Family/Community Networking and Best Practices Workshop
University of California Santa Barbara
March 17-18, 2006
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Introduction
California Enlace Parent and Community Engagement Component

The California Enlace Project seeks to promote improved access of Latino students to higher education. Its mission is organized into four core areas: The Academic Core, Parent and Community Engagement, Policy, and Student/Institutional Philanthropy. Our work is designed to create lasting impact and build statewide capacity directly through training, the creation of new networks, policy advocacy, mini-grants, and the leveraging of additional funding as well as indirectly through resource rich best practices dissemination, program implementation modeling, and customized technical assistance.

The Parent and Community Engagement component has three overlapping goals tied to supporting Latino families’ active involvement in schooling. The goals include: 1) increasing parents and community member’s involvement with schools and school systems in a P-20 context addressing the integration of pathways to college; 2) developing strategies for networking parents and community members in regional and state-wide networks of school engagement programs; and 3) developing and disseminating information on best practices in parent/community school engagement. All three goals are tightly interlocked and involve building relationships between implementers of existing or fledgling parent/community programs as organizations, parent and community members at large as existing or potential members of organizations, intersegmental K-12 and higher education partners, and educational policy stakeholders. The overall program of work of the **California Enlace Parent and Community Engagement Component** is highly connected to the other core areas of the project.

ENLACE Family/Community Networking and Best Practices Workshop
March 17-18, 2006

This booklet presents materials synthesizing the proceedings of a best practices workshop held at UC Santa Barbara in early 2006 as the inaugural convening event for the **California Enlace Parent and Community Engagement Component**. The invitational workshop brought together representatives of 10 programs serving Latino parents and community members in Southern California or on a state-wide basis. The 44 participants included parents, program designers and implementers, evaluators, community based organizations, school administrators and teachers, and students, staff, and faculty of two year and four-year colleges.

Program and project participants were asked to share and discuss their best practices and challenges in 6 key areas. These included 1) program/project goals and design, 2) program/project implementation practices, 3) evaluation of outcomes, 4) dissemination practices, 5) diffusion strategies to support new programs, and 6) policy initiatives.
Invitation Letter to Participants at the Family/Community Networking and Best Practices Workshop, March 17-18, 2006
February 24, 2006

«First_Name» «Last_Name»
«Job_Title»
«Address»
«E_Mail»
«Phone»

Dear «First_Name»:

You are cordially invited to attend the first California ENLACE “Family/Community Networking and Best Practices Workshop” on March 17-18, 2006 at the University of California Santa Barbara. This weekend workshop is the first in a series of meetings aimed at developing a network among parent and community school engagement groups and policy makers at both a regional and state-wide level. At this meeting, participants will share their best practices for increasing parental and community involvement that leads to improved academic preparation and greater access to higher education for Latino students in California.

Co-facilitated by Santa Ana College and UC Santa Barbara, CA ENLACE (Engaging Latino Communities for Education) is a statewide partnership of higher education institutions, K-12 schools, community-based organizations and students and parents. CA ENLACE is funded by the W. K. Kellogg Foundation to sponsor forums, convenings, and institutes highlighting best practices in student academic achievement and parental and community engagement that leads to local, state, and national policies that improve Latino student educational achievement and attainment.

You have been invited to the first meeting of the CA ENLACE Family/Community Network because of your leadership role and experience in providing parent outreach and leadership development services for Latino parents in our state. Additional invitees to the workshop include individuals and organizations involved in evaluation research on family/community school engagement programs, and representatives of K-12 schools, higher education, and policy institutions actively involved in promoting family/community schooling programs. A subsequent convening later this year will be a Leadership Institute devoted to presentations by and for parent and family participants in the Network.

For the March 17-18 meeting at UCSB, your organization or community group may send up to two persons to participate, with at least one person in a leadership role within the organization. Parent leaders are especially welcome. The CA ENLACE project will provide hotel lodging for the evenings of March 16 and 17 at the Pacifica Suites Hotel http://www.pacificasuites.com/ located very near the UCSB campus and will provide all meals during the conference. Attendees are expected to cover travel costs. A map to the UCSB campus can be found at: http://www.aw.id.ucsb.edu/images/aw_pdfs/UCSB_Goleta.pdf.

Please RSVP by March 1, 2006 to Ms. Veronica Carlos at veronica.carlos@apeo.ucsb.edu or (805) 893-3105 to ensure reservations for the hotel accommodations.
Attendees interested in presenting on best practices of their programs at the workshop should submit a 2-4 page (max) synopsis of best practices electronically to Richard Durán at duran@education.ucsb.edu no later than March 10, 2006. A final agenda will follow.

In preparing your 2-4 page synopsis of best practices, we would appreciate your organizing your comments so that they might address some or all of the following areas: 1) Program goals and design, 2) Implementation: including parent and community recruitment; continuing development of the program, and sustainability; 3) Evaluation of outcomes, and 4) Dissemination of program/project activities and materials; 5) Diffusion, including communications regarding program successes, support for new sites, and 6) policy impact. In addition, you may have other important accomplishments to cite as your best practices. We have included a template that you are encouraged to use for the foregoing purposes.

We hope that you or your representatives can join us for this meeting. If you have further questions on the proceedings, please don’t hesitate to contact me directly via email duran@education.ucsb.edu or phone at (805) 893-3555.

Sincerely,

Richard Durán, Prof.
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Family/Community Networking and Best Practices Workshop
University of California Santa Barbara
March 17-18, 2006
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Best Practices Template
Agenda Organization and Reporting Template

Agenda Organization: Each participant or participating team or project will be expected to share a 2-4 page synopsis of best practices and challenges that will be duplicated and shared with the other participants at the workshop. (We expect about 25-35 total participants). The agenda itself will be organized into 45-minute blocks where self-nominated family/community programs, or more specialized projects (e.g., an evaluation project), will conduct a 25-30 minute presentation. These presentations should briefly introduce their program/project and then focus the bulk of the presentation on specific best practices and challenges focus on points suggested by the Reporting Template described below. Each presentation will be followed by a 15-20 minute discussion of the work. In addition, we anticipate 2 discussion panels that will address follow-up activities to the workshop stemming from the California Enlace agenda.

Participants are encouraged to send in advance or bring whatever descriptive program or project materials they wish to share with participants. Those of you who are not representing a particular program or project are also encouraged to develop a handout based on one or more of the template elements below based on your institution’s mission or your special expertise.

Reporting Template: Your synopsis of best practices and challenges can take the form of bullets or text and should address some or all of the following areas:

1) Program/project goals and design: What is your program/project trying to accomplish? How is it designed to achieve these goals?

2) Program/project implementation: How does your program/project run? How does it recruit and retain participants? How does it guide its development and who is represented at the table to guide this development? How does your program/project sustain itself over time and what strategies are most helpful?

3) Evaluations of outcomes: How do you know your program or project is effective in reaching its goals? What kinds of data do you gather and what
opportunities or challenges do you face in collecting and analyzing your data? Who cares that you have evaluation data and why?

4) **Dissemination of program/project activities and materials:** What strategies do you use to communicate publicly about the goals and successes of your program/project? To whom do you target these communications and how?

5) **Diffusion of program/project activities and materials:** Does your program/project attempt to create and support new start-up programs/projects of a similar sort? How?

6) **Policy Initiatives:** Does your program/project address policy issues? Who are the target stakeholders and how is this accomplished?

Please make sure you handout identifies your program/project by name and that it includes your name, institutional affiliation and contact information.

Please e-mail a copy of your handout to Richard Durán at duran@education.ucsb.edu so as to arrive no later than March 14. We will duplicate the handout and include it in the workshop materials packet to be provided each participant.

If you wish to have additional materials describing your program or project to be included in participant packets, please mail 45 copies of this material so as to arrive at UCSB by March 14, otherwise bring 45 copies of the materials with you to the workshop. These materials may be mailed to

Ms. Veronica Carlos  
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Santa Barbara, CA 93106-3011

Separately, we will be sending you details on the final agenda and video/media set ups that will be available at the workshop.
## Organization/Program General Information Table

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
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<tbody>
<tr>
<td>Data 1</td>
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<td>Data 7</td>
<td>Data 8</td>
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<table>
<thead>
<tr>
<th>Program</th>
<th>Goals/Design</th>
<th>Implementation</th>
<th>Evaluations</th>
<th>Dissemination</th>
<th>Diffusion</th>
</tr>
</thead>
</table>
| PIQE (Parent Institute for Quality Education) | • Goal to bring schools, parents and community together as partners in children’s education  
• Empower low-income, ethnically diverse parents with skills and knowledge of their rights in schools  
• 9-week classes offered in morning and repeated in the evening for parent convenience | • Nine-week Parent Program meets for 90mn once a week for 9 weeks, one planning session, principal’s dialogue  
• 85-90% retention through intensive follow-up and emphasizing respect for other parents in the class  
• Graduating parents are hired to call other parents to solicit their attendance in new involvement classes  
• Host schools are charged 50% of program costs and are matched with private donors 1-1  
• Partnerships with CA GEAR UP, National Council of La Raza & 23 CA State Universities | • Four methods used to determine effectiveness:  
1) numerical  
2) measurable-parent involvement in schools, knowledge of college requirements, etc.  
3) external- contracted to design and implement  
4) action- parents participate to voice concerns  
• Data compiled and reviewed annually to change/improve methods, curriculum, appropriateness | • Annual report sent to elected officials, community leaders, schools, foundations and corporations  
• Quarterly newsletter mailed to all recent parent graduates (25,000)  
• Maintenance of website for students, parents and others  
• Statewide press releases with new announcements | • Consultation for individuals  
• Best Practices for organizations, schools districts or individual schools interested in PIQE model  
• Replication of program under CA PIQE supervision and guidance, expanded to 4 other states outside of CA |
| Boyle Heights Learning Collaborative (BHLC) | • Goal to increase high school graduation and begin college readiness early  
• Underlying theory of “Community Schools”  
• Parent academies across elementary schools  
• SOPA (Society of Parent Advocates),  
• 4-8-week series of weekly workshops, SOPA maintains monthly meetings  
• Fliers, phone calls, personal conversations, informational meetings, word-of-mouth to recruit and retain parents  
• Partnerships and collaborations with school districts, principals and local | • Written evaluations by parents (individual or group) including parent self-reporting, pre/post surveys  
• Focus groups and informal interviews  
• Ongoing debriefing  
• Final program review  
• Challenge to get parents to be critical in their  
• Share goals and successes with BHLC Steering Committee and Principal Retreats  
• Current project to create online website, develop brochures and other marketing materials  
• Presentations at conferences, retreats and meetings | • “Schools We Deserve” pamphlet educating parents about educational policies BHLC supports including tips for parent involvement  
• Working to build relationships and institute |
<table>
<thead>
<tr>
<th>Program</th>
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<th>Implementation</th>
<th>Evaluations</th>
<th>Dissemination</th>
<th>Diffusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Padres Promotores</td>
<td>• Goal is availability of higher education for all students</td>
<td>• Partnership with Gear Up Santa Ana</td>
<td>• Pre and Post evaluation for Promotores training</td>
<td>• Promotores introduced to principals, teachers and school staff</td>
<td>• Creation of Latino Educational Attainment Task Force (LEA) with Orange County Business Council</td>
</tr>
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<td></td>
<td>• Getting students through education pipeline</td>
<td>• Parent Promotores recruited by principal referrals and school/parent meetings, then attend 4-day training</td>
<td>• Home visit form and monthly report used to track team activities</td>
<td>• Promotores introduced to partnership</td>
<td>• Sharing of best practices</td>
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<td></td>
<td>• Parent volunteers/ Promotores serve as community ambassadors</td>
<td>• Teams of 5-7 Promotores organized by school group and neighborhood and led by 2 líderes</td>
<td>• Exit interviews with participating Promotores</td>
<td>• FACT sheets, parent tips for other parents</td>
<td>• Expansion into other OC communities</td>
</tr>
<tr>
<td></td>
<td>• Increasing level of involvement of parents with schools and education</td>
<td>• Peer-to-Peer parent engagement through home visits and pláticas</td>
<td>• Postcard evaluations of each visit to be filled out by visited parents</td>
<td>• Media coverage of events by local newspapers</td>
<td>• Development of formalized curriculum</td>
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<td></td>
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<td>• Work by Dr. Jeanett Castellanos at UCI</td>
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<tr>
<td>Families Teaching Families</td>
<td>• Goal is to assist families along the college pathway bridging their goals with their realities</td>
<td>• Working with students of all ages (elementary, middle and high school) in different programs</td>
<td>• Bridging Multiple Worlds model</td>
<td>• Presentations, publication of findings</td>
<td>• Links with multiple programs</td>
</tr>
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<td></td>
<td>• Links families from the CAP and GEAR UP family programs</td>
<td></td>
<td>• Mother and peer ‘help’ increased over time with students</td>
<td></td>
<td>• Future collaboration in multiple states</td>
</tr>
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<td></td>
<td>• Participation year-round</td>
<td></td>
<td>• Longitudinal case studies on CAP students from age 11, follow-up at age 18</td>
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<tr>
<td>MALDEF’s Parent School</td>
<td>• Goal is to train parents and others in schools and education (currently in 4 states)</td>
<td>• Requires commitment from school or organization</td>
<td>• Evaluation forms used for each session</td>
<td>• PSP progress reported in MALDEF annual report for board members and funders as well as quarterly newsletter sent out to a program</td>
<td>• Adaptability of program to suit differing needs</td>
</tr>
<tr>
<td>Partnership Program (PSP)</td>
<td>• Follows a 16 week training for parents</td>
<td>• Recruitment in tandem with schools and trusted community leaders</td>
<td>• Pre and post questionnaires measure change in attitudes and behavior</td>
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<td>• Helps create a resource network for parents</td>
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<td></td>
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<td>• Meetings cover needs of</td>
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<tr>
<td>Padres Adelante</td>
<td>- Goal to increase parent involvement in local schools and education&lt;br&gt;- Provides parents with tools and resources to continue to organize and advocate for their rights and their children’s education</td>
<td>- Current partnerships with local elementary schools for space and support&lt;br&gt;- Utilizes MALDEF PSP curriculum, allows flexibility&lt;br&gt;- Parents recruited through parent/school meetings, fliers, mailers, word-of-mouth&lt;br&gt;- Weekly phone calls to remind parents of meetings&lt;br&gt;- Sustained through collaborative efforts of university, school and</td>
<td>- Pre and post survey of entire program&lt;br&gt;- Evaluations of individual sessions&lt;br&gt;- Current challenge is to create surveys of appropriate length and find right time to administer them&lt;br&gt;- Implementation of ethnographic documentation also to secure future funding&lt;br&gt;- Findings reinforce the necessity of this type of</td>
<td>- Presentation of program at various local, state and national conferences&lt;br&gt;- Showcased in brochure through UCSB Office of Academic Preparation and Equal Opportunity</td>
<td>- Hosted MALDEF Train-the-Trainers workshop generating interest from other area schools to expand ENLACE</td>
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<tr>
<td>PCCP</td>
<td>- Goal is community member computer literacy skills&lt;br&gt;- Immediate goal is to develop and produce electronic publications e.g. bilingual newsletter on topic of choice&lt;br&gt;- Long term goal is for parents to research topics of their interest and share their learning</td>
<td>- Meets 1xweek in local computer lab with up-to-date computers and printers&lt;br&gt;- Recruitment is through fliers home with students of participating school and word-of-mouth&lt;br&gt;- Child care provided on-site, displaying cultural sensitivity i.e. using Spanish&lt;br&gt;- Families are called weekly as a reminder&lt;br&gt;- Staff provided by UCSB with funding from outside organizations and grants</td>
<td>- Pre and post questionnaire regarding computer skills and experience&lt;br&gt;- Data proving significant gains in participants’ skills and knowledge supports future funding&lt;br&gt;- Participants’ publications used as evaluation evidence</td>
<td>- Publication of participants’ work&lt;br&gt;- Publication of research regarding program&lt;br&gt;- Development of “Strategies Guide” for establishing similar projects&lt;br&gt;- Professional presentations&lt;br&gt;- Inclusion on featured websites</td>
<td>- Project at present lacks sufficient funding to launch new sites&lt;br&gt;- Proposal turned down at a local community center with no detailed feedback on ways to improve</td>
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<tr>
<td><strong>Teniendo Exito: Fortalizando su Mañana</strong></td>
<td>• Goal to promote more parental involvement within schools</td>
<td>• Designed around series of <em>pláticas</em> initiated by teachers and parents</td>
<td>• Participation and personal testimony used as a marker of success</td>
<td>• Presentations to various teacher and parent groups</td>
<td>• Duplication of program easily done using publish-ready materials and creating community appropriate lessons to support learning</td>
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<td>• Two-way communication effort to enhance student learning</td>
<td>• Initial recruitment involves parents from the classroom through student-made invitations, teacher calls, member calling tree, home visits</td>
<td>• Ethnographic collection of data through video/audio tape, personal/group interviews, artifacts</td>
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<td></td>
<td>• Providing way for schools to communicate to parents effective home practices</td>
<td>• Parents attend Family Literacy Program classes twice a week for two hours</td>
<td>• Data used to inform teachers and school staff of importance of parent involvement</td>
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<td></td>
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<td>• Retention a challenge due to migratory nature of participants' work schedules</td>
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<tr>
<td><strong>PIQE Evaluation (Experimental Design Model)</strong></td>
<td>• Evaluation of program effectiveness in order to offer programming and to acquire funding</td>
<td>• Decide participants, base design on those likely to attend</td>
<td>• Keep findings in context of program and community</td>
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<td></td>
<td>• Design includes:</td>
<td>• Extend invitations through program and school support</td>
<td>• Report how parents were recruited, data collected</td>
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<td>• Randomized (treatment and control groups)</td>
<td>• Pay participants for completing the survey, system of retention, keep design of instruments with these participants in mind</td>
<td>• Avoid generalizations to other parent populations</td>
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<td></td>
<td>• Effects on student outcomes</td>
<td>• Provide child care</td>
<td>• Programs usually reach average Latino parents</td>
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<td></td>
<td>• Longitudinal studies</td>
<td>• Provide bilingual services</td>
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<td></td>
<td>• Large sample size</td>
<td>• Remember ethics 101</td>
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<td>• Follow participants that drop the program and study</td>
<td>• Decide on outcome measures</td>
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<tr>
<td><strong>NALEO Educational Fund</strong></td>
<td>• Empowering Latinos to fully participate in the American political process</td>
<td>• Works closely with elected Latino officials and policymakers to create a link to Latino voters</td>
<td>• Has reached over 1 million Latino registered voters with a poor history of voting</td>
<td>• Representatives attend Conferences, workshops</td>
<td>• NALEO will work with other programs to incorporate their materials and</td>
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| - Civic education, Leadership Programs and Initiatives, Policy Institutes, Campaign Trainings, Voter Engagement Program, NELI Institute | - Civic education, Leadership Programs and Initiatives, Policy Institutes, Campaign Trainings, Voter Engagement Program, NELI Institute | • Works with Latino elected and appointed school board members with technical assistance, training and networking opportunities  
• Campaign Trainings include campaign and candidate training on effective governance and media skills  
• Conducts skills and policy development opportunities for elected and appointed officials  
• Provides Latino university students with fellowships to obtain legislative experience working with officials in Washington, D.C. | • Since 1987, has assisted more than 110,000 legal permanent residents to become US citizens  
• NALEO Annual Conference attracts upwards of 1200 participants | *Elected Officials*, the *Latino Election Handbook* and *Election Profiles* | *Elected Officials*, the *Latino Election Handbook* and *Election Profiles* |
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<tr>
<th>Program</th>
<th>Policy Initiatives</th>
<th>Current Issues/Status</th>
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</thead>
</table>
| **PIQE** (Parent Institute for Quality Education) | - Works on weekly basis with NCLR affiliates to address community needs  
- Co-founder of Latino Policy Institute (LPI) to educate Latino community on how to better advocate at different government levels  
- Working with NCLR on The Universal Pre-K for All |                       |
| **Boyle Heights Learning Collaborative (BHLC)** | - Continued education of parents on key educational policies  
- Partnerships and developing relationships help BHLC learn and teach about impending policies that will affect the community  
- Currently targeting policy on reclassification of English Language Learners |                       |
| **Padres Promotores**                        | - Middle College High School and Higher Education Centers at each high school  
- Parent centers at secondary schools  
- Involvement with Board of Ed and school site meetings  
- Advocacy of rigorous standards  
- AB540 advocacy  
- Institutionalization |                       |
| **Families Teaching Families**               | - More partnerships and alliances creates a larger force of solidarity for leveraging funding and policy changes |                       |
| **MALDEF’s Parent School Partnership**       | - Policy forums to educate communities and voters  
- Partnerships with local organizations to facilitate policy initiatives, city budgets, etc. with |                       |
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<tbody>
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<td>Program (PSP)</td>
<td>input from PSP participants and graduates</td>
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<tr>
<td><strong>PCCP</strong></td>
<td>• Development of civic agency among parents based on a “Critical Pedagogy” approach to learning</td>
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<tr>
<td><strong>Padres Adelante</strong></td>
<td>• Support for parent-driven interest in initiatives and policies</td>
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<td></td>
<td>• Ongoing discussions with Assembly Member Pedro Nava to sponsor further legislation in support of parent involvement programs state-wide</td>
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<tr>
<td><strong>Teniendo Exito: Fortalizando su Mañana</strong></td>
<td>• Recommendations for policy at classroom and district levels: • Participants' needs are foremost • Teaching and learning relationships are crucial • Promote social interactions • Scaffolding techniques should be implemented in learning</td>
<td></td>
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<tr>
<td><strong>PIQE Evaluation (Experimental Design Model)</strong></td>
<td>• Brief, low-cost ed programs can be effective in promoting Latino parent involvement • Stronger family-school connections require more active efforts from schools • Families need involvement of community agencies and schools to fully develop partnerships</td>
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<tr>
<td><strong>NALEO</strong></td>
<td>• Key issues include immigration and naturalization, election reform, Census, appointment of qualified Latinos • Work to incorporate perspectives of the Latino community into policy proposals</td>
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Organization/Program Quick Comparison Chart
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<th></th>
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<th>Families Teaching Families</th>
<th>MALDEF’s PSP</th>
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PIQE (Parent Institute for Quality Education) Best Practices
1. **Program/project goals and design: What is your program/project trying to accomplish? How is it designed to achieve these goals?**

The Parent Institute for Quality Education (PIQE) is a 501(c)(3) non-profit community-based organization dedicated to innovative educational reform by informing and motivating low-income parents on how to navigate the school system and seek the educational opportunities available for their children. *PIQE’s mission is to bring schools, parents, and community together as equal partners in the education of every child to provide all students with the option and access of a post-secondary education.*

The program’s intent is to transform and empower parents with information, knowledge, skills, and move them into action with a personal commitment to improve the conditions surrounding the educational and personal development of their children.

A major emphasis of PIQE’s efforts is to ensure that parents become aware of their parental rights when interacting with schools. Through their participation in PIQE, parents will feel responsible for monitoring, encouraging, and advocating for the academic progress and social development of their child. They will learn and become confident in performing activities that promote academic progress and social development of their child.

Additional goals for parents are to:
1) Establish and Maintain a Supportive Home Learning Environment – Set aside a time and place for homework, monitor homework, praise children’s academic and personal progress, limit television, and promote reading.
2) Communicate and collaborate with teachers, counselors, and principal – Establish communication with child’s teacher, counselor, and principal, and seek out school assistance to address specific student needs, and develop an individual academic plan for their child.
3) Navigate school system and access its available resources – Parents understand how local school system functions, access available resources, and work with other parents to address school-wide problems.
4) Encourage college attendance – Parents will communicate their expectations to their child that he or she will attend college, know college entry requirements (including legal status), know what supports college eligibility (good grades, involvement in extracurricular activities, having letters of recommendation, etc.) and know how to learn more about colleges (counselors, college fairs, visiting campus/tours).
5) Identify and avoid obstacles to school success – Drugs and Gangs and Negative peers
6) Support child’s emotional and social development – Support child’s positive self-esteem and motivation, model problem solving and self-discipline that support success in school and life, and model cultural and moral values that support success in school and life.
2. Program/project implementation: How does your program/project run? How does it recruit and retain participants? How does it guide its development and who is represented at the table to guide this development? How does your program/project sustain itself over time and what strategies are most helpful?

The Nine-Week Parent Involvement Program is PIQE’s major component. This core program is held over nine weeks, in which parents meet once a week for 90 minute sessions in either the morning or the evening. The program is offered at no charge to parents and is taught by professional facilitators trained by PIQE. The initial planning session delineates the mission of the program and stresses the importance of taking the first step toward better parent/student communication. PIQE’s nine-week program helps parents understand how they can become an integral part of their children’s education. Emphasis is placed on increased interaction with the school staff. For example, parents are encouraged to speak with teachers and counselors about how their child is doing in class and the types of enrichment programs available at the school and in the community. Parents learn how to navigate the school system and better understand what classes (a thru g) their children must take to prepare for a post-secondary education. During the eighth week, parents meet with the principal to discuss issues affecting their children and the school. The ninth week is a graduation celebration where parents who attended four of the six curriculum-based classes receive their certificates of completion.

PIQE hires parents who have graduated from the nine-week program and pays them a stipend to call other parents who have children at the host school to attend the parent involvement classes. PIQE is successful in recruiting a minimum of 30% of the parents and retains and graduates 85-90%. This is done through intensive follow-up and emphasizing respect for the parents and full class participation in the course of constructing a full knowledge of the school system.

PIQE sustains its work by charging the host schools 50% of the program costs and matching them 1-1 with private contributions from individual donors, foundations, and corporations. In addition, PIQE partners with CA GEAR-UP, the National Council of La Raza and recently signed an agreement to collaborate with the twenty-three California State Universities.

3. Evaluation of outcomes: How do you know your program or project is effective in reaching its goals? What kinds of data do you gather and what opportunities or challenges do you face in collecting and analyzing your data? Who cares that you have evaluation data and why?

Four evaluative methods are used to determine program effectiveness:
1) **Numerical outcomes** are gathered from the parents that graduate from the Parent Institute’s Nine-Week Parent Involvement Program.

2) **Measurable outcomes** are compiled and measured from the Nine-Week Parent Involvement Program. The outcomes include:
   a) The initiation of two parent-teacher conferences regarding the child’s reading and math grade level;
   b) At least 50% of the parent graduates will visit the public library at least once a month;
   c) At least 90% of the parents will be aware of the college requirements and the steps needed to meet them; and
   d) At least 90% of the parents will demonstrate a significant qualitative difference in the way they perceive their role as partners with the school.

3) **External Evaluator:** PIQE contracts with an external evaluator to design and implement assessment instruments necessary for data documentation and collection, in order to identify the strengths and needs of PIQE’s activities as they directly relate to the program.

4) **Action Research:** Parents in selected schools are invited to participate in the process of “action research”, in order to address any issues of concern. Action research has proven to be very effective for PIQE because it works with and through people to seek solutions to perceived problems.

Annually, PIQE utilizes the data and information collected from all four of its evaluative methods to improve upon its Parent Involvement Program in the following manner: (1) Parent Involvement Curriculum is updated and modified to incorporate the feedback from both parents and facilitators; (2) Teaching/facilitation methods are changed to improve delivery of materials; (3) Program Expectations, particularly measurable outcomes are re-evaluated based on actual number of parents achieving them. Various lessons in the curriculum are strengthened in order to achieve certain outcomes; (4) PIQE’s Facilitator and Staff Training techniques and materials are reviewed and modified; and (5) Tools and instruments used to access PIQE effectiveness are reviewed.

4. **Dissemination of program/project activities and materials:** What strategies do you use to communicate publicly about the goals and successes of your program/project? To whom do you target these communications and how?

PIQE disseminates its programs in the two following ways: (1) Annual Report sent to elected officials, community leaders, school officials, foundations and corporations (2) A Quarterly newsletter is mailed to all recent parent graduates (25,000). PIQE maintains a website with information on the program, scholarships for students, PIQE evaluations, and more than 44,000 visits to the website have been made in the past 2-3 years. PIQE sends out statewide press releases to announce new partnerships, program evaluations, graduations, and new program components.
5. **Diffusion of program/project activities and materials: Does your program/project attempt to create and support new start-up programs/projects of a similar sort? How?**

PIQE uses three methods of expanding its program activities: (1) **Consultation:** designed for individuals interested in increasing the effectiveness of their parent involvement and education programs. (2) **Best Practices:** This model was designed to serve the needs of organizations, school districts, or individual schools interested in implementing PIQE’s best practices in a systematic way and (3) **Replication:** This Replication Model offers the opportunity to open a full PIQE Operation Program under the supervision and guidance of PIQE California. To date, PIQE has expanded its program to Dallas, Texas; Phoenix, Arizona; Hardin, Montana; and Worthington, Minnesota. At least twenty other states have visited PIQE in California and implemented best practices in their respective parent programs in their states.

6. **Policy Initiatives: Does your program/project address policy issues? Who are the target stakeholders and how is this accomplished?**

PIQE works on a weekly basis with NCLR affiliates, other institutions and community-based organizations to address the challenges facing our community. In 2004, San Diego County PIQE co-founded the Latino Policy Institute (LPI) to conduct research/assessment in the Latino community and educate the Latino community on how to advocate at the city, county, state and federal government levels to address policy issues that impact the community. PIQE works on an ongoing basis with NCLR statewide affiliates in the California NCLR Affiliate Network (CNAN) committee. PIQE CEO, David Valladolid, serves as the co-chair of the CNAN Education Committee. PIQE also works at the statewide and national level with NCLR on The Universal Pre-K for All. PIQE partners with CA GEAR-UP and more than fifteen other community partners in serving more than 150 middle schools in California. In October 2005, PIQE entered into a historic agreement with California State University, Chancellor Charles Reed, to partner with the twenty-three CSU Presidents.
Boyle Heights Learning Collaborative
Best Practices
The Boyle Heights Learning Collaborative (BHL C)
ENLACE Family/Community Networking and Best Practices Workshop
March 17-18, 2006

1) Program/project goals and design: What is your program/project trying to accomplish? How is it designed to achieve these goals?

BHLC parent empowerment programs work to build capacity for parents to guide, monitor, and support their child’s education, and to advocate as leaders for better schools and community. The main strategy threaded throughout all BHLC programs is to engage parents and students through leadership networks to increase high school graduation rates and begin college readiness in elementary school.

BHLC has two parent programs/strategies which target elementary school parents to ensure their child is college-bound and ready to engage in the high school’s “A-G” pathway to college.

- **The Parent Academies:** A collaborative effort across elementary schools in Boyle Heights to help parents become stronger advocates for their child’s education and build stronger parent networks within schools and across the school family.

- **The Society of Parent Advocates (SOPA):** Building from the leadership development of the Society of Students (SOS), this teacher-led effort works to build parent as advocates via monthly meetings and ongoing class curriculum that fosters stronger student-parent and parent-teacher communication.

- **The BHLC Transition Programs:** Transition programs help parents understand and support their child during the “bumpy” transition periods students face as they move from one school environment to the next.
  - Home to Kinder
  - Transition to Middle School & Summer Bridge Program (5th to 6th grade)
  - Transition to High School (8th to 9th grade)

The key three components integrated in BHLC programs include
1) Relationship building
2) Public speaking
3) Research

2) Program/project implementation: How does your program/project run? How does it recruit and retain participants? How does it guide its development and who is represented at the table to guide this development? How does your program/project sustain itself over time and what strategies are most helpful?
How does your program/project run? Most programs run as a 4-8 weeks series of weekly workshops, although SOPA maintains monthly meetings and threads the efforts through ongoing class assignments and existing school functions.

How does it recruit and retain participants? Use of fliers, phone calls, and conversations with trusted parent educators who reach out to parents individually.
♦ Through teachers and principals with whom we have developed relationships. Principals support the programs and can personally reach out and invite parents
♦ Informational meetings held at the school site and endorsed by the school principal
♦ Word of mouth from parent to parent

How does it guide its development and who is represented at the table to guide this development? The BHLC Coordinator of Parent and Student Leadership Initiatives works with the parent educators to develop, review, and customize the curriculum as necessary. The BHLC Coordinator also visits programs, co-facilitates as necessary, and works with the BHLC staff to gather and develop all materials necessary for each workshop.

How does your program/project sustain itself over time and what strategies are most helpful?
♦ Partnerships and collaborations with LAUSD, principals, and local community based organizations
♦ Working within one feeder pattern
♦ Curriculum development, training, program expansion and tech support

3) Evaluations of outcomes: How do you know your program or project is effective in reaching its goals? What kinds of data do you gather and what opportunities or challenges do you face in collecting and analyzing your data? Who cares that you have evaluation data and why?
♦ On-going parents reports on their own learning
♦ Regular written evaluations (individual or group)
♦ Pre-post surveys
♦ Focus Groups and Informal Interviews
♦ Ongoing debriefing with Parent Educators and BHLC staff
♦ Final program review with all Parent Educators and BHLC staff
♦ Individual conversations with school teachers

Challenges: Parents are generally extremely appreciative of the work, and thus have difficulty serving as critical friends. Probing is often required. Written responses and surveys can be challenging for parents with limited writing abilities.

Synopsis of Impact:
♦ Teachers report better communication with parents who have participated in programs
♦ Parents report having a better understanding of their role and rights in their child’s education, and how to continue to inform themselves
♦ Participants express an interest in expanding their involvement in their child’s school, and/or learning more about how to support their child at home
♦ Participants expressed they have learned more about A-G, Reclassification, and literacy development through BHLC programs than from their own schools
♦ Participants report that they appreciate the opportunity to share their ideas and interact with other parents
4) **Dissemination of program/project activities and materials:** What strategies do you use to communicate publicly about the goals and successes of your program/project? To whom do you target these communications and how?

**Communication on goals and successes:** BHLC Steering Committee meetings and Principal’s Retreats allow BHLC to share goals and successes on programs. BHLC is currently working towards developing a website where such information can be communicated more publicly, and will also be developing brochures and other marketing material. BHLC staff also present workshops at conferences, retreats, and meetings that focus on parent and community engagement and academic achievement.

5) **Diffusion of program/project activities and materials:** Does your program/project attempt to create and support new start-up programs/projects of a similar sort? How?

BHLC distributes a pamphlet entitled “Schools We Deserve” that educates parents and community about the educational policies BHLC supports, as well as tips for parent involvement.

BHLC currently works to institute the program throughout the Roosevelt High School feeder pattern. This effort consists of piloting the program at a small amount of schools, and enabling participating principals and other supporters to speak to the impact at their respective schools. Relationships are key, as is support from the local district. BHLC keeps the local superintendent abreast of successes and school support, and communicates schools and community needs in all of BHLC’s efforts.

6) **Policy Initiatives:** Does your program/project address policy issues? Who are the target stakeholders and how is this accomplished?

Parent programs allow BHLC to educate parents on key educational policies that impact their children (e.g. A-G as high school requirement). Additionally, partnerships and relationships with community organizations and educational institutions allow BHLC to learn and teach about policies that affect the community. The recent passage of LAUSD’s “A-G” resolution is a result of such strategies. BHLC is currently targeting policy on the reclassification of English Language Learners.
Padres Promotores de la Educación Best Practices
Padres Promotores de la Educación, Santa Ana Partnership

ENLACE Family/Community Networking and Best Practices Workshop
March 17-18, 2006

1) **Program/project goals and design:** What is your program/project trying to accomplish? How is it designed to achieve these goals?

*Padres Promotores de la Educación* serve as parent ambassadors of higher education delivering information to the community through progressive non-traditional methods such as home visits, presentations to neighborhood associations, and facilitating *pláticas*, which are informal educational dialogues. An annual cohort of 35 *Padres Promotores* serve in this leadership capacity actively engaging the local communities in the Santa Ana Unified School District, the fifth largest school district in California with over 92% of Latino students. In our presentation we will utilize *Padres Promotores de la Educación* as a model to highlight the program’s infrastructure, and analyze strengths and challenges to increasing parent participation.

2) **Program/project implementation:** How does your program/project run? How does it recruit and retain participants? How does it guide its development and who is represented at the table to guide this development? How does your program/project sustain itself over time and what strategies are most helpful?

The help of local middle and high schools is employed to recruit parents as *Promotores*. Once a year, principles are asked to nominate actively involved parents to take part in a four-day training. After having been prepared, parents are invited to join the team for a year at a time. To broadcast this new information, Promotores begin by turning to their own network of parents, (neighbors, family, co-workers, etc); reaching out to provide home visits and *pláticas*. In addition, Padres Promotores are present at school and community events such as information fairs and open house’s.

Promotores are organized in five teams, with one high school and two intermediate schools represented in each. Two *Promotor Líderes* are assigned to each team to guide these individuals and help gain further knowledge on specific topics. *Líderes* also direct *pláticas* intended for a wider audience.

*Padres Promotores de la Educación* has been able to sustain itself through the wider Santa Ana Partnership network. As part of an entity focused on breaking barriers faced by students on the road to higher education, the program has received support and recognition on a national level.
3) **Evaluations of outcomes:** How do you know your program or project is effective in reaching its goals? What kinds of data do you gather and what opportunities or challenges do you face in collecting and analyzing your data? Who cares that you have evaluation data and why?

Our program is in the process of developing an appropriate tool to measure the impact that Padres Promotores has had in the community. This will include
1) Parents reached through home visits
2) Parents reached through community forums
3) Changes in Promotores’ attitudes toward education from training to the end of the first year of service

The following is a synopsis of the impact Padres Promotores had in the Santa Ana community in 2005:
- Total Home Visits conducted: 584
- Total pláticas conducted: 85
- Total parents/students impacted: 1163

4) **Dissemination of program/project activities and materials:** What strategies do you use to communicate publicly about the goals and successes of your program/project? To whom do you target these communications and how?

The Santa Ana Partnership has created FACT SHEETS for all implemented programs. Partnership folders are created and provide detailed information about each effort included in the “Blueprint for Change”: a framework that specifies action items to get more students through the education pipeline.

5) **Diffusion of program/project activities and materials:** Does your program/project attempt to create and support new start-up programs/projects of a similar sort? How?

Padres Promotores had been involved in several efforts to help other groups and communities with similar goals. Community forums have been held at schools like Pio Pico Elementary and trainings have been conducted for other communities, such as Huntington Beach’s Oakview Community Center. In addition, the Padre a Padre Curriculum has been finalized, published, and is available to share with other agencies and communities for a small fee.

6) **Policy Initiatives:** Does your program/project address policy issues? Who are the target stakeholders and how is this accomplished?
As part of the wider Santa Ana Partnership network, Padres Promotores has been involved in the following local school-centered changes focused on creating greater access to higher education for the young people of our community:

- Advocated for the establishment and institutionalization of model programs such as Middle College High School and our comprehensive Higher Education Centers, located in all five comprehensive high schools.
- Substantial, on-going issue-specific involvement in local Board of Education meetings and school site policy meetings.
- Advocacy to retain the rigorous pre-college academic requirements in place locally for high school graduation
- Dissemination of AB540 policy information to parents and community members.
- Broadcast the joint institutionalization of the Padres Promotores component of the Santa Ana Partnership through the creation of Parent Centers at local secondary schools, the allocation of executive office space at Santa Ana College, permanent funding dedicated to the program, and on-going institutional support through both CSU Fullerton and UC Irvine.
Families Teaching Families/Bridging Multiple Worlds Alliance Best Practices
Families as Partners in Science, Practice, and Policy
in the Cabrillo Advancement Program and
the Bridging Multiple Worlds Alliance

Elizabeth Domínguez, Cabrillo Advancement Program
Cabrillo Community College, Aptos, California
eldoming@cabrillo.edu

Catherine R. Cooper, University of California, Santa Cruz
ccooper@ucsc.edu

March 17, 2006

• CAP-BMWA Partnership: Complementary models
• Science: Two key findings on Latino families as resources for children's pathways
• Practice: Families Teaching Families Project, More than one path through Algebra
• Policy: Connecting student learning from childhood to careers: Aligning programs P-20
• What is Success?
• Looking Ahead

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Cabrillo Advancement Program (CAP) Model
(Domínguez, 1995)

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Age 11: Application and selection -> scholarship awarded
Family orientation, meetings, informal contacts ->
Annual awards ceremonies with families, donors, schools, peers ->
Counseling ->
Tutoring ->
Summer Institutes and Saturday academies ->
Field trips to colleges ->
CAP-UCSC partnership ->

--> = continues throughout program and partnership
The Bridging Multiple Worlds Alliance (BMWA) as a Learning Community

BMWA focuses on how low-income, immigrant, and ethnic minority youth build pathways to college and careers without giving up ties to their families and cultural communities.

BMWA builds university-community partnerships to strengthen diversity and equity from preschool through college and careers (P-20).

BMWA maintains a virtual library of P-20 tools to help students, families, schools, and those interested in advancing the science, policy, and practice of achieving equity in educational access at www.bridgingworlds.org/P-20

The Bridging Multiple Worlds Model (Cooper, 1999)

1 Demographics along the academic pipeline

5 dimensions:
1. Demographics of equity and access along the academic pipeline—families’ national origin, ethnicities, home languages, education, and occupation
2. Youth identity pathways to college, careers, and family roles
3. Youth math and language academic pathways through school to careers
4. Resources and challenges across worlds of families, peers, schools, and communities
5. Cultural research partnerships that bridge across generations, scholarly disciplines, and nations to build pathways to college and connect children, families, schools, community programs, and university staff all as researchers in P-20 alliances.
Sustaining Latino Families’ and Students’ Aspirations for Education and Careers Builds Pathways and Links Generations
(Mena, 2005)

Parents: What are your goals for your child’s education? career? (Azmitia et al, 2001)

Students: What are your goals for your education? What job do you want when you grow up? (Cooper et al., 2001)

Bridging Resources and Challenges across Worlds
Who helps you? Who causes difficulties? (Holt, 2002; Mena et al., 2001)

Who helps you with math?
No one but my math teacher. Sometimes I ask my mom but she doesn’t know that kind of math.

One of my friends...goes through the math problem step by step as clearly as she can. Most of the time I understand how to do it but... the day before a quiz I always get extra help from her.

Who helps you think about going to college?
My mom loved to go to school, but had to quit school to start working at the age of 12. Her mom didn’t let her do her homework and she really liked to do homework........She tells me that I need to seize the time that I have to go to college and not drop out of school.

My parents told me to go to college because if I wanted to get a house I had to get a good job. Going to college helps you get a career instead of being a gangster, drug dealer or other things that cause you to get in trouble with the cops even though you get good money in a dangerous way.

Mothers’ and peers’ help increased over time while fathers’, siblings’ and families’ help was stable
Families Teaching Families Project

This project links CAP families on college pathways with GEAR UP families through the UCSC Educational Partnership Center

• **Family Diary Project** (E. Domínguez) - maps technical and emotional journeys from high school through college of CAP families

• Riverside Family Project at Landmark Elementary School
  Listening to parents’ dreams for their children
  Mapping engagement and learning with school data from P-20
  Comparing educational systems in U.S. and Mexico

• Year-round calendar of family involvement on college and career pathways

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**More than One Path to College and Careers:**
CAP Pathways through Algebra 1 and beyond

Based on longitudinal case studies of CAP students from age 11 and follow-up at 18

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<tr>
<th>Year Passed</th>
<th>Algebra 1</th>
<th>Age 18</th>
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<tbody>
<tr>
<td>Luis</td>
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<tr>
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<td>9th</td>
<td>high pathway</td>
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<tr>
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<tr>
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<td>10th</td>
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<td>second chances</td>
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<tr>
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**Graph:**

- **Persister**
- **Decliner**
- **Back On Track**
- **Increaser**
- **High**

Year Passed: 9F 9S 10F 10S 11F 11S 12F 12S

Year and semester: 9F 9S 10F 10S 11F 11S 12F 12S
Connecting Student Learning from Childhood to Careers
Aligns Programs with Educational Systems from P-20 (Preschool-Grad School)

- California Standards Test
- Algebra 1
- CAHSEE
- A-G
- CAHSEE
- HS Graduation
- College enrollment
- Community college transfer
- Grad/Prof school enrollment

What is Success?

For Students
- supports their attaining their own, families’, and communities’ dreams
- compared to adult and school demographics and attainment

For Programs, Schools, and University Systems
- sustaining activities over fat and lean years since 1995
- improving with data and building knowledge, best practices, and policies

For P-20 Alliances - sustainability, leveraging funding, writing
- institutional change towards educational choices for all students
- second chances on *el buen camino de la vida*
<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>May</td>
<td>Robert Moses, The Algebra Project, with MBEC leaders, 50-80 teachers, and 100 college-age tutors in 4 counties</td>
</tr>
<tr>
<td>May</td>
<td>CAP/BMWA on Families Teaching Families at UCSC Family Conference</td>
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<tr>
<td>June</td>
<td>CAP Summer Institute</td>
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<tr>
<td>June</td>
<td>BMWA Workshop on Families Teaching Families and Cultural Bridges to College/100 Language Project with partners from 6 states</td>
</tr>
<tr>
<td>July</td>
<td>BMWA Workshop with partners from 5 countries</td>
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MALDEF’s Parent School Partnership
Best Practices
MALDEF’s Parent School Partnership Program

PSP Goals and Design
MALDEF’s Parent School Partnership (PSP) Program is a national program designed to train parents, school personnel, and community based organizations to become active leaders and advocates in improving their children’s schools and educational instruction.

The PSP training consists of learning how the education system functions and developing leadership skills. The PSP program follows a 16—week curriculum which cover topics on:

- Parent Rights and Responsibilities
- Structure and Function of Schools and Districts
- Road to the University
- The Politics of Education
- Responsible Leadership
- Accessing the Media

The sessions are facilitated by MALDEF directors or certified trainers. Guest speakers are invited in at least half of the classes to connect parent to their local leaders and resources.

The training also consists of parent-initiated group projects aimed at improving their school or community. Some common projects are establishing tutoring sessions and after school programs for students, improving school and community safety, and founding clubs and organizations to address community issues.

The PSP program follows a two-pronged approach: 1) direct training to parents in Los Angeles, CA, Houston, TX, Atlanta, GA, and soon in Chicago, IL and 2) a training-of-trainers for people or organizations interested in providing direct training to parents in their community. Currently we have groups of trainers in 15 states.

Implementation
MALDEF’s parent training is free, but to implement the PSP program, MALDEF requires schools or community-based organizations to provide space, childcare, refreshments and at least 20 parents to begin classes. After a school and/or organization commits to having the program, we begin recruiting participants, inviting guest speakers, and planning a fieldtrip to a local university. As the program continues, group projects are developed, and parents graduate after attending at least 13 of 16 sessions. Then, follow-up is provided only to groups that decide to continue meeting.

Recruitment – As outsiders that come to a school or community to provide information, we are most successful in recruiting parents when we have strong support from within. Typically we make presentations about the program to parents during Title I or School Site Council meetings, back to school night and open house events, and community fairs. If interested, parents often sign up during those meetings. When a principal supports and promotes the program, the turnout is greater than just recruiting at meetings. If a trusted teacher or community liaison promotes it, we usually have a smaller number of parents but very dedicated participants. The best turnout happens when the school district, school administrators and trusted community leaders unite to support the program.

Retention – To retain participants there are some basic needs that have to be met such as providing childcare, refreshments and the workshop in the participant’s language.
providing extra incentives like dinner, transportation, and/or prizes can boost attendance. The next and most important ingredient in retaining a group is to provide information participant’s want. For the PSP program the most popular topics are learning about their rights as parents and learning how their children can go to college. Knowing this, instructors cover those topics early on and mid-way through the program, we organize a fieldtrip to a local university. We encourage participants to bring their family, especially their children, in order to expose them to the opportunities available to them. Successful PSP programs also invite several guest speakers to their classes. Aside from expertise, guest speakers bring credibility, another point of view, and it gives participants an opportunity to ask questions and get to know their local representatives and leaders.

**Group Projects** – This is a great tool to get participants to apply all the concepts covered in class and to give the facilitator a sense of how comfortable the group is in problem solving and asserting their rights. Participants also get a taste of the planning and partnership building that is needed to create change. Usually, at least one group in a PSP class is successful in affecting change. Getting results inspires other parent groups and can help establish new leadership.

**Sustainability: Follow-up, follow-up, follow-up**
For a long time we were not the best at following up with alumni and we learned that in order to see change in a school or community, new leaders need more than just training. We are beginning to provide greater support to active trainer groups by providing advance training and assistance in delivering the curriculum, by connecting them to local resources and cohosting events such as forums and conferences, and including active leaders in events, partnerships, and movements MALDEF is involved in. We are beginning to see results in Pasadena, Whittier, and Sylmar. In groups that are not as active, we are holding quarterly meetings to measure programs’ success and assist in recruiting schools.

**Sustainability: Creating true Partnerships**
After several years of practice, we have learned that our most successful groups are those where the host is genuinely interested and actively involved throughout the leadership development process, from recruitment to nurturing leaders after the training is completed. Typically, these organizations have funds and staff to support the work of the parents.

**Success Story: Pasadena Parent Leaders Creating Change in their Community**
-   Adapting the PSP program to their needs
-   Strategizing to increase Latino parental involvement
-   Beyond school issues: how Pasadena Parent Leaders have become civically involved
-   Key ingredients in making it work

**Evaluation**
To evaluate our effectiveness we rely on different tools. During the first classes we collect enrollment forms, which provide general background and demographic information to ensure we are reaching our target population. To determine if parents liked the class and understood the main concepts, parents fill out a short evaluation form (with about four open-ended questions) at the end of class. This provides quick feedback and allows instructors to make the necessary changes to improve instruction delivery. To determine if our program increased knowledge about the educational system and improves attitudes and behavior towards getting involved, we use a pre and post questionnaire. The main challenges with both our evaluation forms are getting
the participants to complete it. One questionnaire although short, has open-ended questions that takes more thinking and time to answer, and the other is too long; it is four pages long with over 40 multiple-choice questions. We are in the process of revising all our instruments. We are also beginning to follow-up with graduates after they finish the program to better measure our impact on behavior. We use these results to improve our program continuously and to report it to funders who have become increasingly interested in seeing measurable results.

**Program Dissemination:**
We have traditionally communicated our successes in MALDEF’s annual report and quarterly newsletter. The annual report is primarily written for board members and funders. The quarterly newsletter is more widely distributed to include MALDEF supporters in general.

In June 2006 we will be launching a quarterly PSP newsletter targeted to PSP trainers and alumni. The newsletter will include success stories of PSP alumni, information about different educational issues (i.e. vouchers, NCLB), tips on how trainers have adapted and enhanced PSP in their communities, and will provide current training locations. The newsletter will be bilingual.

Our next step is to make better use of the PSP website by updating it continuously and creating a learning community where trainers could communicate with MALDEF and other trainers and could post questions or comments about improving the training.

**Diffusion of program/project activities and materials:**
The PSP program’s train-the-trainer is our strategy to diffuse the program. Through our training we provide capacity building to organizations that are interested in improving parental involvement in places where we do not have local/direct programming. Our train-the-trainer approach requires participants to have already a basic understanding of how the educational system functions and basic skills in recruiting parents. Most of the 4-day training is spent discussing the program’s goals and content. Typical participants include teachers, school coordinators, school administrators, community organizers, and parent leaders. After the training, we provide limited technical assistance. Our goal is to provide more updated materials, and continue to communicate with the trainers after the training to better support their work.

**Policy Initiatives:**
Whenever there is an opportunity, our program addresses policy issues. For example, during election time, parent group projects have coordinated policy forums. These forums have educated communities and potential voters about candidates, bond measures, immigration issues, and housing rights. In other occasions we have partnered with organizations to advance issues. For example, last year we partnered with the Children’s Planning Council, a quasi-government organization, to have PSP participants and graduates participate in forums that informed LA County supervisors about the different needs and priorities in the community. This year’s budget is to reflect what participants voiced during the forum. Aside from forums parents have also organized letter campaigns to persuade legislators to vote their way.

Currently we are also in the process of forming a parent-organization-network with Los Angeles Urban League, the Asian Pacific American Legal Center and others in Los Angeles metropolitan area with the goal of prioritizing policy issues in education and effecting change.
PCCP (Parents, Children, and Computers Project) Best Practices
Parents, Children, and Computers Project
University of California Santa Barbara in Partnership with Isla Vista School, Goleta Union School District

1) Program/project goals and design: What is your program/project trying to accomplish? How is it designed to achieve these goals?

The PCCP supports Latino community member’s learning of computer literacy skills, research, and electronically developed publications. The project has been in existence since 1997 and has been based at various times in school computer rooms and the computer room of a Boys and Girls Club. The program also provides homework and child care support for children of parents. On occasion parents and children work together in doing research and the development of publications.

The publications created by participants have taken the form of desktop published paper volumes and digital stories stored and disseminated electronically. Almost all of the pieces developed by adults are in Spanish while pieces developed by children may be in either Spanish or English. Regardless of original language, all pieces are translated into the other language and appear bilingually in disseminated form.

Understanding the education system and strategies to promote family member’s school achievement and educational attainment are the most common, but not only, popular themes pursued in participants’ research and publications. Other themes have included reflections on the immigrant experience, health and well-being of family members, insights into the importance of family and community values, and the importance of appreciating and maintaining Latino origin cultural and social traditions and the Spanish language.

Funders of the PCCP have included the Center for Research on Education, Diversity & Excellence (founding funder), The UC Links Project, the UCSB Gevirtz Center Verizon OPTIONS and SUCCESS projects, and the UCSB Office of Academic Preparation and Equal Opportunity.

2) Program/project implementation: How does your program/project run? How does it recruit and retain participants? How does it guide its
development and who is represented at the table to guide this
development? How does your program/project sustain itself over time and
what strategies are most helpful?

The PCCP meets once per week for two hours in the computer room of
Isla Vista School and is conducted in Spanish. The computer room is
equipped with 20 recent vintage Macintosh computers connected by a
local area network to media such as a color and black-and-white printers,
a scanner, large television monitor, and the Internet. Parents are recruited
by circulation of announcements in Spanish and English to families with
children attending Isla Vista School or through word of mouth. Each
participating family is contacted by phone by project staff prior to each
meeting as a reminder.

The usual attendance is from 10-20 parents. The staff consists of a
Coordinator and Publications Director and 5-8 UCSB undergraduate or
graduate students with fluency in Spanish who work as helpers to
participants. A graduate student with a teaching credential supervises the
childcare and homework component activities.

The typical session is broken into 3 parts: an initial segment allowing
participants to work on existing projects, practice on software and
hardware, Internet exploration, and e-mail; a second segment devoted to
introducing a new skill or technique using software and hardware; and a
third segment allowing the parents to concentrate further on projects.
Periodically, participants also do show-and-tell presentations on their work
or discuss joint plans and progress on publications.

The ambience of the PCCP has special qualities. It is not overly formal. It
more resembles a community cultural gathering where informal
exchanges and casual conversation is the rule, though at times structured
exchanges predominate as when the Coordinator conducts a more formal
lesson on a new skill or technique. On occasion the PCCP hosts special
guests who share knowledge about technology application and publishing
with participants. The PCCP has hosted e.g., publishers of a local Spanish
language newspaper, a literary arts journal in Spanish, and a poet-novel
author.

3) Evaluations of outcomes: How do you know your program or project is
effective in reaching its goals? What kinds of data do you gather and what
opportunities or challenges do you face in collecting and analyzing your
data? Who cares that you have evaluation data and why?

A pre-post questionnaire has been developed and implemented An
evaluation of participants learning outcomes has been conducted using
the questionnaire and shown statistically significant gains in participants’ skills and knowledge in 4 areas: Computer Awareness, Computer Basics, Basic Word Processing Skills, and Multimedia and Telecommunications Familiarity.

The existence of the evaluation data helps in documenting appeals for support for the program.

We also consider the publications produced by participants as important evaluation evidence. These publications demonstrate the accomplishments of participants in a direct communicative manner conveying the learning of parents and the demonstration of their capability to use technology as a means of communicating their learning.

4) Dissemination of program/project activities and materials: What strategies do you use to communicate publicly about the goals and successes of your program/project? To whom do you target these communications and how?

The publication of participants’ work constitutes one form of dissemination. Other dissemination includes the publication of research—see attached JESPAR article and a “Strategies Guide” for establishing similar projects published by the Center for Applied Linguistics—see attached.

Presentation regarding the project have also been done at professional workshops and conferences sponsored by the Center for Research on Education, Diversity & Excellence (the original sponsors of the project), the UC Linguistic Minority Research Institute, and the American Educational Research Association.

The PCCP has been featured on the The Family Involvement Network of Educators (FINE) website of the Harvard Family Research Project as an exemplary program.

5) Diffusion of program/project activities and materials: Does your program/project attempt to create and support new start-up programs/projects of a similar sort? How?

The project at present does not have sufficient support to launch new sites. A proposal to a Southern California foundation to establish a new site based in a local community center in downtown Santa Barbara known as “Casa de la Raza” was turned down with no detailed feedback on ways to strengthen the proposal.
6) **Policy Initiatives**: Does your program/project address policy issues? Who are the target stakeholders and how is this accomplished?

The PCCP is built upon a “Critical Pedagogy” approach to learning and development of community concerns, and promotion of reflective action. It is founded on the idea that participants’ explorations of their life conditions and the active analysis of the surrounding milieu of institutions can be tied to the solution of important social and educational problem and the development of civic agency among community members. In the context of today’s presentation, consider for example the work and publications of one family exploring the meaning of special education given a learning disabled child.

For further information on the Parents, Children, and Computers Project. Contact

Mary (Betsy) Brenner (PCCP Co-Director) at betsy@education.ucsb.edu or 805-893-7118

Or

Richard Durán (PCCP Co-Director) at duran@education.ucsb.edu or 805-893-3555
Padres Adelante Best Practices
1) Program/project goals and design: What is your program/project trying to accomplish? How is it designed to achieve these goals?

*Padres Adelante* is an intensive program for Spanish-speaking parents and community members that promotes their increased involvement in local schools and school governance. The goals of the program are to inform parents about the educational system and to implement an ongoing forum to build their leadership capacity to be engaged in the education system. The program is designed to achieve these goals by sharing information about how schools run and how student matriculation through school provides pathways to college. By participating in *Padres Adelante*, parents learn about their rights and responsibilities as community members, through their interaction with teachers, school staff and counselors, administrators and school boards. *Padres Adelante* provides parents with tools and resources to organize themselves into an on-going community organization that advocates for their families’ education.

2) Program/project implementation: How does your program/project run? How does it recruit and retain participants? How does it guide its development and who is represented at the table to guide this development? How does your program/project sustain itself over time and what strategies are most helpful?

The University of California Santa Barbara, in partnership with Isla Vista Elementary School (IVES) and Cesar Estrada Chavez Dual Immersion Charter School (CCCS), offers *Padres Adelante* at both elementary school sites. The program uses MALDEF’s Parent School Partnership (PSP) curriculum, which is composed of 16-sessions to address topics such as the Parent Rights and Responsibilities, the Structure and Function of Schools and Districts, the Road to the University, the Politics of Education, Responsible Leadership, and Accessing the Media. The curriculum is flexible, which allows the coordinator to implement it according to the feedback and needs of the participants in each individual school. At the beginning of the program, the participants are asked which day and time they would like to meet. Currently, *Padres Adelante* takes place on a weekly basis at IVES and bi-monthly at CCCS.

Once the school’s administration agrees to have *Padres Adelante* implemented in their school, the coordinator meets with the principal and parent liaison to develop strategies to recruit and retain parents. The coordinators attend school-wide meetings (e.g. back to school night and open house), pass out fliers after school and mail letters to parents. In addition, the coordinators make phone calls to recruit and remind parents about the upcoming session. Furthermore, the school collaborates with the coordinators by including a *Padres Adelante* flyer in a take home folder that is sent home with the students on a weekly basis. In addition, the schools post fliers outside classrooms, and a banner on the school gates. They personally inform and remind parents about the meetings. Participating parents call and remind each other about the meetings. The program sustains itself over time with the support of all collaborators, parents, community, coordinator,
university staff, principals, parent liaisons, and teachers. Financial resources to sustain the program, particularly staffing, are provided by the university, schools (typically in-kind), and private foundations (e.g. Kellogg, Santa Barbara Foundation, Verizon Foundation).

3) **Evaluations of outcomes:** How do you know your program or project is effective in reaching its goals? What kinds of data do you gather and what opportunities or challenges do you face in collecting and analyzing your data? Who cares that you have evaluation data and why?

Evaluation is extremely important for several reasons. Not only does it tell if the participants understand the material presented to them, but also informs us if there are certain needs that are not being met. In addition, evaluation allows us to identify what is working and worthwhile to continue and replicate elsewhere, and what is not working and needs to be strengthened or changed. For these purposes at present we gather a background (demographic) questionnaire and we then administer a pre-survey at the beginning of the program and post-survey at the end of the yearly program cycle. In addition after each session, we give out a short evaluation form to get feedback from each of the participating parents on the success and limits of the session.

A challenge we face with the pre/post surveys is that they seem too long. At times parents have left questions unanswered. The challenge with the individual session evaluation forms is that they are administered at the end of 2.5-3 hours sessions when the parents/coordinators are tired and as a result, the evaluation forms are filled in a hurry, resulting in abbreviated or incomplete responses.

We are also exploring use of ethnographic documentation of the conduct of sessions as an evaluation tool. Through the use of ethnography we can examine the actual processes of negotiation and argumentation used by parents to develop agency as advocates for their families’ schooling achievement and attainment. To continue obtaining funds for our program, the office of Academic Preparation and Equal Opportunity uses the data obtained to show that parents are benefiting from these classes and that there is a need for this type of programs in our community.

4) **Dissemination of program/project activities and materials:** What strategies do you use to communicate publicly about the goals and successes of your program/project? To whom do you target these communications and how?

**Conferences/Philanthropic Events/Community Forums/Workshops**
Several UCSB faculty, staff, and graduate students have presented the program at various local, state, and national conferences over the years. For example, the concept of the program was presented at the National Two-Way California Association of Bilingual Education (CABE) in July 2005. The program also will be presented at the National Family Literacy Conference in Louisville, KY March 20th and at the American Educational Research Association (AERA) in San Francisco in early April. Conferences attended target teachers, parents, administrators, policymakers, researchers, and practitioners. Fact sheets, power-point presentations, pamphlets, and handouts have been tailored to the different audiences.
Literature/Brochures/Mailings/Flyers
The UCSB Office of Academic Preparation and Equal Opportunity (APEO) has developed a comprehensive brochure for several of its key programs. The Padres Adelante program is showcased in the brochure and it targets an audience of potential donors.

5) **Diffusion of program/project activities and materials:** Does your program/project attempt to create and support new start-up programs/projects of a similar sort? How?

*Padres Adelante* began in one elementary school 3 years ago (Isla Vista Elementary). This program has expanded from being in one elementary school in the Goleta School District to adding another elementary school, César Estrada Chávez Dual Immersion Charter School, in the Santa Barbara School District. Although the program takes place at two elementary schools, it also serves parents of students attending their feeder Jr. High and High Schools. At the present time, it serves 6 schools in the Goleta Union School District and Santa Barbara School District. The program is being considered to expand to other school districts such as Carpinteria schools, Santa Paula, Santa Maria, Lompoc, and Thousand Oaks. Cal-SOAP, whose staff was trained through the MALDEF training we hosted, is running a PSP (Padres Adelante) program in Carpinteria currently. Lompoc, Santa Maria, and Thousand Oaks are asking us to provide the training in their areas so that they can launch the program this fall.

6) **Policy Initiatives:** Does your program/project address policy issues? Who are the target stakeholders and how is this accomplished?

**Local Level**
*Padres Adelante* hosted a *Train-the-Trainers workshop* with policy and leadership development experts from the Mexican American Legal Defense and Educational Fund (MALDEF). Participants included school and school district administrators from Santa Barbara, Isla Vista, and Carpinteria. The Santa Barbara High School district is considering adopting the curriculum throughout the school district as part of UCSB’s proposal to expand ENLACE throughout all Santa Barbara high school feeder systems. This program has expanded from being in one elementary school in the Goleta School District to adding another elementary school, César Chávez, in the Santa Barbara School District. In addition, this program was piloted at Dos Pueblos High School and is in place for full implementation during the 2005-2006 school year.

**State Level**
Ongoing discussions have occurred with Assembly Member Pedro Nava and his staff with an interest in sponsoring legislation that would support parent involvement programs through statewide funding. Pedro Nava had the opportunity to meet with *Padres Adelante* last year to discuss parent needs and the importance of this type of programs in our schools. Discussions regarding dialogue in the policy arena between the governor, legislature and K-12 leadership, regarding the potential of parent involvement as a new method of educational change and increased Latino student success are ongoing and being assisted by our UCSB and UC Sacramento Office governmental relations staff.
Teniendo Éxito/Fortalizando su Mañana
Best Practices
1) Program/project goals and design: What is your program/project trying to accomplish? How is it designed to achieve these goals?

*Teniendo Exito: Fortalizando su mañana* is a two-way communication effort to enhance student learning. It is a means for parents to learn about school practices. It also provides a way for the school to communicate to parents effective practices that can be modeled at home.

It is also an effort to promote more parental involvement within our school campus/events.

2) Program/project implementation: How does your program/project run? How does it recruit and retain participants? How does it guide its development and who is represented at the table to guide this development? How does your program/project sustain itself over time and what strategies are most helpful?

The series of pláticas (small group dialogues) began from communication efforts between parents and teacher. As these discussions expanded, parents inquired about specific issues/concerns. It was due to the teacher’s best effort to address these concerns that a Family Literacy Program was developed.

Recruitment began from inviting classroom parents. Additional parents were recruited later attending other parent groups such as the Migrant Advisory Council, English Language Council, and other school events.

The development of the program began with the need to help parents learn and understand school literacy practices, and at the same time support and encourage home literacy practices from parents and family. Parents attended evening classes twice a week for two hours. The curriculum was teacher-designed with the use of published-ready materials to support instruction.

Retention of participants was and still is a challenge. Most of our parents are migrant seasonal workers, therefore their work schedule fluctuates constantly. The program needed to be flexible. We had an open door policy. All participants were welcomed at any given time.
The strategies that are most helpful for recruiting and retaining participants are student-made invitations, the teacher calling personally, establishing a calling tree (members are responsible for calling each other and assuring participation), and/or personal home visits. Attendance records were kept to monitor absenteeism (helped with analyzing patterns of absences).

3) **Evaluations of outcomes:** How do you know your program or project is effective in reaching its goals? What kind of data do you gather and what opportunities or challenges do you face in collecting and analyzing your data? Who cares that you have evaluation data and why?

Evaluation of outcomes were not data driven. It is driven and evaluated by participation and personal testimony. Often, we see these same program participants volunteering, or participating in other school events or committees. This in itself was an indication that our program was helping parents feel more comfortable on the school campus/events.

The data that was collected was ethnographically collected and analyzed. Data ranged from videotape and audiotape of literacy sessions, personal interviews from parent participants, group interviews, and artifacts from work done in the program.

The challenges have always been due to our migrant population. Our participants have several impediments from participating (such as transportation to the local school, child care, and work schedules) in our school programs.

At this point data was only collected to inform school teachers and the district staff. It was used to inform of the importance of parental involvement, the impact it has on student learning, and for analyzing best practices for literacy learning. It created a space for parents to be involved in their children’s education alongside the school efforts.

4) **Dissemination of program/project activities and materials:** What strategies do you use to communicate publicly about the goals and successes of your program/project? To whom do you target these communications and how?

The dissemination of our program has been locally. I have shared information in several presentations to various teacher and parent groups (CABE, State Migrant Education Program, Family Literacy Conference, and other staff development). This has helped me to gain better knowledge of the program and how to change/improve our program to meet the needs of our community better.

5) **Diffusion of program/project activities and materials:** Does your program/project attempt to create and support new start-up programs/projects of a similar sort? How?
This family literacy program can be easily duplicated. Because it used publish-ready materials that can be purchased, and used to teach thematically, one can easily create lessons to support learning.

6) **Policy Initiatives:** Does your program/project address policy issues? Who are the target stakeholders and how is this accomplished?

The study done on this program suggests to take a critical look at program development and how policy influences such programs, as well as how they are implemented in schools. Policy needs to address family literacy levels at the classroom and district levels.

Some recommendations are:

- Educators must learn to interpret participants’ needs.
- Teaching and learning relationships are crucial to learning.
- Promoting social interactions helps build language acquisition, vocabulary, comprehension…
- The use of scaffolding techniques aids in greater opportunities for learning.
- At the district level, districts need to design and implement programs that meet the needs of their learning communities.
NALEO (National Association of Latino Elected and Appointed Officials)
Educational Fund at a Glance
The NALEO Educational Fund at a Glance

The NALEO Educational Fund is the nation’s leading organization that empowers Latinos to participate fully in the American political process, from citizenship to public service. Established in 1981, the NALEO Educational Fund is making significant contributions to the process of the nation’s 41.3 million Latinos.

- The NALEO Educational Fund’s Civic Education department is a comprehensive community education program comprised of three components: naturalization assistance and promotion; civic participation; and voter engagement. In 2006, the NALEO Educational Fund will launch the Community Empowerment Program, a comprehensive civic integration strategy that seeks to promote a more vibrant democracy that systematically builds on the civic engagement of Latinos through points of action such as attaining U.S. citizenship, electoral participation, and creating family wealth.

- Since the inception of the Fund’s Voces del Pueblo voter engagement program in 2001, we have reached over one million Latino registered voters with a poor history of voting.

- The NALEO Educational Fund pioneered the naturalization group-processing model that has been replicated by scores of organizations nationwide. Since 1987, the Fund has assisted more than 110,000 legal permanent residents to become U.S. citizens.

- The NALEO Educational Fund’s leadership Program works to develop the next generation of Latino policy makers. The NALEO Ford Motor Company Fellows program provides Latino university and college students with the opportunity to gain hands on legislative experience while in the office of an elected or appointed official in Washington D.C.

- Through its Policy Institutes, the NALEO Educational Fund conducts skills and policy development opportunities for elected and appointed officials throughout the country. The Fund has held national and regional Institutes on health issues such as diabetes, hepatitis C, and HIV/AIDS; water policy; U.S.-Mexico relations; redistricting; housing; and public finance. The 2006 NALEO Institutes will focus on the topics of sustainable communities and closing the education gap for Latino students.

- The NALEO Educational Fund’s Education Leadership Initiative assists the nation’s Latino elected and appointed school board members with technical assistance, training, and networking opportunities designed to increase their effectiveness as education policy makers, advocates and local leaders to close the education gap among our nation’s Latino students. The NELI Institutes will provide training on the topics of higher education access, bridging the education gap and will culminate with the 2nd Annual National NELI Summit on the State of Latino Education in October of 2006 in Washington, D.C.

- The NALEO Educational Fund’s Campaign Trainings work to increase the political empowerment and civic participation of the Latino community. The training curriculum includes campaign and candidate training on effective governance and a personal communications module that focuses on media skills development training.

- The NALEO Annual Conference is the largest gathering of Latino elected and appointed officials attracting upward of 1,200 participants. The conference also provides jurisdictional professional development trainings, timely non-partisan policy discussions, and a forum for extensive networking. The 23rd NALEO Annual Conference will be held June 22-24, 2006 in Dallas, Texas.

- The NALEO Educational Fund provides national leadership for important public discussions on the key issues affecting Latino participation in our political process, including immigration and naturalization, election reform, the Census, and the appointment of qualified Latinos to top government executive and judicial positions. Additionally, policymakers at all levels of government rely on the organization’s expertise to ensure that the perspectives of the Latino community are incorporated into their policy proposals.

- The NALEO Educational Fund disseminates several publications that serve as invaluable resources on Latino political progress and participation. These publications include: the National Directory of Latino Elected Officials, the Latino Election Handbook and the Election Profiles, biennial publications which focus on the key role of the Latino electorate and Latino candidates in state and national elections; and other reports on Latino demographic trends and their implication for our nation’s political process.

- The NALEO Educational Fund is headquartered in Los Angeles, and maintains offices in Houston, New York City, and Washington, D.C.
Issues in Evaluation: Designing Research for Parent Involvement Programs
Designing Research for Parent Involvement Programs

Dr. Janet Chrispeels  
*University of California, San Diego*

Dr. Margarita González  
*University of California, Santa Barbara*

**The Challenge**

To be able to offer parent or family education programs in districts and to acquire funding, high quality research of program effectiveness is needed.
Expectations for Evaluation Designs

- Randomized experimental designs (treatment and control groups)
- Effects on student outcomes (achievement, attendance, graduation rates)
- Longitudinal studies
- Large sample size
- Follow participants that drop the program and the study
- Robust statistical tests

A Model for Experimental Design

Participants

- Decide who will be involved in the study: parents, students, teachers, others
- Decide how many schools/program participants will be involved
- Pay participants for completing the survey (both control and treatment) and pre-post
- Provide child care
- Provide bilingual services
A Model for Experimental Design

**Recruitment**

- Base the design on those who are likely to attend the program
- Extend invitations to desired participants
- Divide randomly into two groups: one who received immediate treatment and those who receive delayed treatment (control)
- Explain to parents the delay in treatment and their importance to the study is critical
- Remember your Ethics 101

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A Model for Experimental Design

**Data Collection**

- Using the parent involvement literature decide on the variables you will study
  - Motivating factors (self-efficacy, role, school and student invitations)
  - Parenting practices
  - Expectations
  - Knowledge (informed by program contents and literature)
A Model for Experimental Design

Data Collection

- Decide on your outcome measures
  - Type of involvement at home and at school
  - Student achievement, behavior, attendance
  - Changes in teacher practices toward parents
  - Family use of community resources

- Design the data collection instrument for each group
  - Know your participants and attend to the literacy level and language of the instrument
  - Work with program implementers to decide when is the best time for giving pre and post assessment
  - Develop the consent form to be able to get student data and to get permission to survey students if desired
  - Decide on system for retention for participants in the study
A Model for Experimental Design

**Challenges**

- Assigning parents to treatment and control: do it with sensitivity
- Having plenty of assistants to help parents complete the written survey
- Adequate instruction/training if other than the researcher giving survey

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A Model for Experimental Design

**Challenges**

- Paying parents: duplication, participants from other schools, some did not want the money.
- Developing a plan to retain participants in the study.
- Being sensitive to language/literacy issues.
- Valuing and recognizing participation in program and in study must always be voluntary
Data Analysis

- Preliminary Data analysis: Data distribution, possible differences between both groups before program, factor analysis of variables.
- Pre and Post Survey; Comparison of Control and Treatment groups.
- Comparison of participants that dropped in each group.

Data Analysis

- Use of rigorous statistical tests for quantitative data: Anova/Manova vs. t-tests; effect sizes; regression; SEM. Control for demographics (Ancova, Mancova).
- Use of qualitative data to corroborate quantitative findings and get in-depth understanding about program, why parents drop the program: Individual interviews, focus groups.
Report of Findings

- Context: program, district/school, parents, community
- How parents were recruited, how data were collected and analyzed
- Avoid generalizations to other parent populations
- Programs usually reach average Latino parents

Research and Evaluation Studies of PIQE
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<thead>
<tr>
<th>Study</th>
<th>Sample</th>
<th>Method</th>
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<tbody>
<tr>
<td>Oxnard, 1999</td>
<td>2 schools 200 parents</td>
<td>Quasi-Experimental. Pre-post parent surveys, interviews, observations, document review.</td>
</tr>
<tr>
<td>Los Angeles, 2002</td>
<td>20 schools 1,156 parents</td>
<td>Quasi-Experimental. Pre-post parent surveys, interviews, observations, document review.</td>
</tr>
<tr>
<td>Los Angeles, 2004</td>
<td>1 school 32 teachers 166 parents</td>
<td>Randomly-Assigned Experimental Design. Treatment and Control group. Pre-post parent and teacher surveys.</td>
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Randomized Experimental Study PIQE - Los Angeles

- **Participants:**
  - 1 middle school
  - 32 teachers
  - 166 Latino parents (71 control, 95 treatment)

- **Sampling:**
  - Invitation to orientation session
  - Randomly assignment to control and treatment groups
Methods

Data Collection:
- Parent Survey (31 items): parents beliefs, knowledge, attitudes and involvement actions
- Teacher Survey (16 items): student achievement, student behavior (homework, attendance), parent involvement actions

Methods (cont.)

Data Analysis
- Factor Analysis
- Anova: Preliminary comparison of groups (pre-test)
- Mancova: Comparison of groups controlling demographics (post-test)
- Effect Sizes: Magnitude of difference between groups (pre-post)
- Correlation: Parents’ attendance and score gains
Evaluation Questions

- What effects does the program have on Latino parental involvement?
- What effects does the program have on Latino students’ learning and behavior?
- What factors best predict the involvement of Latino families?

Effect Sizes on Parents

<table>
<thead>
<tr>
<th>Areas</th>
<th>Cohen’s $d$</th>
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<tr>
<td>Parents’ knowledge</td>
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<td>Parent Self – Efficacy</td>
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<td>College Expectations</td>
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<td>Parental Role</td>
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<td>Home Learning Activities</td>
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<td>Parenting Practices</td>
<td>.33</td>
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<tr>
<td>Family-school connections</td>
<td>.15</td>
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</tbody>
</table>
Main Findings: Parents

- PIQE program significantly influenced 3 types of parent involvement:
  - Home learning activities.
  - Parenting practices
  - 40% Treatment parents initiated contacts with school

"After the classes, I came to ask the teacher why my son was behind because I want to know in what area he is behind, so that I can help him…"

PIQE Father Fifth grader
Main Findings: Children

- Positive short-term effects on students’ attendance.
- Short-term effects on student achievement could not be measured in this short 9-week program.
- Potential effects on student learning by more content instruction and homework completion.
- Future studies may include longitudinal effects on student achievement and behavior to assess the long-term effects of the program.

Main Findings: Parents

- Parents’ knowledge was the strongest predictor for home learning activities and college expectations, and directly influences all areas (e.g., self-efficacy, parenting).

“…we did not know that a child’s grades count from the very beginning… I thought that only high school grades counted during the last years”

Mother Fifth grader
Conclusions & Implications

- Brief, low-cost education programs can be effective in promoting Latino parent involvement at both elementary and secondary levels.
- Stronger family-school connections require more active efforts from schools (e.g. school invitations, opportunities for parent participation).
- Latino families engaged as learning communities and initiated networks with the community (e.g., universities, community agencies).
- Families need the involvement of community agencies and schools to fully develop school-family-community partnerships.

Contact

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- Online Publication: www.gse.harvard.edu/hfrp/projects/fine/resources/digest/latino.html
- Parent Institute for Quality Education (PIQE): http://www.piqe.org/
Issues in Evaluation: PIQE – Key Factors in its Success
The Parent Institute for Quality Education: Key Factors in its Success

Dr. Elvia Rivero

The Challenge

How can Latino families be assisted to play an active role in their child’s education in the US context?
Initial Development of the Program

- PIQE success can be attributed to founder Mardirosian’s
  - Starting with what Latino families said they needed to shape program contents
  - Careful planning of the program, instructor qualifications, and recruitment of families
  - Guiding principles based on respect
  - Ability to communicate and sell his ideas to educators, funding sources, and families.

Guiding Principles

- Respect for families
- Relate to Parents as Equals
- Share Time and Space with Families during class lessons and lectures
- Draw on families knowledge to create collective knowledge
- Expect a college education for Latino children
Recruitment of Families

- Gain support of the school to offer the program
- Orientation for the faculty about PIQE
- Flyer sent to parents about PIQE classes
- Recruit community aides to call all families about PIQE orientation (callers get $.50/call)
- Families attend orientation (usually around 150-200 parents attend)

Recruitment of Families

- Community aides (PIQE parent graduates) call again to sell parents on the program and urge them to come to the first class.

- Classes are formed (20-30 per class to promote interaction) and instructors then call each week to urge parents to return.
Recruitment of Families

- PIQE organizers and recruiters use Saul Alinsky and Mary Kay Cosmetics organizing strategies!
  - Community aides get $2.00 for every parent they call who attends.
  - Instructors only receive full pay if 75% of their families graduate.

Characteristics of PIQE Instructors

- Know culture of families
- Speak the language of families
- Be parents
- Experienced poverty and struggle
- Some college or BA degree
- Know how the educational system in US works

*Goal is for instructors to reach and connect with families at a human and personal level*
Qualities of PIQE Instructors

- **Authentic** - Does not manipulate, welcoming of all ideas
- **Articulate** - express ideas clearly
- **Enthusiastic** - generate energy in the room
- **Creative** - Captures the attention of participants
- **Flexible and accessible** - adapt curriculum to reach all
- **Trustworthy** - Inspire confidence, congruence in words and actions
- **Personable** - Able to establish interpersonal relations with families

Instructional Approaches

- PIQE Instructors facilitate an exchange of knowledge building on what parents already know through:
  - Lectures and discussions
  - Activities
  - Metaphors
  - Storytelling
Conclusions

The Parent Institute for Quality Education is effective in two ways:

- It is able to reach many families who continue and attend most of the classes.
- It helps families
  - Learn “school valued cultural knowledge”
  - Redefine their place in their child’s education
  - Know how to become involved in the American educational system
  - Know how to meet and interact with teachers
  - Change family practices that support their children’s education.

Implications for Educators

- When offering parent education classes for Latino families, schools need to learn the lessons of PIQE.
- Instructors must see the strengths of families and not view the lack of information about the educational system as a deficit.
- Instructors and schools need to ensure that Latino families’ aspirations for their children are realized.
Implications for Policy Makers

- The concept of strengthening families is not in the standards or stated in public policy.

- Policy makers need to move beyond the rhetoric of parent involvement and support programs with a proven track record in both attracting parents to the program as well as giving them knowledge and skills to engage with the US educational system.

Future Research

- There is a need to conduct longitudinal studies of PIQE program participants and non-participants to understand the long-term educational effects of this program on graduation rates and college attendance.

- There is a need to explore how such a program could be modified to “create a critical mass” and build Latino family leaders who could affect school and teacher practices toward families.
Future Research

- There needs to be more research that looks at the teachers and their response to families’ who begin to make contact with them as PIQE is offered in their school.

"Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand.”
Confucius, 450 BC

“La unión hace la fuerza”