

LAUSD PARENT ENGAGEMENT TASK FORCE MEETING
Parent and Family Center Resource Curriculum Working Group

Notes from January 24, 2011
Los Angeles Unified School District
333 S. Beaudry Avenue, Room 2-201
Los Angeles, CA 90017
11 a.m. to 1 p.m.

Attendees:

Celina Reynosa, Catalina Urrutia, Sandra Caukin, Maria Pike, Leslie Ponciano, Janet Davis, David Wyles, Monica Martinez, Alexandra Navarro, Edith Saragon, Veronica Flores-Maragon, Walter Waddles Richardson and David Tokofsky

Ground Rules and Meeting Norms:

The group discussed and agreed to the following meeting norms:

- Participants will raise their hand to be recognized
- Participants agree to focus on the intended work
- Participants will keep comments short and relevant to ensure that goals are achieved
- The group will assume good intentions on behalf of all participants
- Participants will place cell phones on vibrate to respect the group
- Members will make every effort to avoid redundancy

Charting Out the Action Plan:

The participants discussed and agreed to meet the following timeline of objectives and goals:

- Monday, January 24, 2011—Participants will complete the agenda and receive copies of the Parent Engagement Toolkit. The members will read the Toolkit in its entirety; however, each person will concentrate on identified areas that they will review and provide feedback on as follows:
 - *Developing A Robust Parent Center* (reviewers include David Wyles, Sandra Caukin, Veronica Flores-Maragon, Edith Saragon, and Alexandra Navarro)
 - *Division of Adult and Career Education Resources* (reviewers include Maria Pike, Veronica Flores-Maragon, Janet Davis and Leslie Ponciano)
 - *Elementary Parent Education Curricula* (reviewers include Leslie Ponciano, Walter Waddles Richardson, Celina Reynosa, Janet Davis and Maria Pike)
 - *Secondary Parent Education Curricula* (reviewers include Sandra Caukin, Walter Waddles Richardson, Alexandra Navarro, Edith Saragon, Leslie Ponciano, David Tokofsky, Catalina Urrutia and Maria Pike)
- Wednesday, February 2, 2011—Participants will bring all recommendations for changes/improvements/deletions for the Parent Engagement Toolkit. The meeting will include a discussion on the recommendations and consolidation into a group document. The meeting will include a review of notes from other working groups to discuss strategies for integration and identify shared recommendations.
- Monday, February 7, 2011—The group will review the revised Toolkit and identify any new curricula to be developed by LAUSD for implementation at Parent Centers. Input will be taken on a summary document to be shared at the Public Hearing, February 7, 2011, 4 p.m.
- Wednesday, February 23, 2011—The group will review the proposed final draft Toolkit and Working Group Summary. The group will identify a realistic timeline for the development and implementation of any proposed new curricula.

Common Knowledge and Context:

The participants reviewed the Parent Engagement Toolkit Overview and received copies of the Toolkit (including newly developed unreleased curricula) for further review.

Blue Sky Process:

Participants identified the following recommendations/goals for the Working Group:

Goal: Build/Review/Recommend improvement to the Parent Engagement Toolkit including:

- Eliminate possible unnecessary components
- Consider allocations and school resources to improve implementation
- Include specific targets for parents of special needs students including Special Education, English Learners, Gifted and Talented Education and Standard English Learners
- Consider Continuation High Schools
- Consider the number of hours allocated for parent/community representatives/parent center staff
- Consider how can we be inclusive of teachers receiving support for parental involvement (mutual learning and communication)
 - Create a calendar of events at each school, with attention to identifying times that meet the needs of parents
- Include trainings on time management/outreach and communications/planning for effective parental involvement
- Create trainings that include opportunities for teacher modeling and include extra curricular activities for parents and their children
- Make all training PowerPoints available electronically
- Address Charter Schools and their accountability for training parents
- Review best practices and see what is working well, and include how resources may be redirected
- Look at regional best practices
- Review suggestions for delivery models
- Include strategies for assertive recruitment of talented parents to serve as volunteers; provide additional outreach; provide peer training to other parents, i.e., team of parents who work with mathematics and geometry
- Develop parent leadership training for parents to serve as peer tutors
- Identify books that parents may check out at Parent Centers to provide appreciation for the arts (and other topics) and an understanding of its benefits for the education of students
- Provide additional trainings regarding how parents can access resources
- Teach parents how to channel their energies for positive engagement in their centers via training/character/academics/socio-affective elements
- Identify how can we use students as “models for learning” (i.e., high school students needing service hours)
- How to share information with parents who do not come to the center
- Include a sample needs assessment (surveys) for parents and lists of options for involvement. The needs assessment should be used as a diagnostic tool to see which aspects need to be addressed within each individual diverse school community:
 - Include options for them to indicate what their interests are
 - Focus on supporting instruction
 - Parent(s) and school(s) supporting each other
 - Survey parent education level
- Convey the crucial need for administrative and teacher support
- Consider the curriculum as a living document and identify the utilization of incentives for attendance
- Utilize action teams at the local districts help in planning and improving parent engagement at their schools
- Funding is crucial in order to provide equity for everyone
 - Identify any resources that will be available to support these efforts
 - All socio-economic groups should be involved as well as contributors (use surveys to help the process...)

- Conduct focus groups (i.e., low achieving students) to provide additional support
- Include health education/hygiene component(s)

Landscape and Barriers:

The Working Group participants identified the following barriers that currently prevent effective implementation and training at schools:

- Lack of equity among parent support staffs (some schools fund 8 hour positions and others fund 2 hour positions)
- Lack of appropriate funding for supplies to support trainings
- Need for increased outreach to Asian and Armenian parents
- Need to raise the expectations for all students to achieve advanced/proficient test scores
- District needs to seek more funding from non-profit organizations to subsidize the outcomes of the resolution
- LAUSD must streamline the process for parent volunteers to assist in Parent Centers when there is insufficient staff or funding to support full-time staff support

Next Steps:

The Working Group members agreed to complete their review of the Toolkit and submit recommendations for revision/deletions/additions at the next meeting.

Public Comments:

This opportunity was provided; however, no public comments were provided.