



NCPIE Update

A Publication of the National Coalition for Parent Involvement in Education Sept. 2004

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The August NCPIE meeting was a true reminder that summer has indeed ended. Yet it also provided an excellent opportunity for us to slowly ease ourselves back into the swing of things, as we caught up with the happenings over the summer and plans for this fall and early 2005. Everyone present got a chance to promote and share upcoming activities, symposiums, trainings, conferences, and publications. Many of which are included in the resources section of this *Update*.

September Meeting

Wednesday, September 29, 2004

Richard Tagle of the Public Education Network (PEN) will join us to talk about PEN's Schools and Community initiative. This initiative addresses academic and non-academic barriers to student achievement and the factors that influence children's social success and development to become responsible and productive citizens. Funded by the Annenberg Foundation, PEN's long-term goal for the Schools and Community Initiative is to utilize the assistance of Local Education Funds (LEFs) to help build communities that take responsibility for public education. As neutral conveners, LEFs are able to get schools, community-based programs and other key individuals to work together to build a seamless, comprehensive and coordinated support network for all children. The initiative is being implemented in four cities: Lancaster, PA; Lincoln, NE; Paterson, NJ; and Providence, RI. Joining Richard on the 29th will be PEN LEF representatives from Lancaster, PA: Laura Olin, Executive Director of the Lancaster Foundation for Educational Excellence (LFEE) Shannon Solava, Program Director, Schools and Community Initiative, LFEE.

October Meeting

Wednesday, October 27, 2004

Dr. Kirby Alvy of the Center for the Improvement of Child Caring(CICC) will be our guest. Dr. Alvy has developed many parent involvement programs and has authored several books, articles, seminars and parenting education programs on parenting and child development. Some of his books include "Parent Training Today: A Social

Necessity”, “Black Parenting: Strategies for Training”, as well as a trio of national model programs that include topics such as “Confident Parenting: Survival Skill Training, Effective Black Parenting” and “Los Ninos Bien Educados”. The latter two programs have become some of the most widely used culturally specific parenting skill-building programs in the US. Dr. Alvy will also share information about CICC's new internet-based CICC Discovery Tool and Referral System, which teaches about early childhood development and also helps to identify young children with special needs.

**November/December meeting
Wednesday, December 15, 2004**

We're waiting for confirmation from our invited guest speakers. Stay tuned.



Spotlight on *The Evidence*

A continuing column highlighting the research from “A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement” by Anne Henderson and Karen Mapp.

This month we spotlight a year 2000 study by Janet Chrispeels and Elvira Rivero of the Parent Institute for Quality Education (PIQE) program.

“Engaging Latino Families for Student Success—Understanding the Process and impact of Providing Training to Parents:

The Specifics of the PIQE Program:

Founded in San Diego, California in 1987, PIQE is a non-profit organization that motivates parents, especially low-income immigrant parents, to become more involved in their children’s education. The organization’s mission is to bring schools, parents and community together as partners in the education of every child. This highly successful parent involvement program has graduated over 330,000 parents from 1,200 elementary, middle, and high schools in districts across the state of California and programs are now beginning in Texas and Arizona.

Offered at local schools, the program consists of nine sessions: an orientation, which stresses the importance of parent involvement and the high dropout rate of Latino students, six content classes, and a graduation. The course is offered in morning and evening sessions and parents choose when they can come. It is taught in the participants’ native language by instructors who are trained in the PIQE curriculum and who come from the same background as the families. The instructors serve as “cultural brokers,” people who are trusted in the immigrant community and have achieved success in the American education system. The last session is a Practicum where the principal and

school staff respond to parents' questions and explain the educational resources and opportunities to volunteer available at the school. At the graduation ceremony, the parents receive a certificate of completion in the presence of their children and families.

The six content sessions include:

- 1). Building children's self-esteem —the power of specific positive feedback on work well done and the harmful consequences of frequent criticism
- 2). Understanding the school system —the key features of the American schools and differences between Mexican and American educational systems, especially the expectations for parent involvement in their children's education
- 3). Learning strategies to support the child's education —how parents can assist their children through high expectations, reading and homework supervision
- 4). Communicating with teachers —the importance of becoming acquainted with their child's teacher, attending conferences, and initiating meetings with teachers to track child's progress
- 5). Preventing gang affiliation and drug use —strategies to keep their children out of gangs and drugs (a topic added by parents)
- 6). Preparing for college early — the requirements for college admission, the importance of close monitoring of the courses children take as they move through junior high and high school, and the fact that college is financially feasible.

The Study By Chrispeels and Rivero:

The Chrispeels and Rivero study asked one question: "How do Latino parents define their role and perceive their place in their children's education and their relationship with the school?" To answer this question, the authors examined the impact of the PIQE curriculum on how participants see their roles in their children's education. Specifically, does the PIQE curriculum significantly affect the participants' attitudes, practices and levels of parent involvement at school and at home? Using a case study approach, Chrispeels and Rivero relied upon both quantitative and qualitative data from pre- and post-test surveys of 198 Latino immigrant participants, videotapes of each session, and detailed interviews with parents and program instructors.

Chrispeels and Rivero developed conceptual frameworks of parent-community-school partnership to guide their study. The first framework that guided the study was:

1. two-way communication
2. support of the child, family and the school-including meeting the child's basic needs
3. learning about each other and how to work together
4. sharing teaching responsibilities
5. collaborating in decision-making and advocacy.

To address the level of *motivation* to be involved, the researchers added three more factors to their framework (from Hoover-Dempsey and Sandler, and Reed, Jones, Walker):

1. How parents define their role, responsibilities, and place in their child's life
2. How parents perceive the strength of their capabilities

3. How parents perceive the school invitation, demands, and opportunities for parent involvement

Using this framework, Chrispeels and Rivero found that through participation in the PIQE program, Latino parents developed increased levels of academic participation and engagement with their children and their schools. They also found increased levels of parent communication with classroom teachers. The PIQE program addresses the cultural traditions and prior experiences of immigrant parents in a way that allows them to use the information provided to explore their own attitudes and practices and how they affect their children.

Chrispeels and Rivero propose a refined conceptual framework of five variables that motivate parents to become involved with their children's education:

1. actual and perceived school invitations and opportunities to be involved,
2. parent's sense of place in their child's education,
3. parent's knowledge and skills about how to be involved,
4. parent's concept of parenting, and
5. parent's aspirations and love for their child.

Chrispeels and Rivero conclude that Latino participation in school may be limited by how Latino parents see their place in their child's education, construct their role of how to be involved, and perceive their efficacy to help their children. The researchers further conclude that these concepts are not fixed and can be altered by information provided by a "cultural broker" (Delgado-Gaitan, 1996) such as the PIQE instructors. If given information about how to be involved and how their children would benefit, Latino parents will take up new practices and modify their concepts of parenting and their place in their child's education. The researchers believe that this study confirms earlier research that stresses the importance of making available to parents culturally sensitive opportunities to learn how to help their children.

Parent Involvement and Engagement Resources & Meetings

OELA To Host Parent Involvement Summit

The Office of English Language Acquisition (OELA) will hold its third annual *Celebrate Our Rising Stars Summit* on Tuesday-Thursday, October 5-7, 2004 at the Hilton Washington and Towers Hotel in Washington, DC. Some 200 parents from across the country are expected to attend this year's summit, which carries the theme: "*Integrating Essential Elements for English Language Learners' Success.*" During these 3 days of meetings OELA will demonstrate how parents are integral to the development and implementation of successful schools, as well as offer focus sessions for parents, educators, and other participants. Session topics include:

- Special Parental Orientation on the Summit
- Parents Helping Parents
- Parental Rights and Parent Advocacy (to include OELA's "Declaration of Rights for Parents under the "Law)

The Drop-out Program—How Parents Can Help
Building Bridges for Effective Home/School/Community Partnerships
Resources to Support and Enhance Parental Involvement

For details regarding registration and lodging for “*The Summit*” contact James H. Lockhart, Parental Involvement Specialist via e-mail at Jim.lockhart@ed.gov or via telephone at 202-245-7143 or visit: <http://www.salemince.com/risingstar3/>

The National Crime Prevention Council Introduces a New Resource For Hispanic/Latino Children and Their Caregivers:

“Think About Your Future. Stay in School.”

“Piensa en tu Futuro. Permanece en la Escuela.”

The National Crime Prevention Council has developed a new set of posters for children, and information for adults to promote staying in school among Hispanic/Latino children—and all children. Children who stay in school are less likely to become involved in unhealthy or illegal activities such as alcohol, drug use, or gang activities. This set of posters conveys an important message to children, and the information printed on the back of the posters can be reproduced to assist parents, educators, and community members in their important task of building students’ motivation to stay in school. This new resource is written in English and Spanish.

You can purchase copies for \$12 per set plus shipping by contacting the NCPC fulfillment center at 800-NCPC-911 or Belen Pereira at 202-261-4152 or bpereira@ncpc.org. And remember to visit www.mcgruffstore.org a complete catalog with resources for children, youth, and communities.

Don't forget to check the NCPIE web site periodically for new information on parent involvement at www.ncpie.org.

Two New Action Briefs Now Available On NCPIE Website

As a part of our continuing project with the Public Education Network (PEN), to develop Action Briefs covering major themes found in NCLB, NCPIE is pleased to announce the addition of two new and very important Briefs. These Briefs address the important topics of Supplemental Education Services and Armed Forces Recruiter Access to Secondary School Students and can be accessed several ways, including:

- Via the NCPIE website at www.ncpie.org. (a link is right on the home page)
- Via the PEN website at:
http://www.publiceducation.org/nclb_actionbriefs.asp

Previously developed Action Briefs by NCPIE and PEN address the following topics:

An Overview of NCLB

An Overview of Title I

Teacher Quality

An Overview of Title II

Teacher and Principal Preparation

Paraprofessional Quality

Parents' Right to Know

Standards and Assessment

LEP Requirements (English Language Learners)

Community and Parent Decision Making: A Review

State Accountability System and Adequate Yearly Progress (AYP)

Public School Choice for Schools Identified as Low Performing

These Briefs can be used in multiple ways — as a training tool, for professional development, or an easy reference to the law's intricacies — with a variety of audiences. Each Brief includes information on what the law says, action items for parents and community leaders and a set of resources. Visit the NCPIE website regularly to access new Action Briefs as they become available.