligned with the Dual Capacity Framework for parent engagement from the U.S. Department of Education. This framework transitions parent involvement into true engagement where the focus is increased achievement for the school and for building relationships/partnerships with parents. It is exciting to see that Project 2INSPIRE’s Family, School and Community Engagement Program closely mirrors the new “thinking” on what effective programs for parent engagement look like. We hope to continue documenting our work so the research on the components of the framework and sharing with others as we walk this journey together.

About CABE

The California Association for Bilingual Education (CABE) is a non-profit organization incorporated in 1976. **CABE’s mission is "To promote and support educational excellence and social justice for all students in California"** CABE is known for being a premier source of professional development for educators, parents and community organizations who work with ELs and other diverse background students. CABE’s Project 2-INSPIRE has a focus on outreaching to schools and districts to assist them in developing parental leadership skills, parent engagement policies, and Action Team for Partnership Model school and district plans. Project staff has established partnerships with the CA Department of Education Title I and Title III Office, , parent involvement departments, county offices of education and other parent engagement organizations, e.g., PTA. Furthermore, staff works with school and district parent liaisons to build the capacity in their schools for engaging diverse background parents with the express purpose of increasing student achievement.

Activity	Who Attends	When
Parent Orientation Meetings	Parents/School Leaders	August/September 2014 and December/January 2015
School Staff Information Meeting	School Leaders, Teachers & Staff	August/September 2014
Mastery Level Sessions	Parents	September 2014 and January 2015
Expert Level Sessions	Parents	September 2014 and January 2015
District/School Leadership Meeting	District/School Leaders	November 2014
School Cultural Proficiency Seminar (SCP)— (Two teachers per school)	Teachers	Fall 2014-Date TBD
Individual Principal Meetings	Principals	March/April 2015
Action Teams for Partnerships Model Training (ATP)	Principals, 1 or 2 Teachers, 2 Parents and District Representative	May 2015
District/School Leadership Evaluation Meeting	District/School Leaders	May 2015

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