



NCPIE Update

A Publication of the National Coalition for Parent Involvement in Education October 2005

Inside this Issue:

Focusing on Parenting Involvement at the Pre-K Level

More and more research, studies, and reports are finding and stating what we in the parent involvement community already know: that parent and family involvement in education has a significant impact on a child's overall educational achievement and social-emotional well being. Interventions can begin as early as preschool. Thus, this issue of *The Update* focuses on the importance of parent involvement starting at the pre-K level and highlights a piece of research that specifically looks at the impact of early intervention on later student achievement. Which we believe has implications for the entire NCPIE community.

- **Highlights from the September Presentation on SEDL's Readiness Synthesis**

The Southwest Educational Development Laboratory has released another research synthesis. This one addresses Readiness, as it relates to children, schools, families, and communities.

- **Spotlight on the Readiness Research**

In keeping with our emphasis on preschool, this month's spotlighted research is taken from the *Readiness* synthesis and looks at one of the longest running, federally funded preschool and extended early intervention programs: The Chicago Child-Parent Center Program. It is research that has implications for every NCPIE member.

- **Box Tops for Education Launches Kid's Caucus Contest**

Schools across America have a chance to win a \$1,000 Parental Involvement in Education (PIESM) grant to improve parental involvement in education programs—and send a star student to speak on Capitol Hill!

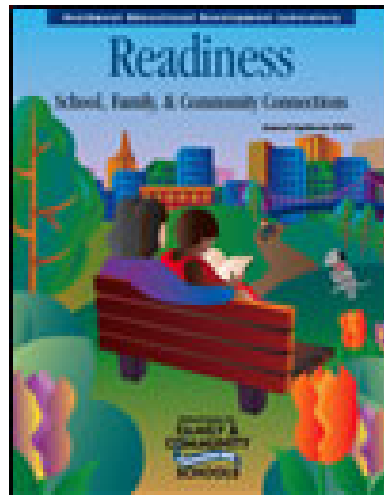
- **Parent Involvement Resources and Upcoming Meetings/Trainings**

In this section find out more about upcoming NCPIE activities and presentations, meetings of groups and organizations that support parent involvement in education and NCPIE Coalition members, and general updates about what is happening and taking place in the parent involvement community

- **New Advocacy and Public Education Organization to Lead National Movement for Pre-Kindergarten**
- **National Community Education Association to hold Annual Conference: "Community Education: Gateway to Strong Diverse Communities"**
- **Facilitating Family and Community Connections with Schools Workshop offered by the National Center for Family and Community Connections with Schools**

Exploring Children's Abilities as they Transition to Kindergarten: An Overview of SEDL's Latest Research Synthesis on Readiness

Lacy Wood, of SEDL's National Center for Family and Community Connections with Schools gave an overview of the Center's latest research synthesis: *Readiness: School, Family, and Community Connections*. Lacy's presentation focused on the seven key findings brought forth from the research, recommendations to help practitioners put the research findings to practical use, and recommendations for additional research to address the topic of readiness.



As part of SEDL's Regional Educational Laboratory (REL), the National Center for Family and Community Connections with Schools bridges research and practice to remove barriers to student achievement. The Center links people with research-based information and resources that they can use to effectively connect schools, families, and communities. It emphasizes connections that directly impact student achievement in reading and mathematics, as well as connections that contribute to the students' overall success in school and in life. The Center reviews emerging findings and research to develop an online database, annual conferences and annual reports to help advance procedural knowledge and provides training and networking across the REL system to link research findings to practice. The *Readiness* synthesis is the fourth in a series of reports to help local school, community

A Look at the Research on Readiness

The term readiness as it relates to schools, families, and communities is a broad and multifaceted concept with a variety of definitions and approaches. Yet, studies on the topic are very narrow. Bound by the scope of what has been studied empirically, the Readiness synthesis focuses predominately on children's readiness, rather than ready schools. This research synthesis explored three major questions related to children's readiness and family, school, and community connections:

- What is known about differences in children's skills and performance at kindergarten entry and the contextual factors associated with those differences?
- What is known about early childhood or preschool interventions that include family or community components?
- What is known about children's transition to kindergarten, including transition beliefs and practices and patterns of family-school interactions?

About the Key Findings:

Forty-eight studies were identified from research since 1998. From the array of information found in these studies the research findings from this synthesis on readiness can be broken down into the three following areas:

What is known about differences in children's skills and performance at kindergarten entry and the contextual factors associated with those differences?

1. Young children enter kindergarten with a range of cognitive and social skills that appear to make a difference in their achievement during the kindergarten year. This seems to be of long-term importance; children who get off to a good start in kindergarten tend to maintain that advantage as they progress through school.

2. Young children’s home environment—including both family background factors and interactions between children and other family members—is strongly associated with their relative skills and abilities upon entry to kindergarten. Other significant correlations exist, as well, including participation in early child care and education.

What is known about early childhood or preschool interventions that include family or community components?

3. Early child care and education programs that include family components can boost children’s educational success, both short-term and long-term. However, the impact of specific features of such programs, including family components, remain largely untested and unknown. In addition, significant issues of cost, quality, and context complicate this finding.
4. Specific strategies for helping parents support their young children’s emerging literacy and numeracy skills can produce gains among children from both low- and middle-income families. However, the research base is limited to only a handful of strategies.

What is known about children’s transition to kindergarten, including transition beliefs and practices and patterns of family-school interactions?

5. Families and teachers tend to have somewhat different perceptions about what matters most in children’s readiness for kindergarten. The impact of these different perceptions, if any, on children’s readiness and their kindergarten achievement has not been documented.
6. Although families of all types of backgrounds are often involved in their children’s preschool educational or child care programs, their involvement tends to decline when the children enter kindergarten. Both the types and frequency of family-school contact tend to change from preschool to kindergarten.
7. Although a growing body of research describes schools’ transition practices, little to no research assesses the effectiveness of specific school supports for children’s transition to kindergarten. Descriptions of transition practices and barriers indicate that the most individualized, relationship-building activities tend to be the least used and that differences in transition practices are associated with school characteristics.

Recommendations for Strengthening Local Policy and Practice

1: Provide children with early educational experiences.

Perhaps the strongest conclusion that can be drawn from this research base is that early education for children—including programs for children in poverty who are most seriously at risk for school failure—*can* make a difference when those children reach kindergarten and beyond. Yet, a significant minority of children still lack ready access to early education.

2: Help families provide learning resources and experiences for their young children.

Parent-training strategies that are targeted specifically to strengthen young children’s pre-academic skills have shown good promise in terms of both early literacy and early mathematics skills.

3: Work to ensure fidelity in implementing model interventions.

Ensuring that model strategies are actually implemented as intended is a key, but often overlooked, factor in the effectiveness of interventions.

4: Build kindergarten teachers' awareness of the long-term impacts of differences in children's pre-academic skills when they enter school.

Studies suggest that many kindergarten teachers tend to downplay the importance of children's pre-academic skills at kindergarten entry, emphasizing instead social-emotional traits and capabilities. However, children's earliest school performance, including their early kindergarten performance, generally sets a pattern for their future success or lack of it.

5: Encourage families to maintain their contact and involvement as their children move from child care or preschool environments to kindergarten.

No matter what their backgrounds are or how involved they are in their children's preschool or early care settings, parents' at-school involvement diminishes when their children start kindergarten. The consistency of this pattern suggests that schools must take the initiative to alter families' perceptions of the roles and levels of involvement expected of them.

6: Provide a variety of supports to help ease children's transition to kindergarten.

Schools can take specific steps to increase teachers' use of in-depth transition activities, including providing training, providing supplemental funds for teachers' transition-related activities during the summer, and providing teachers with class lists as early as possible before the start of school. Particularly in urban schools and schools with substantial populations of low-income and racial or ethnic minority students, school administrators need to emphasize transition activities as a priority and to provide the necessary supports for kindergarten teachers.

Recommendations for Strengthening the Research Base

Much more research is needed to provide a useful knowledge base that can help guide schools, families, and communities as they decide how best to invest in supporting children's readiness. Well-designed randomized controlled trials are needed

- to replicate and assess the need for updating existing models, with larger and more varied student and family populations, in more varied school and community contexts, and with resources that reflect those available to most school systems;
- to isolate and assess the relative influence and effectiveness of specific model components, particularly family involvement and support components, and to explore the complex interactions among factors that may influence the effectiveness of readiness support strategies;
- to assess program effectiveness among specific child and family subpopulations, in particular exploring the extent to which multiple family risk factors may affect families' and children's capacity to participate in and benefit from program services; and
- to assess the long-term effects of model interventions in light of variations in participating children's later school contexts and quality.

In addition, there is a need to design, implement, and assess new model interventions that

- incorporate in-depth transition strategies,
- address the concept of *ready schools*,
- address and accommodate the great variations in young children's developmental trajectories, and
- include resources and strategies to address the persistent and pervasive risks associated with extreme poverty.

In designing and conducting intervention studies, researchers need to attend to several issues that have handicapped many previous efforts, including

- striking a balance between large-scale demonstration studies (which all too often suffer from inconsistent implementation and attrition) and sample populations that are too small to allow useful analysis of subgroups or to generalize beyond the limited populations studied;
- developing and applying clear, consistent, and adequately complex definitions of readiness, of families, and of family involvement; and
- using assessment measures that are appropriate for young children, particularly in terms of the substantial variations in children's developmental pace, and that effectively measure critical readiness skills and activities.

For more information on this research synthesis or to download a copy visit: www.sedl/connections.

(Source: *Readiness, School, Family, & Community Connections*, Southwest Educational Development Laboratory website, Lacy Wood *Readiness: School Family, and Community Connections* presentation slides September 2005)



Spotlight on Readiness: School, Family, & Community Connections

The research highlighted this month can be found on page 76 of the *Readiness: School, Family, & Community Connections* research synthesis and comprise a series of follow-up studies that were quasi-experimental in design and focused upon determining the long-term effects of participation by both parents and youth

in the Chicago Child Parent Center Program.

The First Component: The Chicago Child- Parent Center Longitudinal Study:

The Chicago Longitudinal Study is a federally-funded investigation of the effects of an early and extensive childhood intervention in central-city Chicago called the Child-Parent Center (CPC) Program, the second oldest federally funded early intervention program in the United States. The study began in 1986 to investigate the effects of government-funded kindergarten programs for 1,539 children in the Chicago Public Schools.

In the late 1960s, at the same time Project Head Start was being launched nationwide, the Chicago Public Schools secured Title I funding from the Elementary and Secondary Education Act of 1965 to establish early childhood programs within four neighborhood schools in some of the city's most impoverished communities. These CPCs have since been expanded and currently include 25 sites. Although little known, even in Chicago, these programs have quietly served thousands of children over decades. The sites vary in their instructional approaches, but all provide early education in or in close proximity to neighborhood elementary schools, and most provide ongoing programming through third grade. In addition to providing education for young children, all programs provide resources for parents and parental participation in activities at a parent resource room.

Besides investigating the short- and long-term effects of early childhood intervention, the Chicago Longitudinal Study traces the scholastic and social development of participating children and the contributions of family and school practices to children's behavior. The CPC program provides educational and family support services to children from preschool to third grade. It is funded by Title I and has operated in the Chicago Public Schools since 1967.

The study was financed by the National Institutes of Health and the U. S. Department of Education and fills an enormous void in the research on the effects of preschool on poor children. Few studies have examined such programs for more than a few years at a time or for so large a group of children.

The four main objectives of the Chicago Longitudinal Study are:

1. To evaluate comprehensively the impact of the CPC program on child and family development.
2. To identify and better understand the pathways (child, family, and school-related) through which the effects of program participation are manifested, and more generally, through which scholastic and behavioral development proceeds.
3. To document and describe children's patterns of school and social competence over time, including their school achievement, academic progress, and expectations for the future.
4. To determine the effects of family, school, neighborhood, and child-specific factors and practices on social competence broadly defined, especially those that can be altered to promote positive development and to prevent problematic outcomes.

Research Review #1:

Parent Involvement in Early Intervention for Disadvantaged Children: Does it Matter?

Wendy T. Miedel and Arthur J. Reynolds 1999

This study was the first of 3 follow-ups to the Chicago Longitudinal Study. It investigated the relation between parents' involvement in the Chicago Child Parent Centers early intervention program and their children's eighth grade school achievement.

The study involved a sample of 704 parents of children participating in the Chicago Longitudinal Study. Through interviews, parents of eighth graders reported retrospectively on their participation in the CPC program when their children were younger. Activities parents listed in the interviews included visiting the parent resource room; attending parent-teacher conferences, school meetings, and assemblies; going on class trips; working in the classroom; receiving home visits; and transporting their children to and from school.

Results of the study showed that even after controlling for family background, the number of activities in which parents participated in preschool and kindergarten was significantly associated with higher reading achievement, lower rates of grade retention at age 14 (eighth grade), and fewer years in special education placement. The frequency of parent involvement was only marginally associated with reading achievement but was associated with lower rates of grade retention. A confirmatory analysis indicated that teacher ratings of parent involvement were significantly associated with higher reading achievement in eighth grade, lower grade retention rates, and lower rates of special education placement through eighth grade. Evidence from this study suggests that implementing early parent involvement programs can promote future family-school relations and can be a preventive factor in overcoming risk conditions associated with academic achievement.

Three implications of this study are:

1. Parent involvement should be an important part of early childhood programs;
2. Beginning parent involvement activities during early childhood can provide a "strong foundation for family-school relations" that can ensure successful transitions to first grade; and
3. Parent involvement can be a "protective factor in counteracting risk conditions that may lead to school underachievement."

With these implications in mind, researchers stress that encouraging parent involvement is especially important in schools serving large numbers of children from low-income families.

Research Review #2

Success in early intervention: The Chicago Child-Parent Centers

A.J. Reynolds 2000

This second of three pieces of followup research on the Chicago Child-Parent Centers presents an overview of the Child- Parent Center (CPC) program in Chicago, Follow-up data gathered when the children were ages 14 and 15 are reported. This report of data for children ages 14 and 15 provides convincing evidence that early intervention is associated with improved performance on standardized achievement tests, lower placement in special education, less grade retention, and less delinquent behavior. For example, children who had any amount of CPC participation showed an average three-month advantage in reading and math achievement at ages 14 or 15 compared with children with no CPC participation. Those who participated in the full CPC program from preschool to grade 3 averaged a full year ahead of their peers without CPC participation. By ages 14 or 15, only 25 percent of the children who participated in the CPCs had been retained a grade in school compared with 35 percent of other children.

This piece of research shows that the CPC program seems to work equally for boys and girls and across curricular practices, but that there was a tendency for families in more seriously impoverished neighborhoods to show relatively greater gains from the program. Reynolds also asks questions about how the program works. He sets up theoretically driven alternative models of how program effects might occur: through cognitive preparation, prevention of behavior problems, family involvement, school choice, self-image, and child attendance at better grammar schools. Using sophisticated structural equation models, he demonstrates that the most powerful pathways are through early cognitive skill: early intervention results in cognitive gains, which in turn lead to continued academic advantage over time. The data also support an alternative model that early intervention leads to greater parental involvement in children's education, which in turn leads to improved school performance and reduced delinquent behavior. This model received statistical support that was weaker, although quite remarkable given that the measures of parental involvement were limited to a few teacher ratings of parent participation in school activities; no measures of parental involvement and commitment to their children's development in the home setting were available.

Central to this study is a 1986 cohort of nearly twelve hundred CPC children and a comparison group of low income children whose subsequent activities, challenges, and achievements are followed through the age of fifteen. The lives of these children amply demonstrate the positive long-term educational and social consequences of the CPC program. (Abstract from: <http://www.waisman.wisc.edu/cls/success.htm>). When families are involved in their children's early childhood education, children may experience greater success once they enter elementary school (Miedel & Reynolds, 1999). Getting Parents "Ready" for Kindergarten: The Role of Early Childhood Education, Holly Kreider, Harvard Family Research Project April 2002

Research Review #3

Long-term Effects of an Early Childhood Intervention on Educational Achievement and Juvenile Arrest

A 15-Year Follow-up of Low-Income Children in Public Schools

A. J. Reynolds, Judy A. Temple, Dylan L. Robertson, and Emily A. Mann, 2001

This piece of research was a fifteen-year follow-up and third in a series of follow-up reports to the Chicago Longitudinal Study. Additionally, the impact of early childhood intervention was investigated. Researchers found that participation in the CPC program was associated with better educational and social outcomes up to age 20.

Findings

The findings from this study are among the strongest pieces of evidence that established programs administered through public schools can promote long-term success. The following summarizes the reports' key findings.

- Preschool participants in the Chicago Program had a higher rate of high school completion and more years of completed education than those who attended less intensive preschools or no preschool. 49.7% of graduates of the CPC completed high school compared to 38.5% of non-program participants.
- Fewer preschool participants of the CPC Program had been arrested for juvenile crimes. 16.9% for CPC participants vs. 25.1% for those who attended less intensive preschools or no preschool.
- The preschoolers and the school-age CPC participants had lower rates of participation in special education and lower rates of grade retention.

Conclusions and Policy Implications

These studies show that participation in established early childhood intervention programs for low-income children is connected to better educational and social outcomes and children's long-term success. According to the authors of the year 2001 study highlighted here, the results indicate that health and quality educational services, delivered in a venue that involves parents and strengthens families, can improve developmental outcomes among poor children.

Sources:

American Journal of Education, Nov 2000 v109 i1 pg. 153(3) Success in Early Intervention: the Chicago Child-Parent Centers. (Book Reviews). Sydney L. Hans.

Parent Involvement in Early Intervention for Disadvantaged Children: Does it Matter? By Wendy T. Miedel and Arthur J. Reynolds Abstract

SEDL Connection Collection Annotation *Parent Involvement in Early Intervention for Disadvantaged Children: Does it Matter? Readiness: School, Family, and Community Connections*, SEDL Annual Synthesis 2004

Getting Parents "Ready" for Kindergarten: The Role of Early Childhood Education Holly Kreider, Harvard Family Research Project April 2002

Journal of the American Medical Association Abstract, Volume 285 No.18, May 9, 2001

National Governor's Association Center for Best Practices Issue Brief, 5-15-2001, Anna Lovejoy

Box Tops for Education™ Launches First Ever Kids' Caucus on Parental Involvement In Education



Schools across America have a chance to win a \$1,000 Parental Involvement in Education (PIESM) grant to improve parental involvement in education programs—and send a star student to speak on Capitol Hill!

This fall, Box Tops for Education is proud to build on its five-year commitment to improving parental involvement in education programs across the country with the first-ever **Kids' Caucus**, a one-of-a-kind assembly of kids, parents, education officials and members of Congress to discuss solutions to improving parental involvement in education in the United States.

The Kids' Caucus will be held on Capitol Hill in April 2006 and provide an opportunity for those who deal with parental involvement in education each day; parents, teachers and children, to offer practical insight to education officials into how parental involvement in education can be improved.

Here's how it works

Recognizing that the best educational environments are created when students, teachers and parents work together, Box Tops for Education is asking students in grades 5-8 to tell them in 250-500 words what they would do to increase parental involvement in their school if they were made principal for a day.

Student essays will be accepted from now until **December 1, 2005**.

In February, Box Tops for Education will select fifty (50) Finalists—one from each state.* On behalf of each Finalist, Box Tops will give a \$1,000 Parental Involvement in Education (PIESM) grant to their school to create and/or enhance parental involvement in education programs.

An expert judging panel, of which NPCIE is a member, will then select ten (10) Grand Prize winners to go to Washington, D.C., where each student and his/her parent or guardian will have the opportunity to share their creative ideas for new parental involvement in education programs with members of Congress on Capitol Hill!

Go to the News Section at www.boxtops4education.com to download an application and apply! Good luck!

*Two additional finalists will be selected: one (1) from the District of Columbia and one (1) from either a U.S. territory or U.S. military based school located outside the United States, for a total of fifty-two PIESM (52) grants and \$52,000 in grant money.

Parent Involvement Resources & Upcoming Meetings & Trainings

A National Movement for Pre-Kindergarten is being Lead by a New Advocacy and Public Education Organization



Pre-K Now was created as a part of a major grant-making strategy of The Pew Charitable Trusts. Originally founded in 2002 inside the Education Trust as the Trust for Early Education, Pre-K Now became a separate organization in 2005. It was Pew's original vision to assist national and state leaders and the public to design and implement sound, research-based policies that support voluntary access to high-quality pre-kindergarten for all three- and four-year-old children in this nation.

Since 2002 more than \$5.5 million has been provided to a small set of carefully selected states that are advancing the pre-kindergarten movement. Pre-K Now's vision is a nation in which every child enters kindergarten prepared to succeed.

The organization collaborates with advocates and policymakers to lead a movement for high-quality, voluntary pre-kindergarten for all three- and four-year-olds. The goal of Pre-K Now is to advance high-quality pre-kindergarten programs for all children. They pursue this goal by:

- providing financial and technical assistance to advocates and other leaders in targeted states to create and fund new public pre-kindergarten programs or to improve the quality of and access to existing programs;
- strengthening the capacity and skills of early childhood advocates and state leaders to secure policy changes and funding; and
- waging a targeted campaign to educate and mobilize key sectors of the public and policymakers at the state and national level about the severity of the American school readiness problem and the potential that high-quality pre-kindergarten for all has for addressing the problem and boosting K-12 student achievement for all children.

Visit Pre-K Now online at: www.preknow.org. Past and present funders include: The Pew Charitable Trusts, the David and Lucile Packard Foundation, the Schumann Fund for New Jersey, the Foundation for Child Development, the Kellogg Foundation, the Joyce Foundation, and the McCormick Tribune Foundation.

The National Community Education Association's Annual Conference: "Community Education: Gateway to Strong Diverse Communities" Celebrating 40 Years of Excellence December 7–10, 2005, Renaissance Grand Hotel, St. Louis, Missouri



If you work to improve education, health and services, and cultural and recreational opportunities for all members of your community — from infants to seniors — this two- and-a-half day conference is for you. This conference is a national gathering of community educators in a forum is designed to help you create comprehensive community programs, including community schools, for the 21st century. Whether you're a newcomer or a veteran, experts in the field will fill you in on the latest issues, model programs, best practices, services and products to support you efforts. Come to learn about community education management and professional development, community education programming, after-school programs and the opportunity to explore how community education can create unity in diverse communities.

Keynote speakers on the program include:

- **Wendy D. Puriefoy**, President of the Public Education Network, a national organization of local education funds and individuals working to improve public schools and build the public's support for public education. Her organization has helped many communities establish community schools.
- **Joy Dryfoos**, author of the "Inside the Full Service Community School" and "Community Schools in Action" books. She is known for her leadership in campaigning for full service schools.
- **Eileen Kugler** a mother who shares her experiences in her children growing up in a very diverse high school. She is the author of "Debunking the Myth: Why Diverse Schools are Good for All Kids".
- **Jorge Cardoso**, the new director of the Institute for Responsive Education, brings a rich background developed by working in working with families of students in the bilingual programs in schools in the Boston area. In working on his doctorate at Boston University he studied under Don Davies, a longtime leading advocate for increasing the voice of families and communities in the education of their children.
- **Warlene Gary**, the Chief Executive Officer of the 6 million member National PTA draws from her more than two decades of advocacy for children and families to further National PTA's mission to be a powerful voice for children, a relevant resource for parents, and a strong advocate for public education. She is also a great supporter of community schools and Community Education. Warlene will address Community Education as the underutilized resource for schools to connect families and communities to their schools.

Attendance at the NCEA National Conference will provide you with excellent professional development opportunities, allow you to renew old friendships and make new ones, all the while enjoying the best St. Louis has to offer. **To register on-line visit <http://www.ncea.com/conferences/index.cfm> or call 703-359-8973.**

Facilitating Family and Community Connections with Schools Workshop

This workshop is sponsored by the Southwest Educational Development Laboratory's National Center for Family and Community Connections with Schools and will provide research-based strategies and resources for those interested in increasing family and community involvement to increase student success. For more information, visit: <http://www.sedl.org/connections/events.html>.

When: November 7-9, 2005

Where: Cheyenne Mountain Resort, 3225 Broadway Valley Road, Colorado Springs, Colorado 80906

Do you need...

- Help in increasing family and community involvement in schools?
- Suggestions for using family and community involvement to support student achievement?
- Strategies for family and community involvement grounded in current research?
- Tips on evaluation strategies for family and community involvement programs?

Who Should Attend: Educators and other professional development specialists who are committed to helping students reach their full potential by using research-based strategies to connect families and communities with schools.

Time and Location: Sessions will begin at 4 p.m., November 7, 2005 and end at noon, November 9, 2005. The workshop will be held at Cheyenne Mountain Resort, 3225 Broadway Valley Road, Colorado Springs, Colorado 80906 (<http://www.cheyennemountain.com>).

Lodging: A block of rooms has been reserved at the special room rate of \$86.00 (plus tax). Call the Cheyenne Mountain Resort at their reservations/toll free line 800-428-8886 and ask for Facilitating Family and Community Connections to reserve a room. To receive this rate, reservations must be received on or before October 15, 2005.

Registration: \$50 per person, please register online at <http://www.sedl.org/connections/events/facilitatingworkshop2005.html>. Registration includes all meals from dinner on Monday, November 7 through lunch on Wednesday, November 9.

Materials: Participants will receive a complete set of training materials, including a detailed facilitation guide, CD with presentation slides, and electronic copies of resource materials.

For more information, contact Maria Rodriguez, Southwest Educational Development Laboratory 211 E. 7th St., Suite 200 Austin, TX 78701-3253 800-476-6861, <http://www.sedl.org>

NCPIE's October Meeting and Presentation

Our next NCPIE meeting is Wednesday, October 26th, at NEA in the State Dining Room. We will meet from 9:00 to 12:00. NEA is located at 1201 16th Street NW, Washington DC. Come at 9:00 for a delicious continental breakfast and networking. The meeting will begin at 9:30.

At this meeting we are very fortunate to have **Esther Parker**, President of Maryland's PTA and Chair of M-PAC, Maryland's Parent Advisory Council, **LaVerne Nicholson Sykes**, Director, Office of Parent Involvement and Family, School, Community Connections, Baltimore City Public Schools, and **Adam Kernan-Schloss**, President, KSA-Plus Communications share with us the M-PAC final report, ***A Shared Responsibility: Recommendations for Increasing Family and Community Involvement in Schools*** August 2005. M-PAC is Maryland's Parent Advisory Council, a statewide group of parents and advocates appointed by State Superintendent of Schools Nancy S. Grasmick in the fall of 2003 to advise Dr. Grasmick and the State Board of Education on parent involvement issues ranging from policy to implementation. M-PAC spent nearly two years studying the current state of parent and family involvement in Maryland and identifying ways to increase the quantity and quality of it. We will learn more about M-PAC, the impact of the final report and the challenges that are still ahead of them to make sure their recommendations are truly implemented.