



Padres Comprometidos con CHISPA

Parent Engagement Curriculum



UnidosUS, previously known as NCLR (National Council of La Raza), is the nation's largest Hispanic civil rights and advocacy organization. Through its unique combination of expert research, advocacy, programs, and an Affiliate Network of nearly 300 community-based organizations across the United States and Puerto Rico, UnidosUS simultaneously challenges the social, economic, and political barriers that affect Latinos at the national and local levels. For almost 50 years, UnidosUS has united communities and different groups seeking common ground through collaboration, and that share a desire to make our community stronger. For more information on UnidosUS, visit www.unidosus.org or follow us on [Facebook](#) and [Twitter](#).

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ASPIRA

The ASPIRA Association promotes the empowerment of the Puerto Rican and Latino community by developing and nurturing the leadership, intellectual, and cultural potential of its youth so that they may contribute their skills and dedication to the fullest development of the Puerto Rican and Latino community everywhere.



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CORE QUALITIES: A BLUEPRINT FOR SUCCESS

When parents, schools, and community partners come together as education collaborators, they forge a partnership that strengthens communities and increases academic achievement among students. Achieving an authentic working partnership with families and community is a founding principle of the *Padres Comprometidos con CHISPA* program and curricula and of the standards that drive UnidosUS education programs.

To ensure that the needs of Latino children are met—from preschool to high school, and at all times during the day—all UnidosUS education programs and curricula are driven by a set of standards, or core qualities, with indicators and measures to account for the evidence of each. These core qualities, now implemented by UnidosUS affiliates across the country, include:

- Core Qualities for Successful Schools
- Core Qualities for Early Childhood Education Programs
- Core Qualities for Successful Expanded-Time Programs
- Core Qualities for Successful Parent Engagement

The Core Qualities for Successful Parent Engagement, upon which the *Padres Comprometidos* curriculum is based, exemplify best practices for early childhood education programs and K-12 schools that wish to increase the involvement of parents in their children’s education. The benefits of parent engagement for children—from their earliest educational experiences until high school graduation—are numerous and well documented. By adhering to the Core Qualities, schools and programs will ensure that Latino students benefit from the additional engagement of their parents in their education. These Core Qualities are:

Family Engagement and Community Collaboration

The program or school values and facilitates close communication and engagement with parents and families. Incorporating community assets, such as parents’ native language in school and at home, is encouraged and supported by all staff.

High Expectations/High Supports

The program or school helps parents develop high expectations for their children and gives them the tools to provide levels of support at home for academic, intellectual, and social growth. Parents learn how to develop a college-going culture in their home.

Cultural Competence

Parent engagement builds on the cultural assets of Latinos to create a sense of community that empowers parents to help shape their children’s lives

Partnerships with Institutions of Higher Education

The program or school uses its partnerships with institutions of higher education to teach parents how to help their children prepare for college.

UNIDOS US AND LATINO PARENT ENGAGEMENT

UnidosUS works to improve opportunities for Hispanic Americans. Through its network of nearly 300 affiliated community-based organizations, UnidosUS reaches millions of Hispanics each year in 41 states, Puerto Rico, and the District of Columbia. To achieve its mission, UnidosUS conducts applied research, policy analysis, and advocacy, providing a Latino perspective in five key areas: assets/investments, civil rights/immigration, education, employment and economic status, and health. In addition, UnidosUS provides capacity-building assistance to its Affiliates who work at the state and local level to advance opportunities for individuals and families.

For UnidosUS, engaging Latino parents in their children’s schooling is a critical part of education reform. UnidosUS works with schools and community-based organizations to promote authentic, meaningful relationships with Latino families and to effectively engage parents, school staff, and children, from preschool through high school. UnidosUS believes that Latino parents can become more effective advocates for their children when they learn how to engage with the school system and when they learn about strategies they can use to navigate their children’s stages of development as they progress through their school years.

UnidosUS has effectively engaged, and helped others engage, Latino parents in their children’s education for over 20 years. During the course of this work, UndiosUS has identified the grounding principles that follow for all of its work with Latino parents.

Guiding Principles for Engaging Latino Parents

- Education is the most important issue for Latino parents, who want to be involved in their children’s education.
- Latino parents’ own educational attainment, English fluency, or economic status need not be obstacles in a school’s efforts to successfully engage them.
- Schools must understand that many parents, especially recent immigrants, can be overwhelmed by the school system and feel inadequately prepared to engage with it in a meaningful manner.
- School improvement plans must include a strategy, with measurable goals, to effectively engage Latino parents.
- Schools must take the initiative to develop meaningful relationships with Latino parents, creating the structures and resources to facilitate their engagement—Latino parents will respond.
- The most effective engagement of Latino parents has occurred when a school builds on the values and strengths of the Latino culture, managing the dynamics of cultural differences and acquiring the cultural knowledge of the families it serves.

THE PADRES COMPROMETIDOS PROGRAM

Padres Comprometidos is a parent engagement—not a parent training—program whose primary outcome is the fostering of a strong connection between schools and parents. To this end, the *Padres Comprometidos* program builds the capacity of Latino parents to acquire the skills they need to effectively engage with schools and play a leading role in preparing their children for college. The core program was founded on UnidosUS’s Guiding Principles for Engaging Latino Parents, and addresses language and culture as assets—rather than issues—upon which are built skills, confidence and, ultimately, empowerment.

The *Padres Comprometidos* program also addresses a barrier that often compromises the success of any parent engagement program: the role the school plays in the program’s implementation.

Rather than training parents directly, UnidosUS builds the capacity of school staff to implement the program, bridging what can be a very wide gap between parents and school personnel. *Padres Comprometidos* has also proven to be effective when community-based organizations partner with local schools to implement the program, since program facilitators are often an integral part of the community and a constant and trusted resource for both parents and schools.

Available in both Spanish and English, the *Padres Comprometidos* curriculum has been especially designed to reach parents who are typically not connected to schools or preschools as a result of:

- Linguistic and cultural differences
- Economic background
- Negative perceptions about a school
- Lack of knowledge about how to become involved

Three editions of the *Padres Comprometidos* curriculum are now available: Pre-K, Elementary, and Secondary. Each year, a *Padres Comprometidos* training institute is made available to program facilitators over the course of three days. During this institute, facilitators are trained to deliver the curriculum in a context that embraces the parents’ culture rather than one in which this culture becomes suppressed.

The *Padres Comprometidos* curriculum was piloted within the UnidosUS large network of Latino-serving institutions, which included Head Start centers and other preschool programs, elementary and secondary schools (including traditional public and charter schools), and as part of the parent outreach programs run by community-based organizations.

To date, implementation has included over 30 sites in states such as Texas, California, New York, Oklahoma, Minnesota, Pennsylvania, Tennessee, Wisconsin, New Mexico, and Washington, DC. The parents the program often reaches are Spanish-speaking, first- and second-generation

immigrants who come, predominantly, from Mexico and Central America. Also included in this mix are bilingual and monolingual English speakers.

The first edition of the *Padres Comprometidos* curriculum was designed for parents of preschool students. After two years in development and field-testing, UnidosUS published the elementary and secondary level editions.

An independent evaluation¹ found *Padres Comprometidos* to be a highly effective parent engagement curriculum that consistently produced higher numbers of engaged parents. Interviews held after the completion of the program revealed a consistent interest in additional program sessions.

Some of the key findings from this independent evaluation are included below:

Key Findings: *Padres Comprometidos* Program

Changes in Parent Perceptions and Knowledge

- Prior to the program, not all parents expected their children to attend college. After the program, 100% of parents indicated that they expected their children to attend. It is worthy of note that only 14% of the parents who participated in the program had themselves attended college.
- Parents demonstrated an understanding of the steps their children needed to take to attend college; including maintaining a high GPA and taking advanced courses in high school, as well as tapping into both federal and local resources to pay for college.

Parent Relationships with their Children

- Parents learned how to address difficult topics with their children—such as sexuality—which, for many, were taboo.
- Parents learned alternative ways to relate to their children. Parents of teenagers, for example, no longer expected instant obedience and, instead, learned to listen to their children’s viewpoints.
- Parents learned to listen respectfully so that, in return, they could receive respect from their teens.
- Parents reported spending more time doing homework with their children.

Parent Relationships with Schools

- Principals believed that the program empowered parents to engage in meaningful ways with teachers, counselors, and administrators.

¹Margaret R. McLeod, *NCLR Padres Comprometidos Elementary and Secondary Curriculum Evaluation Report* (Washington, DC: UnidosUS, 2012).

- Principals described how parents had learned the particular “language” of the school, allowing them to ask key questions about their children’s education.
- Parents spent more time in school and played a larger role in preparing their children to attend college.
- Parents volunteered more frequently at school, and attended a greater number of school events.
- Parents did not wait for teachers to contact them; instead, they called teachers regularly.
- Parents were more likely to get their children involved in academic clubs.

Parent Relationships with Other Parents

- The program helped forge bonds between parents and developed among them a sense of community.
- Parents learned from one another and reported feeling more comfortable when discussing sensitive issues related to their children.

The success of the *Padres Comprometidos* program has brought about a growing network of parent engagement facilitators and parent engagement advocates—a network we hope will continue to grow for years to come.

ENGAGING PARENTS, ENGAGING COMMUNITY

How can schools develop a meaningful relationship with the parents of the students they serve? How can they make it possible for parents to become part of their children’s education? How do they bring to parents the tools they need to become the valuable partners they can be? Language and cultural differences keep many parents from becoming involved with their children’s school as does, for some of them, their economic background. Other parents may have themselves failed in school and the inadequacy they feel is what keeps them away. Some parents may have had negative experiences with the school system. Others may feel the school has a negative perception of them, so they do not feel welcomed. And others simply don’t know exactly what to do to become involved in their children’s school or their children’s education.

All parents, including Latino parents, have high hopes for their children. They have dreams for them of a better future, a better education, a better job or career, and a higher quality of life. What many parents lack are the tools to help them effectively support their children on the road to academic success and, therefore, to a better future.

Research shows² that Latino parents view teachers and school personnel as the final experts on education.

²Jay Smith, Kenneth Stern and Zhanna Shatrova, “Factors Inhibiting Hispanic Parent Involvement,” *The Rural Educator* (2008): 8-13.

They believe their children's education is important and that they should leave it to the experts for whom, by doing this, they are showing respect. They believe their own responsibility is to:

- Have high aspirations for their children
- Provide for the family
- Ensure children attend school
- Teach children morals, respect, and accountability

The most successful schools take these factors into consideration in their strategies for engaging Latino families in authentic, meaningful relationships as education partners.

Parents can often do more for schools than raise funds, monitor the cafeteria, or visit every six weeks. Schools can more effectively engage parents when they help them become knowledgeable about the school system and when they involve them in the development of school programs. Effectively engaged parents, therefore, are:

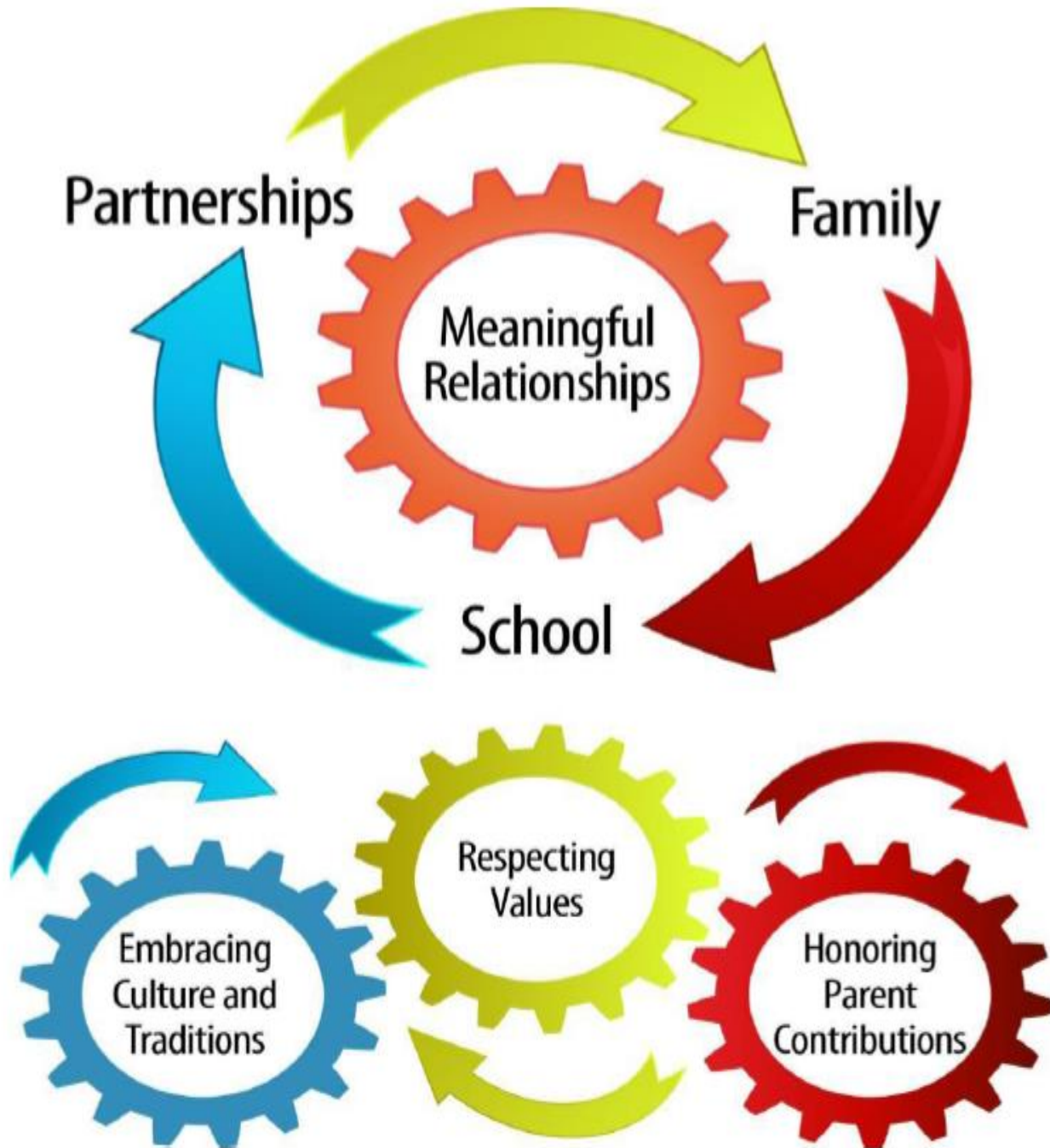
- Education partners
- Members of decision-making committees
- Leaders in helping their school improve instruction and service delivery
- Partners with the school in the development of programs
- Advocates for their children
- Advocates for their school

Schools can play a major role in the success of the students they serve when they provide families with the information tools they need and empower them with strategies to help their children succeed academically. To this end, schools must strive to engage families and their communities as collaborators and tap in to the values, history, and language that bind them. Schools that have successfully engaged parents as partners in their children's education have taught us that:

- Engaging parents leads to increased student attendance and greater academic success.
- Parents become involved in a school when they are treated as true partners.
- Parents feel respected when teachers take time to share with them their children's challenges *and* successes.
- Parents become better advocates for their school and their children when the school takes time to talk to them about the importance of attending school daily, completing take-home assignments and, in paving the road to college entry, the need to get good grades.
- While many parents need to receive orientation in a language other than English, once they have received it, they make sure their children are in school, follow the school's rules, and complete their work successfully.

- Schools that integrate the culture, history, and language of parents and community are more likely to succeed in their family engagement efforts.
- When given the tools, parents who do not understand the intricacies of standardized tests, academic exams, or academic requirements for college entry are better able to serve as effective supports to both their children and the school.

Thus, the UnidosUS Community Engagement Model brings parents, schools, and community partners— such as community-based organizations, places of worship, and local businesses— together as collaborators in the success of their children.



This is the model that drives the UnidosUS *Padres Comprometidos* program, one that reflects the UnidosUS core qualities upon which the program is based.

PADRES COMPROMETIDOS CON CHISPA

Children Investigating Science with Parents and Afterschool

Welcome to CHISPA, a national network of science museums and afterschool programs affiliated with **ASPIRA** and **UnidosUS**, working together to build stronger communities and increase family engagement in science.

CHISPA is bringing exciting hands-on science activities, in Spanish and English, to children in K-5 afterschool programs. Children learn about life science, nature of science, energy, processes that shape the Earth, nature of matter, environmental science, forces of motion, and Earth/space science.

UnidosUS and ASPIRA, in collaboration with local museum partners offer parents and caregivers a *free* six-week program, *Padres Comprometidos con CHISPAA* that gives them the tools they need to be advocates for their children's education, with a special focus on science. Special CHISPA family events at the local museum offer families an opportunity to explore the museum and participate in hands-on science activities that will increase family awareness of the resources available to them and strengthen their relationships between the museum and the local Hispanic communities.

The **CHISPA website** (www.chispanet.org) provides project resources, such as downloadable Afterschool Program Exploring Science curriculum materials, *Padres Comprometidos con CHISPA* materials, and more.

Museum partners include:

- Academy of Natural Sciences of Drexel University, Philadelphia, PA
- American Museum of Natural History, New York, NY
- California Science Center, Los Angeles, CA
- Chicago Children's Museum, Chicago, IL
- Discovery Place, Charlotte, NC
- Explora!, Albuquerque, NM
- John P. McGovern Museum of Health and Medical Science, Houston, TX
- Liberty Science Center, Jersey City, NJ
- Patricia and Phillip Frost Museum of Science, Miami, FL
- Science City at Union Station Kansas City, Kansas City, MO
- Smithsonian National Museum of Natural History, Washington, DC

Parent engagement specialists will work with afterschool program coordinators to recruit parents and older siblings to participate in a series of parent workshops over the course of four to six weeks. These workshops will focus on the science curriculum theme that their children are learning about in their afterschool program.

Parent facilitators will model specific activities that parents can carry out with their child at home. For instance, science content from *Afterschool Program Exploring Science* unit on water will be expanded to show parents that they can use their time cooking at home as an opportunity to teach their child about what happens to water at different temperatures (liquid, vapor or solid). Similarly, during a CHISPA Family Science event at a museum, parents might experience what their child has learned about the Sun and other stars while visiting the planetarium.

Science, Technology, Engineering, and Math (STEM) Education

STEM is a relatively new field in education. The term was born out of education and immigration debates as part of initiatives whose aim was to address the diminishing numbers of qualified candidates for high-tech jobs. The publication of the book *Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Future* (National Academies Press, 2005) sparked a national concern about whether there were enough scientists, engineers, and mathematicians in the United States to keep the country on the leading edge of research, innovation, and technology.

STEM is considered a meta-discipline because it integrates the knowledge brought to us by four disciplines into a single whole.³ “STEM education,” says Dr. Hays Blaine Lantz, Jr., “offers students one of the best opportunities to make sense of the world holistically, rather than in bits and pieces. STEM education removes the traditional barriers erected between the four disciplines, by integrating them into one cohesive teaching and learning paradigm.”⁴ In 2011, the Economics and Statistics Administration released *Education Supports Racial and Ethnic Equality in STEM*, the third in a series of reports on this subject. The study, upon which the report is based, looks at the demographic composition and educational backgrounds of workers holding STEM jobs in the U.S.

According to the report, 22% of non-Hispanic Blacks and 14% of Hispanics have Bachelor's Degrees, while 54% of Asians and 35% of non-Hispanic Whites do, and only 17% of American Indians and Alaskan Natives do. In the report's executive summary⁵ we find that:

- Seven out of ten STEM workers are Non-Hispanic Whites, which aligns closely with their share of the overall workforce.
- Workers with a bachelor's degree are significantly more likely than those without a bachelor's degree to go into a STEM profession, regardless of race and Hispanic origin.

³ Lantz, Hays Blaine, Jr., 2009. Science, Technology, Engineering, and Mathematics (STEM) Education What Form? What Function? <http://www.currtechintegrations.com/pdf/STEMEducationArticle.pdf> Accessed June 4, 2013.

⁴ Economics and Statistics Administration, September 2011. *Education Supports Racial and Ethnic Equality in STEM*. http://www.esa.doc.gov/sites/default/files/reports/documents/educationsupportsracialandethnicequalityinstem_0.pdf Accessed June 3, 2013

- Non-Hispanic Asians are the most likely (42%) to graduate from college with a STEM degree.
- Half of all non-Hispanic Asian STEM degree holders go into a STEM job. But the likelihood is lower—30%—among Hispanics and non-Hispanic Black and American Indian as well as Alaska Native workers.
- Sixty-three percent of foreign-born STEM workers come from Asia, with most from India or China.
- STEM workers in all demographic groups, including the foreign-born, earn more than their non-STEM counterparts. Hispanics and non-Hispanic Blacks receive a significantly larger STEM wage premium than do non-Hispanic Whites.

Analysts predict that, over the course of the next 10 years, the number of students earning STEM degrees will need to increase by almost 35% per year above the current rates to satisfy the demand for qualified hi-tech workers.

PART I:
GETTING YOUR PROGRAM OFF THE GROUND

We are all concerned about the future of American education. But, as I tell my students, you do not enter the future—you create the future.

—Jaime Escalante

FIRST THINGS FIRST

For all who care about children and their education, there's nothing more inspiring than seeing an empowered parent advocating for their child. Whether you are a school administrator, parent liaison, trainer, teacher or facilitator, we are happy that you have come to the *Padres Comprometidos con CHISPA* program to help engage Latino parents in their children's education. As you may know, the program prepares parents, who are not traditionally involved in schools to:

- Navigate the United States public school system
- Visit with teachers and school counselors regularly to learn about their child's academic performance
- Understand the academic requirements for college readiness
- Develop goals for their children to ensure they attend college
- Model behaviors at home that encourage and promote learning

The curriculum is designed to be implemented in a six-week period, though it can be lengthened to suit the needs of your school or group. Typically, parents meet weekly for one and one half to two hours and engage in discussions and exercises based on the themes covered by the curriculum. These are:

- Welcome to *Padres Comprometidos con CHISPA*
- First Steps in Becoming a Committed Parent
- Supporting Children's Education at Home and School (Part I): Buenas Vibraciones
- Supporting Children's Education at Home and School (Part II): Diseñando Soluciones
- The Next Generation Science Standards
- Open Dialogue with the School Principal and Program Graduation

THE FACILITATOR'S ROLE

The success of the *Padres Comprometidos con CHISPA* program relies, of course, on the strong relationships the facilitator is able to forge with parents, the community at large, museum partners and school staff. He or she recruits parents into the program, or partners with the school administrator or teacher who will also be in charge of this effort, to do so. The heart of the program, the facilitator is the leader on the road to transformative adult learning, keeping an enthusiastic pulse on the collective development of the group. Among other things, the facilitator:

- Schedules an orientation session during which parents learn about the program and take home their first assignment.
- Provides refreshments during all of the sessions and helps parents feel at ease.
- Takes attendance and makes follow-up phone calls to parents.
- Provides attendance incentives (such as prizes raffled during the sessions).

- Prepares for each session in advance by reading and/or reviewing content, preparing materials (such as an agenda, overheads, and handouts) and lining up resources (such as outside guests) when necessary.
- Organizes the program's graduation.
- Administers the program evaluation surveys.
- The facilitator's relationship with parents often begins during the recruitment stage—having, for example, informal *cafecitos* or get-togethers with parents.

CHOOSING AN EFFECTIVE FACILITATOR

The first person you will recruit into your program is your facilitator. Ideally, your facilitator is a parent, a parent liaison, or a teacher; someone who understands the school's culture and the school system, knows the multi-faceted aspects of Latino culture, and is bilingual. However, it takes more than all those characteristics to make an effective facilitator. Generally, an effective facilitator will create an environment where parents can interact well with each other and share thoughts and ideas freely, and is:

- positive and enthusiastic
- Resourceful and well-prepared
- able to listen *actively* to parents
- able to motivate and engage parents
- flexible and attentive to parents
- able to connect with parents' knowledge and needs.

Please note that choosing an effective facilitator for this curriculum does not involve choosing someone with a STEM background. The facilitator will not be teaching any of the STEM subject areas; instead, she or he will be using hands-on activities in science, technology, engineering, and math to empower parents with knowledge about STEM education. However, it will be important to make sure that your facilitator is comfortable with all of the activities presented in the curriculum.

SCHEDULING YOUR PROGRAM

One of the most important logistical preparations for your program, and sometimes the most challenging, is scheduling the dates and times during which your program will take place. Your objective is to schedule sessions on a day and at a time when you are likely to get the highest attendance from your parents. This isn't always easy. Depending upon the specific demographics of your parents, a combination of an early weekday morning or evening and a weekend day might work best.

If at all possible, your best chance of accommodating the most parents might be to have two waves going simultaneously on different dates and at different times (giving parents the greatest opportunity to attend) or, if not possible, holding back-to-back nine-week groups that regularly rotate days and times.

If your school or group has already run programs designed specifically for parents, your school staff is likely aware of the best days and times for your best parent turn out. You can also consult the head of your Parent-Teachers Association and ask when they regularly schedule meetings. Regardless, keep in mind that parents' availability will always vary, and your best chances for success lie in being flexible with your scheduling.

Whatever your schedule, make an effort to keep the size of your parent group manageable (large groups can be intimidating for parents who are not accustomed to being involved in schools) and, whether in English or Spanish, prepare outreach materials that are clear and easy to read. (Outreach materials are the materials you will use to promote the program and reach out to the parents you want to recruit.)

OUTREACH MATERIALS

In many areas of the United States, using print materials to promote your program and recruit participants is still one of the most effective ways, like "word of mouth," to reach Latinos at the neighborhood level. Once you have scheduled your program, consider asking a volunteer to help you create the documents that follow. (Flyers and postcards can be prepared using Microsoft Office templates and printed at your school's own computer lab or administrator's office.)

- Design a language-appropriate flyer (either in English, Spanish or both) to let your school community know that you are looking for parents to join your *Padres Comprometidos con CHISPA* group. Provide a brief description of the program and the impact it will have on children, families, and your school. Provide a telephone number or an email address for interested participants to contact you.
- Design a postcard version of your flyer inviting parents to the program.
- Design a postcard you can use to invite parents to an orientation meeting.
- Write a language-appropriate letter directly to parents on your school's letterhead where you tell them about the program, and describe the rewards and incentives for their participation. Make it so that they can fill out their contact information at the bottom of the letter, which they can clip and return to teachers.
- Prepare a standard press release and a standard public service announcement that you can use both the first time you launch your program and when you run the program again in the future.
- Print copies of the *Padres Comprometidos con CHISPA Program Sign-Up Sheet* (included in the Resources section of this guide).

Finally, when writing materials to promote your *Padres Comprometidos con CHISPA* program, whether these are in English or Spanish, keep these in mind:

- After writing your first draft, show it to a parent (or someone who works closely with parents, such as a parent liaison) and ask for their input.
- Ask a teacher or school staff member to look over your final draft for any grammatical or typographical errors. (In Spanish, a missing accent can mean an entirely different word than the word you intended to use, and Spanish also has, of course, different punctuation rules than English does.)

- Use “Standard English” or “Universal Spanish” (that is, language that is free of jargon—educational or otherwise—and that is free of regionalisms) to make your materials friendlier to the parents you are trying to reach.

CHISPA Project partners will reach out to families through the project dissemination channels, using an integrated *multi-media and multi-level communication approach*. This approach will be supported through strategic media partners for delivering program messages and information about *Padres Comprometidos con CHISPA*.

- The project website (provides visitors access to bilingual (English and Spanish) parental engagement curricular and training materials for facilitators. Project web site will provide for the creation of a virtual community for CBO’s practitioners and community members interested in learning and sharing all aspects of investment experiences. Our web platform is capable of supporting groups, blogs, chats, and threaded discussions among other social networking applications.
- **Univision TV network** is a Spanish-language television network in the United States. It has the largest audience of Spanish-language television viewers according to Nielsen ratings.
- **Univision Radio** is the #1 ranked Spanish-language radio group in the U.S., reaching over 10 million unduplicated unique listeners every week.

RECRUITING PARENTS FOR YOUR PROGRAM

For some schools, recruiting parents to engage with teachers and administrators has proven, historically, to be challenging. The success of parent engagement programs, however, will always depend on the school’s strategic efforts to involve families and to do so in ways that foster real opportunities for impact and change within the school, family, and community. As with all recruitment efforts, the more you know about the target population you are trying to reach (in this case, your parents), the more likely you will be able to reach them in the ways they are likely to be best reached, and to provide meaningful experiences that will keep them coming back.

Parents who are beginning to become involved with their child’s school are usually visible, so that a principal, vice principal, teacher, paraeducator or counselor will often have at least one parent to recommend for your program. These parents are one of your first keys to reaching other parents and can help with your recruitment efforts, since they likely know other parents who are eager to participate but may not be as active or visible in your school yet. While the most successful recruitment efforts and outreach strategies will always yield at least some positive results, keep an open mind to the strategies you think work best for your specific school or group, your parents, and your community, and test these.

RECRUITMENT EVENTS AND ACTIVITIES

Consider holding these and other types of recruitment events and activities to help you enlist parents for your *Padres Comprometidos con CHISPA* program:

- Use the automated call system or automated email service of your school to post information about the program. Likewise, if your school has a website, have the school's administration post information about the program.
- Set up an information booth in a visible location in your school that gets high traffic, such as by the main office or the cafeteria. Volunteers can take turns handing out flyers to parents, students, and visitors, and taking the time to sign up potential participants.
- Hold a contest. Ask individual teachers or groups of teachers at different grade levels to help you recruit parents. Provide a small incentive, such as a pizza party or a gift certificate to a local merchant. This is a fairly inexpensive way to help spread the word about the program.
- Gather a group of volunteers to provide support to your recruitment and outreach efforts. If possible, enlist past *Padres Comprometidos con CHISPA* participants who are eager to let others know about the success of the program.
- Look for opportunities within already planned school functions, whether in the evening or during the day, to provide a brief presentation about the program. This can help others understand what the program is about, support it, and help spread the word. If you have already held a *Padres Comprometidos con CHISPA* program, enlist a volunteer to help you prepare a brief PowerPoint presentation that includes photographs of past program participants with quotes about their success.
- Ask one or more of the places of worship in your neighborhood to give you time, after a service or during a program, to speak about *Padres Comprometidos con CHISPA*, to pass out flyers and sign up parents.
- If you live in a city, consider asking the tenants' association of the largest buildings in your neighborhood to let you do the same as above. Likewise, recreation centers that are part of your city's Parks and Recreation Department often hold programs for local residents where you may have an opportunity to set up an information table or booth, and/or post flyers about your program.
- Partner with the Parent-Teacher Association in your school for additional recruitment support and expertise. At minimum, ask the Association to let you speak about your program during one of their regular meetings.

OUTREACH STRATEGIES THAT WORK

Consider these outreach strategies as you spread the word about your *Padres Comprometidos con CHISPA* program:

- Ask teachers and support staff to make personal calls to parents to invite them to participate in the program or to attend an information session.
- Get students involved by asking them to invite their parents to be a part of the program. You can, for example, attend a meeting of one of your school's extracurricular clubs; speak for a few minutes about the benefits of the program for the students themselves when their parents participate, and then handout information about your next orientation.

- Ask local establishments that cater to Latinos (such as, bodegas, family restaurants, bakeries, Laundromats, etc.) to let you post flyers about the program. Consider also including clinics, and community-based organizations.
- If your community has a Latino newspaper, write or call them asking a reporter to interview you or someone in the school about the launching of your program. Be prepared; reporters will be interested in the impact or potential impact of your program, and any specific details you can provide (such as statistics about parent involvement in their children’s education and the current number of Latino students enrolling in college in your area).
- If your community has a Latino radio or television station, send them a public service announcement (PSA) about your program and, if they have one, ask them to include you in their “community calendar.” Make sure you make a follow-up phone call two weeks after you have sent your PSA, and start building a relationship with the person in charge of this at your local station.

SUPPORTING YOUR OUTREACH AND RECRUITMENT EFFORTS

- Personal phone calls are, by far, one of the most important, positive ingredients for engaging with parents. When they hear from you, parents will most likely think “Wow, the school took the time to call to share this information with me. They must really care.” Making personal connections with friendly, welcoming phone calls is key.
- Nothing can express commitment to a family stronger than a home visit. We recommend you conduct one at least once a year; twice, if possible.
- Provide childcare. It will be essential to the success of your program sessions and increase parent participation.
- Stay ahead of the game. Always have printed materials (postcards, flyers) with information about your next *Padres Comprometidos con CHISPA* program ready to hand out at school functions (such as “Parents’ Night” or sports team meets) and at community events (such as neighborhood festivals) where families tend to gather.
- For all formal presentations, information booths, school functions, and sporting events always have sign-up sheets handy so you can secure parent names and contact information for your upcoming program or the one that will follow it.

THE *PADRES COMPROMETIDOS CON CHISPA* PROGRAM ORIENTATION

We recommend that you hold a program orientation. This is an information session during which parents learn about the specifics of the program and the impact you expect it will have upon them and their children, and during which they commit to attending sessions and doing the assignments that will support their work while in the program. During this session, parents also engage in a brief discussion about STEM, and college and fill out necessary paperwork for the program. Your orientation session should take place the very first-time parents meet for your *Padres Comprometidos con CHISPA* program; therefore, take care to account for this session when planning and scheduling your program. (For the purposes of this curriculum, we have built a program orientation into the first session.)

BUILDING A SENSE OF OWNERSHIP

Finally, parents who have a sense of ownership of the program will attend sessions regularly, inspire others to do the same, and will advocate on the program's behalf—helping you recruit other parents and serving as helpful volunteers. Here are some suggestions for creating a sense of ownership among your parents:

- Get “buy-in” from parents; involve them in your decision-making process.
- When having conversations with parents, always explain the benefits of the program and the positive impact their participation will have on their children's education.
- Consider holding “cafecitos” or “Welcome Coffees” once monthly. About 30 to 45 minutes in duration, “cafecitos” provide guests (parents, teachers, students, and other members of your community) and opportunity to chat informally and provide yet another way for word to spread about your program.
- Consider employing past program participants to provide childcare during your program sessions.

Part II:
The Padres Comprometidos con CHISPA Curriculum

It's crucial, with today's challenges, that our children feel they have a source of information they can trust in their parents.

—Gloria Estefan

A NOTE TO THE FACILITATOR

To ensure the quality of the *Padres Comprometidos con CHISPA* program, this curriculum is **only** available to **facilitators who have received training directly from the CHISPA project staff**. It is after completing this training that facilitators secure the curriculum you are now holding. This is important because we want to ensure that everyone using this program has received the same type and quality of training, which is crucial when collecting data and conducting program evaluations. It is also important because the training helps solidify a network of educators who provide support and expertise to one another and to the development of the program.

On another note, **we recommend** that you **provide faculty and school staff** with a **general overview of *Padres Comprometidos con CHISPA* before beginning your program**. You can do this, for example, at a staff meeting. A school administrator (such as the principal, vice principal, a head teacher or guidance counselor) can introduce the role of the facilitator (you) and the expectations of the program. You can then provide details about the program to teachers and school staff using the overview included in the Facilitator's Resources section (see "Curriculum Overview"). You can modify this handout, or use it as is, to distribute at this overview meeting.

Why should you provide faculty and school staff with an overview of the program? **A key objective of *Padres Comprometidos con CHISPA* is getting "buy-in" from teachers** so that they understand the importance of their role in engaging parents in meaningful partnerships. Teachers have the ability to make parents feel welcomed, keep them informed about their children's progress, and share information with them that will help their children succeed in school. Teachers' awareness about the program and participation is key to the program's success.

Finally, in this same manner, the role the school counselor plays in the program is essential to the program's success. School counselors at the elementary school level provide support to students in five key developmental areas: academic, personal, interpersonal, career, and health. Their work addresses how students' concerns and needs impact their ability to succeed in their learning environment. It is, therefore, necessary for the counselor to be prepared and open, before and after the program, to respond to parent inquiries and to addressing parents' needs. Moreover, among the counselor's critical contributions is empowering parents to make informed decisions about their children's education and future success.

STEM professionals can also play a key role as guests to your program, ensuring that parents meet real-world professionals who have succeeded in completing the education needed to pursue the career of their dreams. Make an effort to include them in your program and, when possible, to arrange a guest presentation from your school's math, technology, and science teachers, parents, or community members.

GETTING STARTED

Now that you have scheduled your program, completed your outreach, recruited your parents and are ready to set about implementing this curriculum, there are some things you should keep in mind to help make your sessions successful and to get the most out of your time with parents.

If your group includes both English-speaking and non-English-speaking parents, make sure that, when leading your session, you transition from English to Spanish every time you make a point. This is, to say the least, challenging and requires practice. However, if you cover a large part of an exercise or discussion in English before translating it into Spanish, you will inevitably lose the attention of the Spanish-speaking parents and, consequently, the attention of the English-speaking parents while they wait for the translation to be over. For this reason, some schools elect to schedule the groups separately.

During activities, make sure that you group parents who cannot read, or cannot read so well, with those who can so that they are able to help each other.

IMPORTANT RELATIONSHIP-BUILDING RECOMMENDATIONS

Through years of field practice, we have found that following these guidelines helps build strong relationships between the parents and the facilitator and ensures that sessions are well-attended:

- Arrive early and stay a few minutes after each session to make yourself available to answer questions parents may be too timid to ask in a group setting. This time is crucial for building strong relationships, since parents will use it as an opportunity to share their personal stories with you.
- Call parents each week to remind them of the upcoming session. This will, of course, have a direct impact on your weekly attendance, but it will also show parents you care about them as individuals enough to take the time to call.
- Provide snacks and refreshments for each session. If possible, collaborate with some of the parents in your group by having them take turns purchasing and/or making refreshments and snacks. (The CHISPA grant provides limited amount for money for snacks.)
- Provide incentives, such as “door prizes” or a raffle. You can, for example, give a small prize to the first five or ten parents to arrive on time. You can also raffle one or two prizes during your session break or after your session ends. You can give utilitarian gifts, such as a gift certificate to a supplies store, a dictionary, notebooks and pens, or crafts made by someone from your community. You can involve your local businesses by having them donate items you can use for these incentives.

PREPARING FOR YOUR SESSIONS

Each session will require anywhere from one to two hours of preparation time. During this time, you will:

- Read over the session until you become familiar with the material.
- Make copies of the handouts included in the session.
- Photocopy the parent sign-in sheet.
- Write the objectives of the session on chart paper so that you can post these quickly when you arrive. (You will be taking a moment at the beginning of every session to review these with parents.)
- Have all of the supplies you will need for your session ready to go (chart paper, Post Its™, pens, markers, tape, etc.).

MANAGING YOUR TIME DURING SESSIONS

Padres Comprometidos con CHISPA sessions have been designed for approximately one and one-half to two hours of instruction. While sessions can be longer or shorter depending on the size of your group, we encourage you to stay within the recommended timeframe. The larger the group, the more mindful you will need to be of the time you spend on things like sharing and reporting-back. The key to staying within the timeframe is to become familiar with the material well ahead of your sessions and to adhere to the allotted time for each exercise as much as possible.

Finally, make an effort to begin sessions on time, despite the fact that some parents may be trickling in during the first 30 minutes. This will help you complete each session as planned and demonstrate respect for the parents who arrive early or on time.

SESSION 1: Welcome *Padres Comprometidos con CHISPA*

Purpose

Provide an overview of the program, have parents complete the registration process, and discuss the relationship between higher education and earnings in STEM careers.

Objectives

- Acquaint parents with one another and the facilitator.
- Acquaint parents with the goals of the *Padres Comprometidos con CHISPA* program and the objectives of the curriculum.
- Understand the relationship between higher education and higher earnings, and the importance of education in STEM professions.
- Gather necessary program data. (This information is strictly for UnidosUS purposes and for the CBO/School in order to track attendance and number of participants.)

Prepare Ahead

- Practice the lightbulb science activity with materials needed
- Prepare lightbulb stations (different tables with materials to split parents in groups)
- Prepare snacks and drinks for parents
- Write the session's purpose and objectives on chart paper (in English and/or Spanish) so that you can post these when you arrive, or arrive early enough to write these on a chalkboard
- Consider holding the program registration prior to the beginning of the program and as an activity that is separate from this first session
- Begin to make arrangements for your school principal's visit for Session 6 of the program
- Call parents to remind them to attend the program's first session

Materials/Handouts

- Copy of the "Sign-In Sheet" and a clipboard for this form -Handout 1
- Copies of the "PC con CHISPA Curriculum Overview" - Handout 2
- Copies of the "Registration Form" -Handout 3
- Copies of "Education and Earnings" -Handout 4
- Copies of the "STEM and Non-STEM Careers and Salaries" Handout 5
- Copy of "How to Light a Lightbulb" - Handout 6
- Index cards (one for each participant)
- Chart paper, markers and tape or chalkboard
- Extra pens for parents who may arrive without these
- Lightbulb activity: AA- Batteries, 6-inch pieces of wire and mini lamps 3.8 v

Time (minutes)	Description of Activity	Notes and Materials
15 min	<p>Welcome</p> <p>Begin by welcoming parents and thanking them for coming today.</p> <p>Make sure they have signed in. Introduce yourself, even if some or many of the parents in your group already know you. Share with the group something about your experience in working with parents. You can, for example, tell them about why you feel it makes a difference to help parents learn about the school system and their children’s education, and to engage with schools.</p> <p>Now, ask parents to introduce themselves. Ask them to say their name and to share two things they hope to gain from being in the program. Make statements of affirmation as parents share these expectations.</p>	<p>This session 1 hour and 30 minutes long.</p> <p>Handout 1 Sign-in Sheet Pen/Pencil</p> <p>Keep this very brief and moving. One minute per person.</p>
15 min	<p>Opening Activity</p> <p>Ask parents to form groups of four. Say: <i>“Turning on lights in your home or work is something we do every day, but not many people understand the science behind lighting a light bulb. In fact, sometimes our children can learn all about circuits and electricity, and still not be able to apply this knowledge to actually accomplishing this task. Today we are going to learn together how to give our children this hands-on experience with circuits.”</i></p> <p>Challenge parents to light the light bulb using the materials they were given. As you walk around the groups encourage them to try different configurations. After you have given parents about five minutes to try to light the bulb, ask parents that successfully light the bulb to show other parents.</p> <p>Can You Light a Light Bulb?</p> <p>Place one set of materials in a sandwich baggy for each group and give each group one.</p> <p>After the activity ask the parents to describe their experience. Ask the parents to discuss how they felt about the activity. Was it difficult to do? If so what would have made it easier?</p>	<p>Form groups of 4’s.</p> <p>Materials per Group (4 parents per group):</p> <ul style="list-style-type: none"> (1) AA Battery (1) 6-inch piece of wire with striped ends (1) Mini Lamps 3.8v <p>Walk around the room and see how the groups are doing.</p> <p>Ask a few parents to describe their experience, and move to the next activity.</p>

5 min	<p><i>Current flows from a power source to a load. Here the load is the light bulb, and the power source is the battery, and the current travels through the wires.</i></p> <p><i>Communication is very similar to an electric current. The load is your child and you are the power source. When you communicate with your children you are sending messages that will either motivate or discourage your child to be successful.</i></p>	Close the activity with the comment and move to the next activity.
10 min	<p>Discussion</p> <p>When parents have finished the activity, tell them:</p> <p><i>“I’m going to ask you the single most important question anyone can probably ask you about your child: How many of you want your children to attend college?”</i></p> <p>When parents raise their hands, congratulate them for having this goal and for their aspirations for their children.</p> <p>Now, tell parents that obstacles often present themselves when we have aspirations and set goals for ourselves. Ask them:</p> <p><i>“What do you see in your community that may be an obstacle to your child doing well in school now, in middle school, graduating from high school, or attending college?”</i></p> <p>Jot down their responses on the board or chart paper. Examples of some responses might be drugs, unemployed parents, low-paying jobs, crowded schools, and lack of after-school activities that support children in their learning. Pause after responses, if necessary, to engage the whole group by asking probing questions, such as <i>“Why do you think this is?”</i> or <i>“How do you think we can make this better in our school or with our children?”</i></p> <p>When parents have finished responding, ask: <i>“What do you think you can you do to begin addressing these obstacles?”</i> Jot down their responses on the board or chart paper, and ask clarifying or probing questions as necessary.</p> <p>Now, distribute copies of the “Curriculum Overview” (see Facilitator’s Resources) and share program specifics with the group.</p>	<p>Handout 2 Copy of PC con CHISPA Curriculum Overview</p>

Tip

If some parents do not raise their hands, ask them to share with the group the reasons why. If any of these parents point out that their children are too young and that it's too early for them to think about college, explain that it is never too early to start thinking about college. Let them know that, often, it not only takes time for the family to prepare financially for this goal, but that children's academic success depends upon families helping them pave their road to college as early as possible.

Time (minutes)	Description of Activity	Notes and Materials
10 min	<p>Program Registration</p> <p>Distribute copies of the program registration form. This form has been designed for general use, and you may change it or amend it as you see fit. For your convenience, the content of the form is provided in both English and Spanish. Explain to parents that the purpose of this form is for you to be able to get some basic facts about them. Explain also that, by signing this form, parents are making a commitment to:</p> <ul style="list-style-type: none"> • be an integral part of the program; • attend all of the curriculum sessions; • complete all of the tasks and activities; and • be positive of mind and spirit. <p>Remember that some parents, even if they speak English fluently, may still need help filling out their forms. If your group is small to average in size, you can circle the room to help those who need it and ask those parents who finish first to help you along. If your group is large, you can prepare in advance by bringing two or more volunteers with you. (These can be parents from your Parent-Teacher Association, previous program participants, paraeducators, or students themselves.)</p> <p>At this point have a group vote to decide on the date and time for the sessions to take place.</p> <p>Remember that is important that you schedule a time that best fits the needs of the parents.</p>	<p>Handout 3</p> <p>Registration Form Pen/Pencil</p>

A Word of Caution

As you might expect, some of the parents in your group may have strong feelings about sharing any information they consider “sensitive.” What’s more is that parents may not voice this concern to you and may simply not return to the program. For this reason, be sure to let them know beforehand that any information they provide on this or any other form will be used for internal purposes only (be specific) and will be kept confidential. You can tell them that one of the ways in which the information on the form they fill out today will be used is for everyone involved to see how they can best help parents and to know if they need to make any changes to do a better job.

TIP

Always keep extra copies of your registration and survey forms handy. Parents starting after the first session should also always complete these.

Time (minutes)	Description of Activity	Notes and Materials
10 min	<p>Explain to parents that they will now participate in one activity that will help them better understand the reasons why their children should attend college.</p> <p>Education and Earnings Explain that the goal of <i>Padres Comprometidos con CHISPA</i> is for parents to learn more about the importance of science for their child’s future. They will use home foundations and family support to ensure required science standards are met and exceeded, and know what school and community resources are available to help them develop an appreciation for science.</p> <p>The aim is to support parents and increase their capacity to be active partners in their children’s education; making connections with their children around science and increasing their appreciation of afterschool programs and their local science museums and other community resource.</p> <ol style="list-style-type: none"> 1. Distribute copies of the “Education and Earnings” handout. 2. Begin by asking parents what they notice about this chart, making an effort to affirm all observations. Ask one or two volunteers to identify a STEM profession on the chart. Explain why this may or may not be a STEM profession. 	<p>Handout 4 Education and Earnings</p>

3. Conclude by reiterating that professional success in any field begins, at minimum, with a college degree, but that this is especially true for STEM professions. Also, education is closely related to earnings, and STEM professions tend to outdo others in salary.

10 min	<p>STEM and Non-STEM Careers and Salaries</p> <ol style="list-style-type: none"> 1. Distribute copies of the “STEM and Non-STEM Careers and Salaries” handout. 2. Begin by asking parents what they observe in this chart, making an effort to affirm all observations. 3. Conclude by explaining that, while the STEM and non-STEM careers vary by scope and responsibility, the greatest distinction between them is the degree of education the people holding them earn. 	Handout 5 STEM and Non-STEM Careers and Salaries
10 min	<p>Home Work</p> <p>Explain to parents that, besides participating in the program’s activities during the sessions, another important part of the program will be completing take-home assignments.</p> <p>Distribute index cards. Tell parents that, for next week, you would like them to list the three most important things they feel they are doing for their children right now.</p>	Distribute index cards.
5 min	<p>Closing (5 min.)</p> <ul style="list-style-type: none"> • Take a moment to review the objectives that you covered for this session. • Thank parents for coming and for filling out their forms. • Tell them you are very glad to have this information and appreciate their patience. • Ask them for brief, one-sentence responses about what they learned about <i>Padres Comprometidos con CHISPA</i> earlier in the session. • Now thank them for their responses and let them know you are looking forward to working together. • Finally, remind everyone of the time, date, and place for your next session. 	

SESSION 2: First Steps to Becoming a Committed Parent Design and Construct It!

Purpose

To become familiar with your children's school afterschool program, and how the program values family engagement and community collaboration. Parents will learn to use the chain of command within schools and understand how funding provisions impact children's education as well as school performance and reporting.

Objectives

- Identify the key parts of the CHISPA model
- Learn how to effectively navigate the school system by following a chain of command.
- Investigate how to use simple building materials to make structures that can withstand a simulated earthquake.

Prepare Ahead

- Read Handout 8 (both pages on APEX Lesson- Construct and Design It)
- Prepare marshmallows and coffee stirrers for "Construct and Design It" Activity
- Prepare snacks and drinks for parents
- Write the session's purpose and objectives on chart paper (in English and/or Spanish) so that you can post these when you arrive, or arrive early enough to write these on a chalkboard
- Review the previous session's homework assignments
- Look up the School Report Card for your school and secure copies for parents (this information can usually be found on your school's or district's website, or your state agency website)
- Secure a copy of your school's organizational chart
- Confirm your school principal's visit to Session 6 of the program
- Call parents to remind them to attend the program's first session

Materials/Handouts

- Copies of Session 2 Sign-in Sheet- Handout 7
- Copies of APEX Lesson "Construct and Design It!"-Handout 8
- Wooden Coffee Stirrers (30 per group)
- Marshmallows (12 per group)
- Copies of the "Communications Chain of Command"- Handout 9
- Copies of the "Questions for Communications Chain of Command"-Handout 10
- Copies of your school's organizational chart (this is not included in the curriculum)
- Chart paper
- Markers
- Extra pens for parents who may arrive without these

Time (minutes)	Description of Activity	Notes and Materials
5 min	<p>Welcome</p> <p>Welcome parents and thank them for coming today. Review the purpose and objectives of today’s session. Express your pride in seeing parents return to the program and make a commitment to their children’s education.</p>	This session 1 and 30 minutes long.
10 min	<p>Discussion</p> <p>Ask parents to pull out the index cards from last week’s take-home assignment.</p> <p>Engage them in a brief warm-up discussion. Was it easy or hard to think of the three most important things they were doing for their children now? Did they have more than three or fewer than three items on their list? How did they feel about doing the exercise? For example, did they feel overwhelmed, stressed, sad, content, satisfied? Briefly affirm all responses.</p> <p>Point out that one of the most important things parents can do for their children is to become active participants in their education. One of the first places to start is by becoming involved with their school. When parents become involved with their children’s school, they begin paving their children’s road to academic success and to the reality of attending college.</p> <p>Finally, point out that in today’s session parents will participate in some activities that will help them do just that. Their participation in this session, and in the <i>Padres Comprometidos con CHISPA</i> program in its entirety, will help them feel confident that they are doing the best they can for their children and their futures.</p>	Homework assignment
10 min	<p>Identify the key parts of the CHISPA model</p> <p>CHISPA is composed of 3 parts.</p> <ol style="list-style-type: none"> 1. APEX lessons are bringing exciting hands-on science activities, in Spanish and English, to children in K-5 afterschool programs. 2. <i>Padres Comprometidos con CHISPA</i>, and 3. Our Museum partner. 	

Through CHISPA both you and your children will be learning about the science in a fun and interactive way. You will also have an opportunity to visit our museum partner during our Museum Family Day event.

Take the parents to the **CHISPA web site** www.chispanet.org so that they can see what children and parents in the other CHISPA sites are doing.

If time permits allow them to watch the CHISPA video on the website

25 min.

Design and Construct It!

Investigate how to use simple building materials to make structures.

Tell the parents that they will use wooden coffee stirrers and marshmallows to create a structure with three floors. The objective is to create a structure that is sturdy.

Tell the parents that *engineers use their knowledge of science and math to solve problems in everyday situations. Engineers must design buildings that are sturdy and strong that will withstand natural disasters such as tornados or earthquakes. Engineers must follow certain law requirements when designing a building and supervising a construction site.*

- *Where you able to construct a sturdy structure?*
- *What did you notice as you tried to use different designs to make your building sturdy?*
- *What did you learn about designing sturdy building?*

Handout 8

APEX lesson Design and Construct It!
Wooden Coffee Stirrers
Marshmallows

Close that activity by asking the questions.

30 min.

Who Do I Ask?

Just as engineers have certain guidelines, schools also have specific standards that you will learn about in today's session.

1. Begin by pointing out that, unfortunately, many parents wait until there is a problem before they become involved with their children's school. Not only that, when they do, they are not sure how to go about resolving problems within the school and the school system and their hierarchies. Explain that today parents will be learning more about their school and how it functions.
2. Distribute copies of the "Communication Chain of Command." Explain that a chain of command is a hierarchy of authority. When we follow a chain of command, we

Handout 9

Communication Chain of Command

follow the order of persons with different levels of authority within a school, organization, company, or government.

3. Now ask parents to “Think of the government of the United States. Who is at the top of the chain of command?” When someone answers, “The President,” ask: “What might be another title for the President?” “Commander in Chief” is another title, one that denotes being at the top of the command.

A General Communication Chain of Command Parents Can Follow in their School and District

- Always talk to your child’s teacher first when there is a question or concern about an issue affecting your child or other children. Ask for the teacher’s daily schedule or conference time so that you can request the best time to meet and talk.
- If the teacher does not respond within a reasonable amount of time, or is unable to resolve the issue, set up an appointment to speak to a counselor or to the Vice-Principal to discuss the situation and request a response or resolution.
- When you believe the issue is not addressed to your satisfaction, the school administrator or principal is the next person you should consult. Many issues are best resolved by the highest authority in the school if you receive no response or resolution. Make sure you have followed the previous steps in the chain of command, or the school administrator will ask you to speak to the teacher first, then to the counselor or vice-principal.
- If you have exhausted your efforts to get a resolution from the school staff, it is time to set up a meeting with the superintendent. In some cases, due to the many school and district policies, the superintendent may be the best person to help resolve the problem.
- If the other staff in your school’s chain of command were unable to provide a resolution, your school board representative is the final person to address the issue at the district level.

4. Point out that schools, organizations, companies, and governments establish chains of command so that they can respond more effectively to everyone’s problems and concerns. Following a chain of command shows respect for the school and ensures that we are, in turn, respected.

5. Now, take a moment to distribute copies of your school’s organizational chart. (If you have provided parents with a *Padres Comprometidos con CHISPA* binder, remind them to add this and the other session handouts to it.) **Review this chart with parents.**

Distribute your schools organizational chart. This is not part of the curriculum handouts.

6. Point out how important it is for parents to follow the chain of command in order for their concerns to be heard. Explain

that skipping over anyone in the chain of command can increase the time it may take parents to get a response.

Finally, recommend that they first discuss with their child any issue that may affect his or her well-being or safety at school, and to spend time researching the facts so they can be prepared to present their concerns to the school.

7. Tell parents that their task is to work with the “Communication Chain of Command” as well as the school’s organizational chart to determine the person they would go to for each of the questions listed in the handout. To do this, have parents take turns reading each question aloud. Next, have them discuss with the group ideas and opinions about the person in the school who should be contacted for an answer to the question. Finally, have them write their final choice next to each question on the handout.
8. Ask for responses from each group to at least half of the questions. Give positive feedback for all responses and, where possible, have the deciding voice. Where in doubt, affirm. Where necessary, look for the right answer and bring it back to parents for the next session.

Divide the parents into small groups.

Distribute copies of “Questions for Communication Chain of Command.”

5 min

Homework

Ask parents to observe if their children are coming home with a CHISPA sticker that say, “Ask Me About...”.

For homework parents, will ask their children about the sticker, and they will report during the next session.

5 min

Closing

Review the objectives for today’s session. Then, ask: “What are the most important things you are taking away from today’s session?”

Do you have a better idea about who to discuss your concerns with at school using the chain of command and the organizational chart from today’s session?

Remind parents that next week they will continue looking at the school structure by introducing them to the Every Student Succeeds Act and looking at their school report card.

SESSION 3: Supporting Children’s Education at Home and School (Part I) Can You Hear Me?

Purpose

Learn about the vital role that parents play, both at school and at home, in ensuring that children succeed academically.

Objectives

- Understand how the Every Student Succeed Act (or ESSA) impacts children and schools.
- Identify the basic most important thing parents can do at home for their children.
- Become acquainted with the resources available to parents at school and in their community to support their children’s education.

Prepare Ahead

- Prepare cups and strings for the telephone science activity
- Prepare snacks and drinks
- Write the session’s purpose and objectives on chart paper (in English and/or Spanish) so that you can post these when you arrive, or arrive early enough to write these on a chalkboard
- Set aside protected time well before this session to fill out the **“Inventory of Parent Resources”** (you may need to visit your school, make some phone calls, and access the Internet; it may take you three or more hours)

Materials/Handouts

- Session 3 Sign-in Sheet-Handout 11
- Flipchart paper and markers
- Extra pens for parents who may arrive without these
- Every Student Succeeds Act-Handout 12
- Copies of “The Most Basic Yet Very Important Things Parents Can Do at Home for their Children” handout **without the text** (one copy for each group) -Handout 13
- Copies of “The Most Basic Yet Very Important Things Parents Can Do at Home for their Children” handout **with the text** (one copy for each participant)-Handout 14
- Copies of Handout 15 to give for Homework
- Copies of the completed “Inventory of Parent Resources” -Handout 16 filled out
- Copies of the blank “Inventory of Parent Resources” -Handout 16 as is

Time (minutes)	Description of Activity	Notes and Materials
10 min	<p>Welcome</p> <p>Welcome parents and thank them for coming. Review the purpose and objectives of today’s session. Review the homework by asking the parents if their children brought home a CHISPA sticker.</p> <p><i>What did you children say when you asked them about CHISPA? Did you child have an “Ask me about...” sticker?</i></p> <p>Allow a couple of parents to answer.</p>	<p>This session 1 and 30 minutes long.</p> <p>Sign-in sheet Handout 11</p> <p>For this activity, you might want to have the parents to talk to each other about the homework and then ask a couple of them to share. This will help you with time management.</p>
20 min.	<p>The Every Student Succeeds Act</p> <p>Begin by explaining that during the last session they learned about the afterschool program, and how to follow the “Communication Chain of Command.”</p> <p>The Design and Construct lesson demonstrated how engineers need to have a well-designed plan to construct a building that will sustain any type of natural disaster. Our school systems also have a well-designed plan, and that includes an afterschool program.</p> <ol style="list-style-type: none"> 1. Explain that the Every Student Succeeds Act (ESSA) replaces No Child Left Behind Act. 2. Discuss how, according to the United States Constitution, public education is the responsibility of each individual state. However, if a state wants to receive funds under ESSA, they must follow certain requirements. Under this law, each state must: <p>Include provisions that will help to ensure success for students and schools. Below are just a few.</p> <ul style="list-style-type: none"> • Advances equity by upholding critical protections for America's disadvantaged and high-need students. • Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers. • Ensures that vital information is provided to educators, families, students, and communities through annual 	<p>Handout 12</p>

statewide assessments that measure students' progress toward those high standards.

- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators.
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Distribute Handout 12. Divide the group into four smaller groups. Assign each group to read a section and discuss it at their tables and write a statement to summarize the text when you review the questions in the PowerPoint Presentation.

15 min.

Science Activity

Begin the session by having parents create a Styrofoam and string telephone. Distribute the cups and the string. Ask parents to poke a small hole at the bottom end of each cup and insert the string through each cup and secure it with a knot. Have the parents work in pairs and talk to one another using their phones. Tell them that sound travels through the string and is amplified by the cups. How well the telephone works depends on how the cups are held and how taut the string is. The length of the string is also another variable.

Tell the parents that the exercise with the phone is a science activity that their children will be taught in their CHISPA after school program.

Just the like there are different factors that help make the telephone more effective, **there are also factors that will help parent promote positive communication and promote a positive self-esteem with their children.**

Have parents pair up with another person.

Give each pair two Styrofoam cups and a piece of string about 6 feet long.

Use the string telephones to tell your partner one important thing you are doing for your children.

15 min.

The Most Basic Yet Very Important Things Parents Can Do at Home for their Children

1. Begin by pointing out that there are an infinite number of things parents can do at home to support their children's education but that, for right now, you are going to focus on some of the most basic, yet very important things.

2. Now divide participants into small groups of three or four. Distribute one copy of “The Most Basic Yet Very Important Things Parents Can Do at Home for their Children” **without the text** to each group.
3. Tell parents that you know they work very hard to support their families and to help their children grow up to be caring, responsible adults. For this activity, you will have participants use the illustrations in the handout to brainstorm, as a group, some of the basic things they are already doing to support their children with their education at home. (You can have them brainstorm two or three items per illustration.) Make it a point to stress that there are no right or wrong answers.
4. Set a timer for 10 minutes, and point out that, after the activity, you will provide them with a completed handout in case the groups did not cover all the basic things that could be done at home.
5. When the time is up, debrief by having one representative from each team report on the items they brainstormed for the illustration in the first box of the handout. Continue this way until all groups have reported on each of the five boxes.
6. Distribute one copy of “The Most Basic Yet Very Important Things Parents Can Do at Home for their Children” **with the text** to each participant. Give parents a few moments to look over the handout. Then, ask:

“How many of you see something you could do at home that you hadn’t thought of before and are not doing right now?”
7. Explain that, as a take-home assignment, you want them to start doing one or two things from the handout that they are not already doing and come to the next session prepared to share with the group.

Form small groups and distribute **Handout 13**

Distribute **Handout 14**

Take home assignment
Distribute **Handout 15** so parents can select which activity they will try at home.

20 min.

An Inventory of Parent Resources

Another way parents can help their children be successful in school is to identify the resources around their school and community that offer afterschool activities, summer program, or other activities.

1. Distribute blank copies of the “Inventory of Parent Resources.” Set a timer and tell participants that you will give them five minutes to fill out as much of the handout as they can. Assure everyone that it’s alright if they can only fill out a few boxes or none at all.
2. When the timer is up, engage them in a brief discussion using questions such as: “How many of you were able to fill out the handout almost entirely? How many of you completed half of it? How many of you were able to complete only a few items? Was this difficult? Frustrating? Overwhelming? How many of you did not know there was so much information to know about your school and community?”
8. Explain that you understand how challenging it can be to be a parent, and that the amount of information they need to know to support their children’s education can feel overwhelming. Nevertheless, there are people at their school and in the community whose job it is to help and it’s important for parents to know who they are before they need them.
3. Now distribute copies of the completed “Inventory of Parent Resources,” and point out that you never want them to experience the frustration that they felt in the previous exercise. For this reason, you want them to make sure that they keep up to date on their school and community resources and to take the time to complete a new inventory when their children start at a new school.
4. If you were not able to identify many community resources, point this out to parents and engage them in contributing to the inventory by having them ask their neighbors, coworkers, and members of the congregation at their places of worship for additional resources. You can then revise the inventory and share it with everyone in the *Padres Comprometidos* group.

5 min.

Homework

Challenge participants to adopt at least one recommendation from each of the boxes in “The Most Basic Yet Very Important Things Parents Can do at Home for their Children.” Point out that you will begin the next session of the program with a brief discussion of their experience putting those recommendations into practice. Finally, remind parents to schedule a visit with their children’s teacher and to take notes during the visit.

5 min.

Closing

Review the objectives of today’s session. Take a few moments to ask: “What are the most important things you feel you are taking away from today’s session? What did you learn about helping your child succeed at school and home today? Are you ready to put into practice some of what you learned today?” Thank parents for coming, for participating in today’s activities, and for challenging themselves. Finally, take a moment to remind them of the date and time for the next session.

SESSION 4: Supporting Children’s Education at Home and School (Part II)

Purpose

Learn about the vital role that parents play, both at school and at home, in ensuring that children succeed academically.

Objectives

- Become familiar with the role and responsibilities of the teacher.
- Become familiar with the duties and responsibilities of the elementary school counselor.
- Learn to use a report card to monitor children’s progress and respond to learning challenges.

Snacks and drinks

- Write the session’s purpose and objectives on chart paper (in English and/or Spanish) so that you can post these when you arrive, or arrive early enough to write these on a chalkboard
- Prepare a sample report card (if you are not planning to use the sample provided in the handout for this session)
- Review Handout 21 “The Duties and Responsibilities of the Elementary School Counselor,” making sure that these are as clear to you as possible so that you can respond to participant questions (you may need to meet with the school counselor for this)
- Confirm your appointment with the school Principal for his or her visit to Session 6 of the program and share participants’ questions prepare ahead.

Materials/Handouts

- Handout 15 – for Homework Review
- Sign-in sheet- Handout 17
- Copies of “Important Teacher Duties”-Handout 18
- Copies of “My Visit to My Children’s Teacher”-Handout 19
- Copies of “Samuel Figueroa, Fourth Grade, Semester 1 Report Card” (or of the sample report card you prepared for this session)-Handout 20
- Copies of “The Duties and Responsibilities of the Elementary School Counselor” (one for each participant)-Handout 21
- Flipchart paper and markers
- Extra pens for parents who may arrive without these

Time (minutes)	Description of Activity	Notes and Materials
10 min	<p>Welcome</p> <p>Welcome parents and thank them for coming. Review the purpose and objectives of today's session.</p> <p>Have parents sign in as they come in the room.</p>	<p>This session 1 and 30 minutes long.</p> <p>Handout 17 Sign-in Sheet.</p>
20 min	<p>Discussion</p> <p>Take a few moments to review the take-home assignments from the previous session. Begin by asking parents about their experiences putting into practice one recommendation from each of the boxes in the handout "The Most Basic Yet Very Important Things Parents Can do at Home for their Children."</p> <p>To start the discussion, use guiding questions such as: <i>"What recommendation did you put into practice first? Why? Which was the most rewarding to put into practice? What were the immediate benefits you saw as a result? What recommendation was the most challenging? Did others also find it challenging? What do you think will make it less challenging in the future? How can you help each other continue to put these recommendations into practice? How can I?"</i></p>	<p>Homework review of Handout 15</p> <p>Have parents have a brief discussion, and ask for a couple of volunteers to share.</p>
15 min	<p>Understanding The Role of Teachers</p> <ol style="list-style-type: none"> 1. Begin by letting parents know that, in most places, elementary school includes kindergarten through fifth grade. In the earlier grades of elementary school, teachers focus on helping students understand concepts rather than facts. They introduce children to abstract concepts and help them develop critical thinking and problem-solving skills. In higher elementary school grades, teachers spend more time with students on the basics of core academic subjects like math, science, and history. 2. In most elementary schools, teachers teach all subjects to their students and, usually, they remain in the same classroom with the same students for the entire year. In some schools, however, teachers have specialties and so students may have, for example, one teacher for English 	

and another for math and science. There are also other exceptions. Teachers of physical education, art, and music usually teach just one subject.

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|--|---|
| <p>3. Point out that a teacher’s job is very rewarding, but it’s also very challenging and it is almost never done. Now, distribute copies of the handout “Important Teacher Duties.” Ask for volunteers to read the items on the list aloud, having them pause briefly after each item so that you, or a volunteer, can clarify and/or elaborate.</p> | <p>Distribute Handout 18
Ask parents to read and discuss the list.</p> |
| <p>4. Now take a few moments to ask parents why they think it might be important to meet with their children’s teacher, remembering to affirm all responses as best you can.</p> | <p>It’s important to meet regularly with our children’s teacher because...</p> |
| <p>5. It’s important to meet regularly with our children’s teacher because...</p> | <p>Schedule a meeting with your children’s teachers.</p> |
| <p>6. Distribute copies of “My Visit with My Children’s Teacher,” taking a few moments to review the questions included in the handout. Explain that, for this week’s take-home assignment, you are asking them to schedule a meeting with their children’s teacher. Their goal for this meeting is to find out how well their children are doing in school and how they can be supportive at home. Point out that it will be important for them to take notes that they can refer to later.</p> | <p>Distribute Handout 19
My Visit with My Child’s Teacher
These questions will help them with the interview.</p> |
| <p>7. Stress that you realize a number of them will not be able to accomplish this in one week. However, you want them to try to make it possible in the very near future.</p> | |

15 min.

Keeping an Eye on Progress and Challenges

1. Today you are going to talk about students' report cards. Point out that a report card allows us to see the progress someone is making and the challenges they are facing so that we can take action. For this reason, it is also important to meet with their children's teacher sometime after receiving and having a chance to review their report card.
2. Divide participants into groups of three or four, and distribute a copy of the handout "Samuel Figueroa, Fourth Grade, Semester 1 Report Card." Give groups a few minutes to review the report card together and discuss their observations.
3. While participants remain in their groups, ask: **"What's the thing that stands out most in Samuel's report card? In what areas is Samuel struggling?"**
4. Point out that Samuel's mom, Doña Toña, has only been to her son's school a couple of times and has only met his teacher once. What would they recommend Doña **Toña** do? **Have groups create a list of at least three items. Ask them to be very specific.**
5. To close out this activity, have one reporter from each group share their recommendations with the larger group.

Distribute a copy of your school's student report card or you can use Handout 20.

If you use a student's report card please be sure to remove any form of student identification.

Create a list of 3 items to help Doña Toña.

TIP

Try to use a report card for this exercise that follows the format your school already uses, since parents will be at least somewhat familiar with it already. (You can recreate the headings and other information on your computer then fill out the report card with pretend grades and information.) You can also consider asking a parent you know to let you use their child's actual report card, making sure that you block out the child's name and vital information with a black marker before photocopying it and sharing it with anyone.

Time (minutes)	Description of Activity	Notes and Materials
15 min	<p>The Elementary School Counselor</p> <ol style="list-style-type: none"> 1. Let parents know that in this activity they will learn about the duties and responsibilities of their school counselor. Their school counselor is another member of the school staff who can help them address the challenges their children may face with school and learning. 2. Explain that elementary school is a time of accelerated change and growth for children. They are in a constant process of evaluating their self-awareness and their competence as learners in relation to other children. The elementary school counselor has the expertise to help students who are dealing with a wide range of issues (from learning difficulties to behavior challenges). S/he helps students develop positive decision-making and communication skills, as well as positive attitudes toward school, their peers, and themselves. 3. Distribute copies of “The Duties and Responsibilities of the Elementary School Counselor.” Take a few minutes to review the entire handout with participants and to answer their questions. 4. Break participants into groups of three or four. Now give them a few minutes to, as a team, draft a list of three to five questions that they would like to ask the school counselor. (Have them consult the handout for this activity so that their questions are anchored in specifics. For example: Why doesn’t the school counselor hold a parent meeting to make sure that all parents understand the learning standards being used in their children’s classrooms?) 	<p>Distribute Handout 21</p> <p>Distribute Handout 21 “The Duties and Responsibilities of the Elementary School Counselor.”</p>

5 min

Homework

According to the experts, it is never too early to start talking to children about going to college. Encourage parents to have a first conversation about this with their children, and to include older siblings who are planning on going to college. For those who are in third grade or below, it might be helpful to explore careers with them first. For example:

What do they want to be when they grow up?
What do we need to do to prepare for that career?

An “exploration” trip to the public library in search of careers in children’s books will make this a fun adventure.

Finally, challenge parents to adopt one more recommendation from each of the boxes in “The Most Basic Yet Very Important Things Parents Can do at Home for their Children.”

Handout 15 for homework

5 min

Closing

Review the objectives for today’s session. Take a few moments to ask: “What are the most important things you feel you are taking away from today’s session? What did you learn about helping your child succeed at school and home today? How do you see yourself putting into practice some of the things you learned today?”

Thank parents for coming, for participating in today’s activities, and for challenging themselves. Finally, take a moment to remind them of the date and time for the next session.

SESSION 5: Introduction to the Next Generation Science Standards

Purpose

Learn about the Next Generation Science Standards to help parents and their children strike an interest in the STEM field.

Objectives

- Become acquainted with The Next Generation Science Standards (NGSS) for the grade level children are in.
- Prepare for an open dialogue with the school principal to learn specifics about how the school promotes STEM education.
- Evaluate the *Padres Comprometidos con CHISPA* program by completing the end of program survey.

Prepare Ahead

- Review the ball and shoebox activity
- Prepare snacks and drinks
- Write the session's purpose and objectives on chart paper (in English and/or Spanish) so that you can post these when you arrive, or arrive early enough to write these on a
- Review the Elementary and Secondary Education Act (ESEA) section of Session 2
- Secure the Next Generation Science Standards for the different grade levels in your elementary school, making sure that these are as clear to you as possible so that you can respond to participant questions (you may need to meet with a school teacher or the school counselor for this)
- Confirm your school principal's visit to Session 6 of the program

Materials

- A ball and a shoe box
- Sign-in sheet -Handout 22
- Copies of the NGSS standards for the different grade levels in your elementary school (one or two copies per grade level) (<https://www.nextgenscience.org/>)
- Copy of Program Survey Instructions-Handout 23
- Copy of Program Survey Script- Handout 24
- Copies of the PC con CHISPA Program Surveys- Handout 25 & 26
- Flipchart paper & Markers
- Extra pens for parents who may arrive without these

Time (minutes)	Description of Activity	Notes and Materials
5 min	<p>Welcome</p> <p>Welcome parents and thank them for coming. Review the purpose and objectives of today's session.</p> <p>Do not forget to get parents to sign in as they walk in the room.</p>	<p>This session is 1 hour and 30 minutes</p> <p>Sign-in sheet.</p>
15 min	<p>Discussion</p> <p>Take a few moments to review the take-home assignments from the previous session. Begin by asking parents about their experiences putting into practice one recommendation from each of the boxes in the handout "The Most Basic Yet Very Important Things Parents Can do at Home for their Children."</p> <p>To start the discussion, use guiding questions such as: "What recommendation did you put into practice first? Why? Which was the most rewarding to put into practice? What were the immediate benefits you saw as a result? What recommendation was the most challenging? Did others also find it challenging? What do you think will make it less challenging in the future? How can you help each other continue to put these recommendations into practice? How can I?"</p> <p>Now ask parents if they were able to meet with their children's teacher. Debrief as group with those who did, using guiding questions such as: "How was the visit? Was it what you expected or different? What did you learn about how your child is doing at school? What did you learn about how you can help him or her at home? Was the teacher helpful? What was the most rewarding thing about your visit?"</p> <p>Remind other parents to schedule a time for their visit.</p>	<p>Handout 15 for review of homework.</p> <p>After a brief discussion about the homework move the next topic of discussion</p>
10 min	<p>Place a ball on the table and have the parents take turns pushing the ball back and forth and observe the motion of the ball. Now have two parents sit across from each other. Have each parent apply force on the shoebox. Both are pushing the box in the opposite direction applying a balanced force that produces no change in motion.</p>	<p>Ball and shoe box</p>



While with the ball the unbalanced forces produced some type of motion on the ball.

20 min

The Next Generation Science Standards

Throughout the session we have learned how the Every Student Succeed Act allows states to design their own systems to measure the quality of your child's school, and helps ensure that students are given rigorous content reading and math.

1. Remind parents how we learned in Session 2 that, according to the United States Constitution, public education is the responsibility of each individual state. Among other things, this means that each state must develop learning standards for its school system to follow.
2. We have science standards as well, and today we will be taking a closer look at them. Let me remind you that the APEX lesson that you children are doing in their afterschool program are designed around the Next Generation Science Standards.
3. Learning standards are statements that explain what children are expected to be able to do in reading, math, and other subjects at each grade level.
4. Science education—is central to the lives of all Americans. Never before has our world been so complex and science knowledge so critical to making sense of it all. When comprehending current events, choosing and using technology, or making informed decisions about one's healthcare, science understanding is key.
5. All students—whether they become technicians in a hospital, workers in a high-tech manufacturing facility, or Ph.D. researchers—must have a solid K–12 science education.

Sample of the 3rd Grade Next Generation Science Standards

6. The Next Generation Science Standards are based on the *Framework for K–12 Science Education* developed by the National Research Council.

Let us examine the following 3rd Grade NGSS.

3-PS2 Motion and Stability: Forces and Interactions
Students who demonstrate understanding can:

Create PowerPoint Presentation of the Standards.

www.nextgenscience.org

3-PS2-1. **Plan** and **conduct** an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

3-PS2-2. **Make observations** and/or **measurements** of an object's motion to provide evidence that a pattern can be used to predict future motion.

3-PS2-3. **Ask questions** to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

3-PS2-4. **Define** a simple design problem that can be solved by applying scientific ideas about magnets.

We will focus on the 1st standard.

What are the students going to do? They are going to plan and conduct an investigation.

Why will they be doing this? To provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

What does this look like in the classroom? What kind of objects move? We could use a ball or a cardboard box for example.

Now let us look at what a balanced or unbalanced force might look like. An unbalanced force on one side of a ball can make it move, but if we have balanced forces pushing on a box from both sides will not make the box move at all. Therefore, the balanced forces will not produce a motion at all on the box.

How does this standard apply to the opening activity we did at the beginning of the session?

Does this help you understand how the standards guide the instruction you students are receiving?

Now if we read the next standard:

3-PS2-2. **Make observations** and/or **measurements** of an object's motion to provide evidence that a pattern can be used to predict future motion.

What can you say about this standard? You already conducted an experiment, and you made some observations. How can you use this information to make a prediction of future motion?

15 min

Preparing for an Open Dialogue with the School Principal

Paper and Pen/pencil

1. Tell participants that you know they have been challenged today and that you are impressed with their ability to absorb so much new information. Point out that it's reasonable for them to have questions, and that you expect them to have many more after today's session.
2. Now, tell them that you have made arrangements with the school principal to be a guest for next week's *Padres Comprometidos* session. During that time, the principal will be having an "open dialogue" with program participants to answer their questions.
3. Divide the participants into small groups. Tell them that you want them to think about all the things they have learned so far in the program. Their task now is to develop two to three questions they can ask the principal next week.
4. Encourage participants to develop questions that are both based on what they have learned during the program so far, and that address concerns that affect all children (as opposed to personal or incident-based questions, such as "Why is Miss Robertson rude to my daughter?").

5. When groups have completed their task, invite a reporter from each group to share their questions aloud with the larger group, taking time to offer feedback on questions that are worded in a threatening or antagonistic way.
6. Tell participants that you will now take a vote on the most important five or six questions they can ask the principal next week. You are doing this because answers take time and you want to make sure that the most important questions to everyone in the program are answered during the visit. Now, have group reporters read the questions aloud again, and take a vote.
7. Ask for volunteers who will read the chosen questions to the principal, then assign them individual questions.
8. Finally, ask everyone to arrive 15 minutes ahead of time next week so that the dialogue can start on time and so that the group does not keep the principal waiting. (Keep a copy of every question.)

5 min **Homework**

Ask participants to consider what they learned today in *Padres Comprometidos con CHISPA* and to think about additional questions they might ask their principal if there were extra time.

15 min **Closing**

- Before we leave today we will evaluate the Padres Comprometidos con CHISPA program. This evaluation will give us the necessary feedback so that we can better meet your needs for the program. It will only take a couple of minutes to complete, but your information is extremely valuable to us.
- Review the objectives for today’s session. Then, ask: “What are the most important things you are taking away from today’s session? Do you have a better idea about how schools work? Do you understand how schools are responsible for what your children learn?”
- Please remember to arrive at least 15 minutes early to our next session.

Distribute program evaluation.

Use **Handout 23 & 24**

Distribute **Handout 25 & 26**

SESSION 6: Open Dialogue with the Principal Program Graduation

Purpose

- Learn, directly from the school principal, about how the program participants' school is performing academically, and about efforts to ensure that children are meeting proficiency standards across school subjects.
- Reinforce parents' commitment to their children's education and to creating an environment of learning at home.

Objectives

- Hold an open dialogue with the school principal to learn specifics about how the program participants' school is performing academically.
- Address questions about school issues and concerns directly with the principal.
- Reward parents' participation in the program.
- Encourage parents to remain involved with their children's education and school after the program.

Prepare Ahead

- Snacks and drinks
- Write the session's purpose and objectives on chart paper (in English and/or Spanish) so that you can post these when you arrive, or arrive early enough to write these on a chalkboard
- Confirm your appointment with the school principal for this week's session, sharing with him or her the questions participants prepared for the visit (remember to ask your principal how he or she wants to be introduced, taking notes so that you have this information handy for the session)
- Be prepared to serve as an interpreter, if necessary, or secure an interpreter for the dialogue (consider using a previous program participant or school staff to serve in this capacity)

Materials/Handouts

- Copies of assigned questions from last week's session
- Chart paper and markers (in case the principal needs these)
- A bottle of water you can set by the place where the school principal will be sitting or standing
- Food and drinks, according to what you agreed with participants previously
- Balloons, flowers, and/or other decorations for the room
- Certificates of accomplishment for each of the participants
- Make arrangements for previous program participants or school volunteers to help you decorate the room for the celebration
- Secure a camera to document the graduation and celebration (while it is likely participants themselves will take pictures, assign someone to take good, quality photos that can be included in your school's website or newsletter or printed and added to foam core for a collage commemorating this year's graduates)

- Ask one or two school volunteers or previous program participants to attend the celebration as “floaters” who will secure quotes from graduates about the program or conduct five minute interviews about how
- Consider inviting a guest (such as a leader in the community, a member of the board of education or a member of your Board of Directors, if you are a community-based organization) to speak briefly about the importance of parent involvement and to affirm the vision behind *Padres Comprometidos con CHISPA*
- Prepare an official program for the event graduates thought the program was successful (these can be included in future program funding requests and used for publicity materials for your program)
- Secure certificates of accomplishment for each of the participants in time to have the principal, the President of the Parent/Teacher Association, and you or other *Padres Comprometidos* program staff sign the certificates
- Optional: door prizes; gift cards or small gifts to accompany participants’ certificates

Time (minutes)	Description of Activity	Notes and Materials
5 min	<p>Welcome</p> <p>Welcome parents and thank them for coming. Review the purpose and objectives of today’s session.</p>	<p>This session is 1 hour and 30 minutes</p> <p>Sign-in sheet.</p>
5 min	<p>Discussion</p> <p>Remind parents that you are proud of their accomplishments in the program so far and of their commitment to their children’s education.</p>	
40 min	<p>Open Dialogue with the School Principal</p> <ol style="list-style-type: none"> 1. Remember that the role you will play in this dialogue is strictly the role of facilitator. Make an effort to remember this prior to and during the activity. Try not to explain or define any statements participants make. Instead, clarify when it is necessary to do so, and do it by asking questions. For example, “I heard you say... By that I understood... Is this correct?” 2. To begin, take a moment or two for an official introduction of the school principal and thank him or her for taking the time to visit the <i>Padres Comprometidos con CHISPA</i> program. 	

3. Call for participants to ask the questions the group voted on until all questions have been answered by the principal. If there is additional time during the visit, ask the principal if he or she would be willing to answer other questions. Remind participants that all questions should be respectful, with the purpose of improving the quality of education offered by the school. Then, volunteer or call on one or two parents.
4. Keep an eye on the time.
5. As the open dialogue progresses, participants may want to ask clarifying questions so that they understand the principal's responses. It's alright for them to ask clarifying or follow-up questions. Make sure, however, that you are paying close attention to the discussion, and that you are able to step in and redirect the conversation if it gets off track. Be ready to redirect, also, if the conversation, at any point, becomes antagonistic or "personal."
6. Begin closing this activity by letting the principal and parents know that five minutes remain in the time you have allotted for the dialogue. Once the five minutes have passed, politely interrupt, if necessary, and thank the principal and parents for coming.
7. Announce that now we will take a short break and prepare for the program graduation ceremony.

35 min **Program Graduation**

Take a few minutes to welcome parents, their guests, and school staff, and thank them for coming. Explain why you are gathered today, and share one or two remarks about your experiences with the parents as a facilitator of the program.

In the order of the program you have planned, introduce the principal and the President of the Parent/Teacher Association and have them present participant certificates.

When the program has come to an end, share a few, brief, closing remarks with everyone and details about the upcoming *Padres Comprometidos* program. Make an effort to take photographs throughout the event. Participants will appreciate having copies of these. However, photographs can be important for other reasons. You can ask the principal to

post them in the school's website with a blurb about the program and details about the next *Padres Comprometidos* program. They can also be included in any of the school's newsletters, and you can make a special collage commemorating this year's program graduates.

5 min

Closing

Thank the parents who participated and ask them to invite other parents and their friends to attend the next session of *Padres Comprometidos con CHISPA*.

Part III:
Facilitator Resources/Handouts

We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community—and this nation.

—César Chavez

Handout 2: *Padres Comprometidos con CHISPA* Overview

General Purpose

The UnidosUS *Padres Comprometidos con CHISPA* curriculum has been especially designed to reach parents who are, traditionally, not connected to their children's school or preschool as a result of:

- Linguistic and cultural differences
- Economic background
- Negative perceptions about a school
- Lack of knowledge about how to become involved

Program Model

Padres Comprometidos con CHISPA is a parent education program created by the National Council of La Raza (UnidosUS) in collaboration with the Patricia and Philip Frost Museum of Science, and ASPIRA Association Inc. The program is based on a field-tested parent engagement model that has been implemented with great success throughout the United States.

Timeline

Parents meet once weekly for six weeks. In sessions that last one and a half hours, parents engage in discussions and exercises based on the themes covered by the curriculum. These are:

- First Steps in Becoming a Committed Parent
- Understanding the Roles of the Principal, Teacher, and School Counselor
- Supporting Children's Education at Home and at School
- Learn about effective practices for preparing students academically in the areas of math, science, technology, and engineering.
- Creating a Positive Environment at Home

Program Expectations

The *Padres Comprometidos con CHISPA* program helps Latino parents, who are not typically involved with schools, learn to:

- Navigate the United States public school system.
- Develop goals for their children from their early school years through high school so that they can attend college.
- Model behaviors at home that encourage and promote learning.

Finally, the program helps parents understand the importance of meeting with teachers and counselors regularly to seek information related to their children's academic performance.

Handout 3: *Padres Comprometidos con CHISPA* Registration Form

The information provided below is used internally to secure this and other grants targeting our segment of the community. This information is sensitive and we respect your privacy.

Please print neatly:

A. Personal Information Mr. Mrs. Ms. (circle one)

 Last Name First Name Middle Name
 Relationship to Student ____Mother ____Father ____Grandparent ____Aunt/Uncle ____Other

 Student Name

 Address City State Zip code
 Best number to reach you: _____

B. Your level of Education

- Elementary High School
- Technical School Graduate Associate Degree
- Bachelor’s Degree Master’s Degree

(PLEASE CIRCLE YOUR ANSWER)

1. Number of times attended teacher conference this year: ____none 1 2 3 4 5 Other ____
2. Number of times met with the school counselor: ____none 1 2 3 4 5 Other ____
3. I have lived in the neighborhood this number of years: 1-3 years 4-7 years 8-10 years

C. Name of child (children) (List grade/school)

Name of Child	Grade	School

D. Commitment Statement: I commit to begin an integral part of this program. I promise my energies to begin a positive participant and to complete the assignments and activities that are part of this program. I further agree to attend all of the sessions offered.

 Signature

 Date

Handout 3: *Padres Comprometidos con CHISPA* Registration Form (Spanish)

La información proporcionada a continuación se utilizará solo por nuestras oficinas para recaudar fondos para la comunidad. Entendemos que esta información es confidencial y respetamos su privacidad.

Favor de escribir legiblemente:

A. Información Personal Sr., Sra., Srta. (Marque una)

Apellido	Nombre	Inicial
Relación al estudiante	<input type="checkbox"/> Madre <input type="checkbox"/> Padre <input type="checkbox"/> Abuela/o <input type="checkbox"/> Tia/o <input type="checkbox"/> Otro	

Nombre del estudiante

Domicilio	Ciudad	Estado	Código Postal
Mejor teléfono para llama _____			

B. Nivel de Educación

- | | |
|--|--|
| <input type="checkbox"/> Primaria | <input type="checkbox"/> Secundaria |
| <input type="checkbox"/> Graduada/o de escuela técnica | <input type="checkbox"/> Grado de Asociado |
| <input type="checkbox"/> Bachillerato | <input type="checkbox"/> Diploma de Maestría |

(POR FAVOR MARQUE SU RESPUESTA)

1. Número de conferencias que ha asistido este año ninguna 1 2 3 4 5 Otro _____
2. Número de veces que me he reunido con el consejero
De la escuela: ninguna 1 2 3 4 5 Otro _____
3. He vivido en la comunidad por ciertos años: 1-3 años 4-7 años 8-10 años

C. Nombre de sus hijos(as) (favor de apuntar el grado y escuela)

Nombre de hija/o	Grado	Escuela

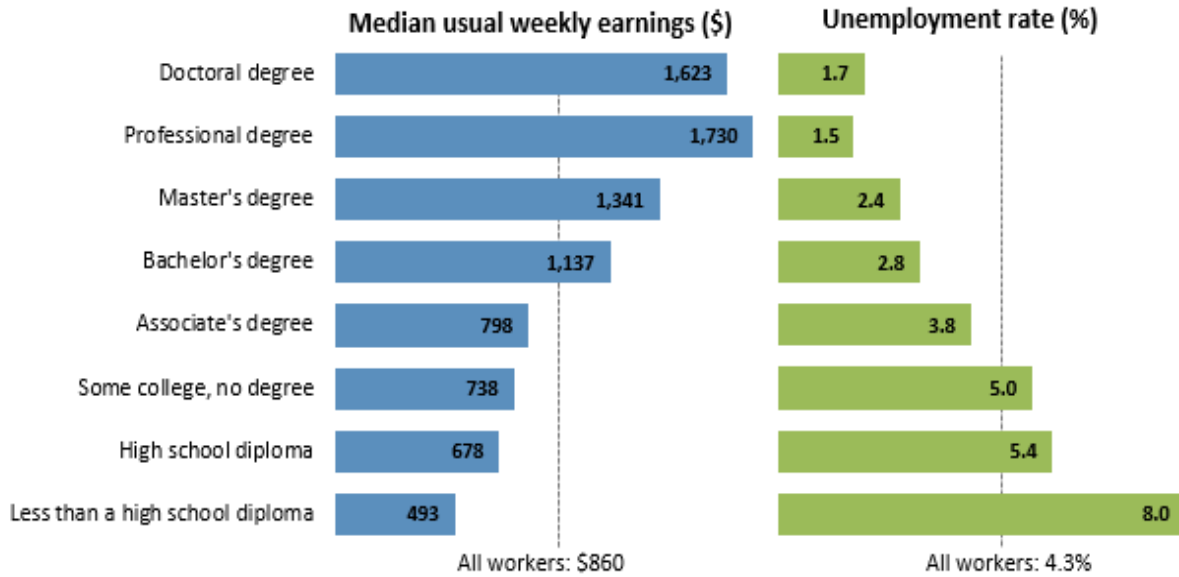
D. Declaración de Compromiso: Yo me comprometo hacer un miembro integral de este programa. Prometo empeñar todo mi esfuerzo a ser un participante positivo y usar mis energías para completar la tarea y actividades que son parte de este programa. También estoy de acuerdo en asistir a todas las sesiones del programa.

Firma

Fecha

Handout 4: Education and Earnings

Earnings and unemployment rates by educational attainment, 2015



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
 Source: U.S. Bureau of Labor Statistics, Current Population Survey

According to data from the U.S. Bureau of Labor Statistics ([BLS](#)), earnings increase and unemployment decreases as educational attainment rises. Education alone doesn't guarantee that you'll find a job or make a lot of money, however. Earnings and employment vary by occupation, and they are further affected by industry, geographic location, experience, and other factors.

Handout 5: STEM and Non-STEM

STEM JOBS PAY MORE

STEM jobs offer a substantial salary premium. The average advertised salary for entry-level STEM jobs requiring a BA or higher is \$66,123 compared to \$52,299 for non-STEM jobs. This difference of around \$14,000 represents a 26% premium. At the Sub-BA level, the average advertised entry-level salary is \$47,856 for STEM jobs and \$37,424 for non-STEM jobs. This difference of over \$10,000 represents a 28% premium.

TABLE 3: AVERAGE ENTRY-LEVEL SALARIES: STEM VS. NON-STEM

	Average Advertised Entry-Level Salary		STEM Premium	
	STEM Fields	Non-STEM Fields	Amount	Percent
Bachelor's Level	\$66,123	\$52,299	\$13,824	26%
Sub-BA Level	\$47,856	\$37,424	\$10,432	28%

Table 1. Average Hourly Earnings of Full-Time Private Wage and Salary Workers in STEM Occupations by Educational Attainment, 2010

	Average hourly earnings		Difference	
	STEM	Non-STEM	Dollars	Percent
High school diploma or less	\$24.82	\$15.55	\$9.27	59.6%
Some college or associate degree	\$26.63	\$19.02	\$7.61	40.0%
Bachelor's degree only	\$35.81	\$28.27	\$7.54	26.7%
Graduate degree	\$40.69	\$36.22	\$4.47	12.3%

Source: ESA calculations using Current Population Survey public-use microdata and estimates from the Employment Projections Program of the Bureau of Labor Statistics.

Handout 6: How to Light a Light Bulb

Materials per Group (4 parents):

- AA Battery
- (1) 6-inch piece of wire with striped ends
- Mini Lamps 3.8v

Preparation:

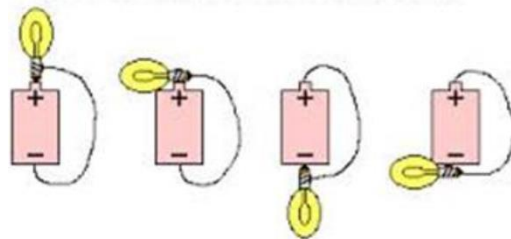
Place one set of materials in a sandwich baggy for each group.

Activity:

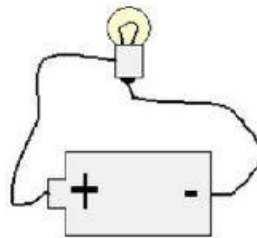
Ask parents to form groups of four. Pass out one material baggy to each group. Say: “Turning on lights in your home or work is something we do every day, but not many people understand the science behind lighting a light bulb. In fact, sometimes our children can learn all about circuits and electricity, and still not be able to apply this knowledge to accomplishing this task. Today we are going to learn together how to give our children this hands-on experience with circuits. Challenge parents to light the light bulb using the materials they were given. As you walk around the groups encourage them to try different configurations. After you have given parents about five minutes to try to light the bulb, ask parents that successfully light the bulb to show other parents.

Key:

Successful Attempts at Lighting the Light Bulb



If they borrow another wire, which was not in the instructions:



Handout 7: Session Two Sign-in Sheet

Padres Comprometidos con CHISPA

CBO/School: _____ Month/Year: _____

Facilitator: _____

Lesson 2: FIRST STEPS IN BECOMING A COMMITTED PARENT: Design and Construct It!

Parent Name	Child’s Name	Telephone Number

Handout 8: Problem Solving Out of the Bag

PROBLEM SOLVING OUT OF THE BAG


Expedition Learning Card

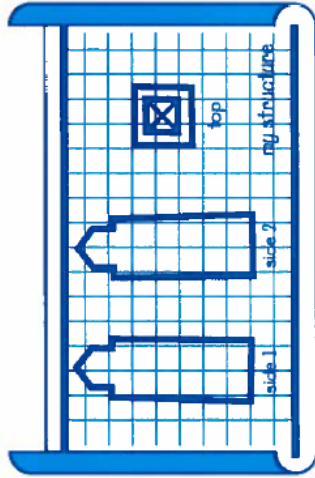
? How can you build a sturdy structure?

I-beam cross-bracing engineer

Explore ways to build a structure sturdy enough to survive an earthquake.

1 WONDER How can you use marshmallows and coffee stirrers to make a sturdy structure? It must be at least **THREE STORIES HIGH!**

 Draw your plan on your Data Collection Sheet. Detailed drawings of buildings are called blueprints.



2 EXPLORE Build the first story and make sure it is sturdy. Try using different methods to make your structure stronger before you add the remaining stories. It's OK to break the coffee stirrers if you need smaller pieces!



I-beam

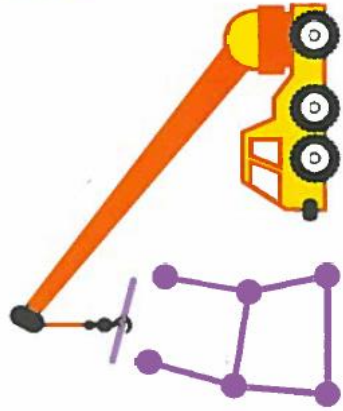


cross-bracing



PROBLEM SOLVING OUT OF THE BAG

Expedition



- 3 TEST IT** on the earthquake simulator. Does your structure hold together during a simulated...

EARTHQUAKE?

- 4 EXPAND** Try to improve your building design. Then try it out again in the earthquake simulator.

- 5 RECORD** Draw your final structure on your Data Collection Sheet.

- 6 CONCLUDE** What did you learn about designing a sturdy building? Draw or write about it on your Data Collection Sheet.



2014 © Museum of Science, Inc.

Discovery

Why did we do that?

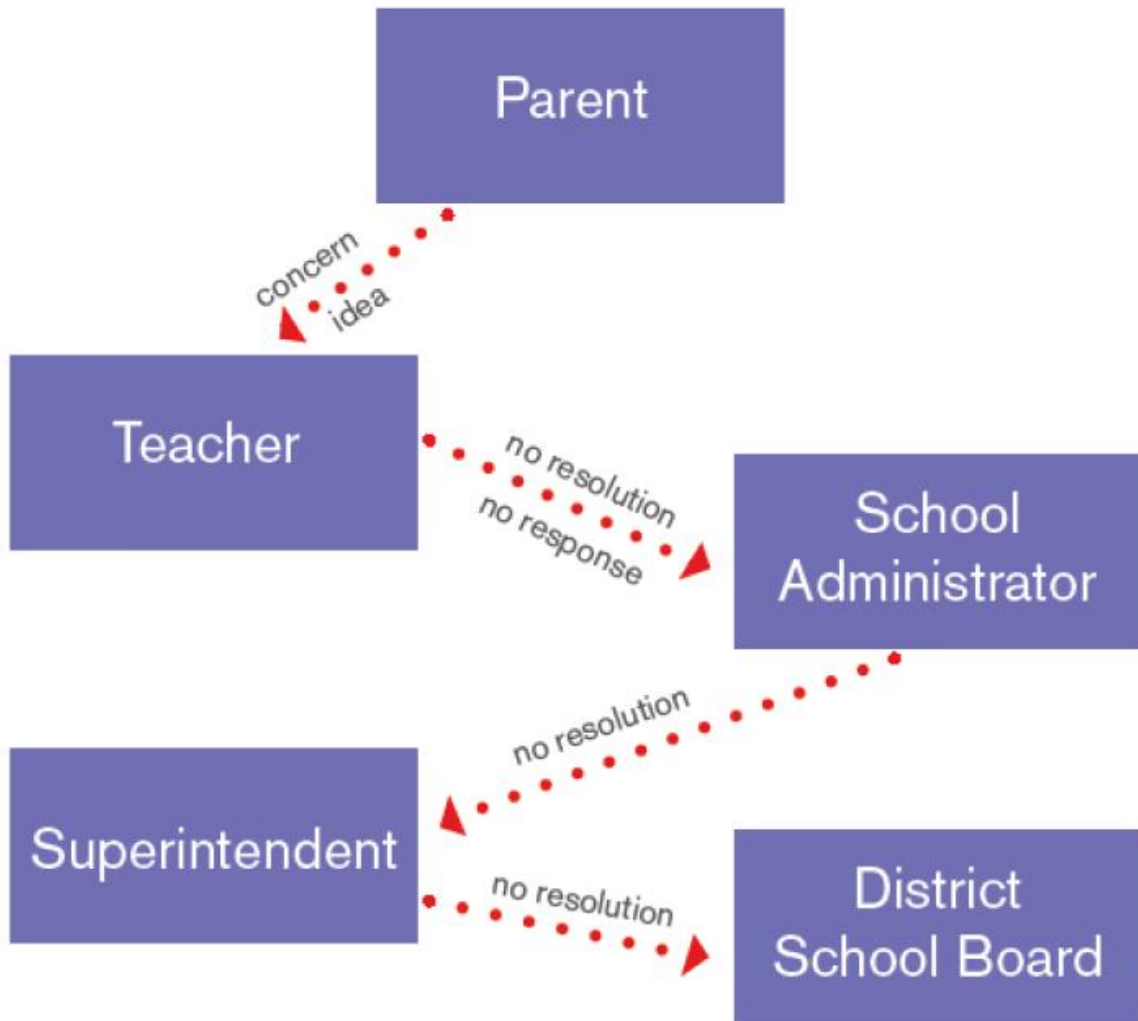
- Different kinds of building techniques and materials can be used to make structures sturdy.
- I-beams and cross-bracing can add extra support to a tall building.
- Building techniques can be used to make buildings safer during an earthquake or storm.

Congratulations!

You have earned your "Ask Me About Design and Construction" stamp! Now you are ready to tell people about design and construction!



Handout 9: Chain of Command



Handout 10: Questions for Communication Chain of Command

1. My child's school is charging me for fieldtrips and it is not possible for me to pay for them. I have voiced my concern at every level and no one has been able to help me. Who do I turn to now?
2. My child is having trouble completing his math homework, and I don't know what to do at home to help him. Who can help me with specific strategies to assist him at home?
3. I am interested in volunteering at my child's school and would like to know if there are any programs geared specifically to parents. Who can guide me with this?
4. My child is academically advanced and I would like to see her enrolled in the district magnet program. Where do I find information about enrolling her?
5. My child is struggling with reading. What tutoring programs or supplemental programs are offered by the school to assist my child?
6. I have met with my child's teacher twice and put into practice at home the strategies she recommended, but my child is still failing. Who do I turn to now?

Handout 12: Every Student Succeeds Act (ESSA)

THE PARENT'S GUIDE **THE EVERY STUDENT SUCCEEDS ACT (ESSA)**



What is ESSA?

The Every Student Succeeds Act (ESSA) is an update to the federal education law, previously known as No Child Left Behind. This new legislation, signed by President Obama, is intended to ensure that all students, no matter what their race, gender, income, language, or origin have the same opportunities and access to a high-quality education.



**What can I do as a parent?
Get involved!**

ESSA requires schools, districts, and states to "meaningfully consult," or engage with parents in the implementation of ESSA. The law also requires ongoing parent involvement.

- This year, States are drafting and submitting state ESSA plans.
- You can contact Unidos to find out how you can be involved in this process.



How will ESSA change my child's school?

ESSA will:

- Allow states to design their own systems to measure the quality of your child's school
- Ensure that students are given rigorous content in reading and math.
- Require schools to measure and report on the academic progress of Latino students, English learners and other categories of students every year.
- Allow states to take action when students are not succeeding academically
- Ensure schools prepare your child for college and career
- Require states to define new goals and procedures for English Learners.



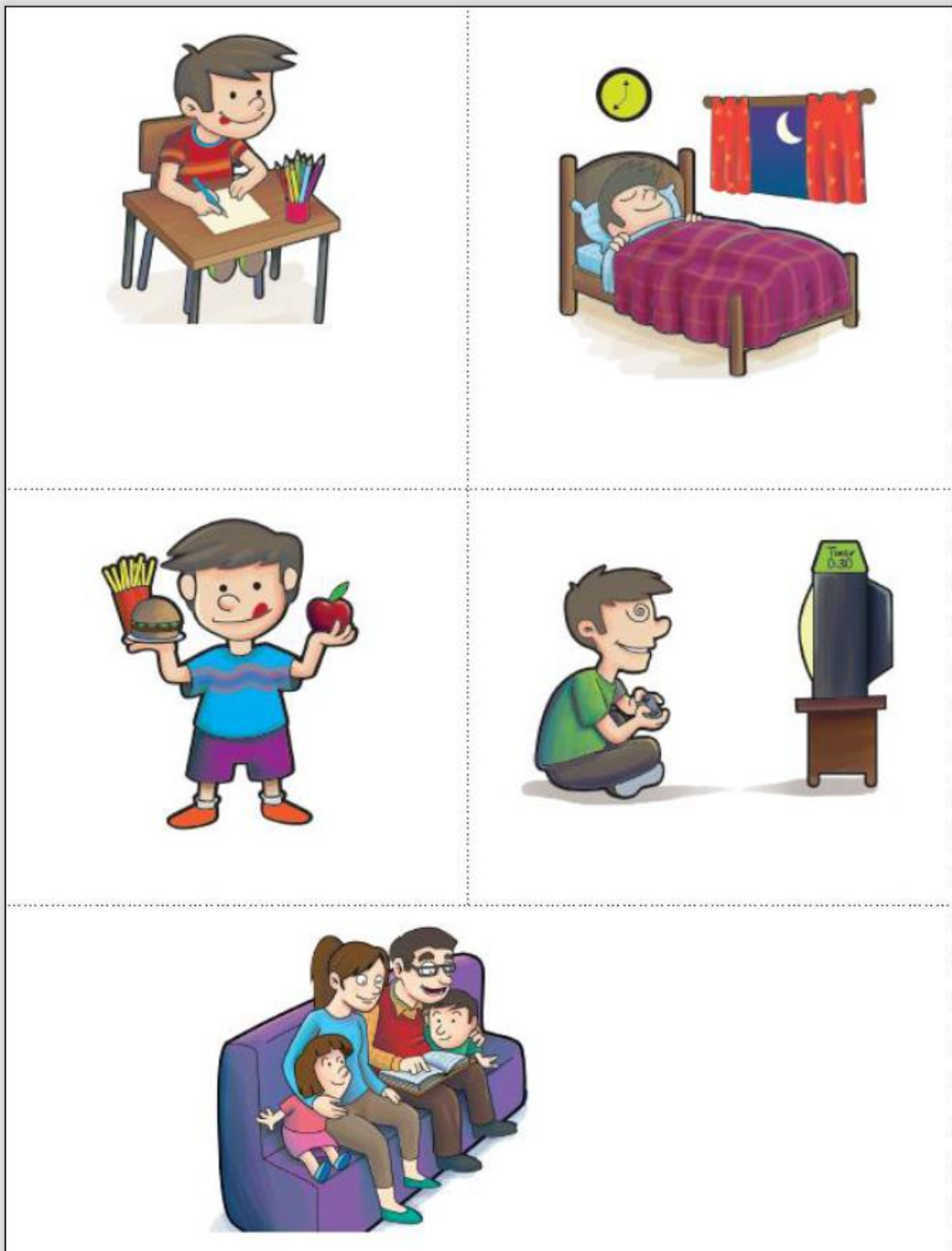
Why is my involvement important?

- Because states are in charge of designing their own systems, it is up to parents and advocates to ensure that your child's rights are protected.
- Your involvement will keep schools, districts, and leaders accountable for serving your child well.
- With parents as partners, schools can better prepare students for college and career.



STRONGER COMMUNITIES. STRONGER AMERICA.

Handout 13: The Most Basic Yet Very Important Things Parents Can Do At Home For Their Children



Handout 14: The Most Basic Yet Very Important Things Parents Can Do At Home For Their Children



STUDY TIME



PROPER REST



PROPER DIET AND EXERCISE



TV & INTERNET



FAMILY/READING TIME

Handout 15: The Most Basic Yet Very Important Things Parents Can Do At Home For Their Children

STUDY TIME

- ✓ Create a quiet, personal space—even if it’s small—where children can study without interruptions.
- ✓ Keep the tools and school supplies they need to do their work in that study space (for example, computer, paper, pens, markers and tape).
- ✓ Set a daily “Study Hour” and make it a routine. If you have a cell phone, set an alarm for five or ten minutes before the “Study Hour” so that you can remind children to start getting ready for it.

PROPER REST

- ✓ Ensure that your children get a good night’s rest. Sleep affects how children think and feel. Children who don’t get enough sleep have difficulty listening to instructions and focusing on school activities.
- ✓ Have children go to sleep and wake up at the same time every day.
- ✓ Create a consistent and relaxing bedtime routine.
- ✓ Avoid big meals, and scary stories or television shows before bedtime.

PROPER DIET & EXERCISE

- ✓ Encourage children to eat breakfast every day, whether at home or school. Children who are hungry have trouble listening to instructions and participating in school activities.
- ✓ Encourage children to choose to eat fruits and vegetables every day. The vitamins and minerals these contain will help them stay healthy.
- ✓ Limit “junk food.” Keep nutritious, easy-to-eat snacks at home, such as cheese and crackers, frozen low-fat yogurt, grapes, apples, bananas, and mini carrots that can be dipped in a low-fat salad dressing.
- ✓ Take time to exercise as a family (for example, dancing and going on bike rides or walks). Research done by the Institute of Medicine shows that children who are physically active do better in school.

TV & INTERNET

- ✓ Limit the amount of time children spend watching television, using the computer for fun, or playing video games.
- ✓ Encourage children to participate in extracurricular activities, such as sports teams, clubs, and volunteer projects in the community.

FAMILY/READING TIME

- ✓ Create a “Family Hour” when you can talk with your children every day about school and read a book or magazine together.
- ✓ Keep a lot of reading materials, such as magazines and books, around your home. You can even start your own family library.
- ✓ Connect with your children’s interests through reading. You can, for example, read about building a skateboard ramp, beading jewelry, discovering how the pyramids were built, and so on.
- ✓ Visit a local bookstore or public library to discover new interests together.
- ✓ Plan family field trips to children’s museums to learn more about what you read together in books.

Handout 16: Inventory of Parent Resources

Name of the School:	Main Phone Number:
Address:	Website:

Title	Name	Room Number	Phone Number	Days/Times Available to Parents
Principal				
Vice Principal				
Counselor				
Secretary				
Attendance Monitor				
Nurse				
Title I Coordinator				
Parent Liaison				
After-School Program				
Reading Specialist				
Bilingual/ESL Coordinator				
Special Ed. Coordinator				

Event/Activity	Date(s)	Contact Person	Phone Number
Open House			
Report Cards Issued			
Parent Teacher Conferences			
PTA/PTO Meetings			
School Site Council Meetings			
School Board Meetings			
State Testing			

Inventory of Parent Resources (cont.)

School	Contact Person	Phone Number
Special Programs		
Tutoring		
Reading Skills		
After-School Care		
Academic Clubs		

Community Resources

Community	Contact Person	Phone	Programs Offered
Charity Organizations			
Community Organizations	Contact Person	Phone	Programs Offered
City and County Organizations	Contact Person	Phone	Programs Offered

Handout 18: Important Teacher Duties

Typically, a school teacher:

1. Develops and implements lesson plans that fulfill the requirements of the district's curriculum plan
2. Prepares lessons that reflect accommodations for differences in student learning styles
3. Presents subject matter according to guidelines established by the state agency, board policies, and administrative regulations
4. Plans and supervises assignments of paraprofessionals and volunteers
5. Works cooperatively with administrators, team leaders, department coordinators, content specialists, and other staff, as needed, to meet curriculum objectives
6. Works cooperatively with special education teachers to modify curricula, as needed, for special education students according to guidelines established in individual education plans
7. Helps students analyze and improve study methods and habits
8. Conducts ongoing assessment of student achievement through formal and informal testing
9. Manages student behavior in accordance with the student code of conduct and the student handbook
10. Assists in the selection of books, equipment, and other instructional materials
11. Establishes and maintains open communication by conducting conferences with parents, students, principals, and teachers
12. Attends and participates in faculty meetings and serves on staff committees, as required
13. Participates in staff development activities to improve job-related skills

Handout 19: My Visit with My Child's Teacher

1. How well is my child doing in school? Is s/he keeping up with the standards set for the core subjects?

2. What is my child finding the most challenging in what s/he is learning right now in school? In what subject area? Is s/he doing well with this or having difficulty?

3. What can I do to help my child do better in school right now?

4. What other things can I do to make sure my child is feeling positive about the things s/he finds challenging?

5. ?

Remember to thank your child's teacher for taking the time to meet with you, and encourage the teacher to call you if s/he feels your child needs extra help or support.

Handout 20: Samuel Figueroa’s Report Card

Student: Samuel Figueroa Grade Level: 4 th Reporting Period: 1 st Teacher: Mrs. Smith		School District 615 School Street City, State, Zip (222) 111-3333		School Year: 2016-17 School Name: Anytown EL Principal: Mrs. Dow	
ATTENDANCE		1 st	2 nd	3 rd	PROGRESS TOWARDS STANDARDS
Days Present	58				4 Standards Exceeded
Days Absent	2				3 Standards Met
Days Tardy	0				2 Standards Nearly Met
ADDITIONAL PROGRAMS		1 st	2 nd	3 rd	1 Standards Not Met
<i>Your child qualified/received the following</i>					X Not Assessed
English as a Second Language (ESL)		V			
Highly Capable - Math					
Highly Capable – Reading					
Individual Education Program (IEP)					
Occupational/Physical Therapy (OT/PT)					
Gifted and Talented					
Speech/Language Therapy					
Title 1 Learning Assistance Program (LAP)		V			
SOCIAL AND LEARNING SKILLS DESCRIPTORS					
+	Independently				1 st 2 nd 3 rd
*	With guidance				2
-	Requires extra time, support, and practice				1 st 2 nd 3 rd
SOCIAL AND LEARNING SKILLS					
	Engages effectively with others	-			X
	Understands effort and perseverance directly impact learning	+			X
	Listens attentively in different learning situations	-			2
	Respects individual differences/rights of others	+			1 st 2 nd 3 rd
	Takes responsibility for choices and actions	+			2
	Manages materials and time	-			2
	Advocates for self	*			2

TEACHER COMMENTS	
1 st Trimester	This trimester you child has demonstrated that hi is approaching year end grade level expectations. He needs additional practice and support, and he has been coming to tutoring consistently. He is doing very well in math and science; however, we need to work on his social skills.
2 nd Trimester	
3 rd Trimester	
PLACEMENT NEXT YEAR	
Your child will be promoted to:	

MATHEMATICS	1 st	2 nd	3 rd
Place value	3		
Addition and subtraction with algorithm	3		
Equivalent fractions and comparing	3		
Geometry and angle measurement	3		
Multiplication and division concepts	3		
Operations of fractions	2		
SCIENCE	1 st	2 nd	3 rd
Understands scientific concepts and skills	3		
Applies scientific skills and process	3		
UNITS OF STUDY - SCIENCE			
Trimester #1	Trimester #2	Trimester # 3	
Electric Circuits	Land and Water	Motion and Design	
Title 1 Learning Assistance Program (LAP)		V	
SOCIAL STUDIES			
Demonstrates understanding of social studies concepts and skills	1 st	2 nd	3 rd
	2		
UNITS OF STUDY – SOCIAL STUDIES			
Trimester #1	Trimester #2	Trimester # 3	
Civics	Economics	Geography Social Studies Skills	
ART			
Understands and applies visual art elements and techniques to create, respond and make connections	1 st	2 nd	3 rd
	4		
HEALTH AND FITNESS			
Understands and applies concepts and skills necessary for safe and healthy living	4		
MUSIC			
Understands and applies music knowledge and skills through creating, performing and responding			

Handout 21: The Duties and Responsibilities of the Elementary School Counselor^{6*}

The elementary school years set the tone for developing the knowledge, attitudes, and skills necessary for children to become healthy, competent, and confident learners. School counselors work as a team with the school staff, parents, and the community to create a caring climate and atmosphere. The professional elementary school counselor holds a Master's Degree and required state certification in school counseling.

Counselors at the elementary school level implement the school's counseling program by providing:

A Guidance Curriculum

This includes:

- Academic support (including organization, study, and test-taking skills)
- Goal-setting and decision-making
- Education on understanding the self and others
- Coping strategies and effective social skills for peer relationships
- Communication, problem-solving, and conflict resolution
- Substance abuse education
- Multicultural/diversity awareness
- Individual student planning

Academic Planning

This includes:

- Goal-setting and decision-making
- Education on understanding of self, including strengths and weaknesses
- Transition plans

Responsive Services

This includes:

- Individual and small-group counseling
- Individual, family, and school crisis intervention
- Conflict resolution
- Consultation/Collaboration
- Referrals

⁵ Excerpted from *Why Elementary School Counselors*, published by the American School Counselor Association, 2014.

System Support

This includes:

- Professional development
- Consultation, collaboration, and teaming
- Program management and operation

Counselors at the elementary school level collaborate with:

Parents

On parent education, communication/networking, academic planning, one-on-one parent conferencing, and interpretation of assessment results.

Teachers

On classroom guidance activities, academic support (including learning style assessment and education), visits to the classroom from speakers, and identification of at-risk students along with the implementation of interventions to help them succeed.

Students

On peer education and support, academic support, leadership development, school climate, crisis interventions, and service learning.

School Administrators

On behavioral management plans, school-wide needs assessments, student data and results, school climate, and student team-building.

(These are just a few examples. This handout does not include all of the duties and responsibilities of the elementary school counselor.)

Handout 23: *Padres Comprometidos con CHISPA* Survey Instructions

ADMINISTERING THE SURVEY

- The survey needs to be administered at the end of the workshop. Please allow about 15 minutes so that participants can adequately complete the survey.
- Surveys are anonymous so you do not have to worry about tracking names.
- Use the script included to introduce the survey.
- If participants have different levels of reading ability, you should verbally administer the survey. This simply means that you will read the questions and the answer options out loud to participants. Every time you read a question and potential answers, participants will mark their own response on their individual survey. Then you will move on to the next question.

The advantage of this is that the group will complete the survey in the same amount of time. However, you will need to pace it so that none of the questions take too long to answer. Most of the questions are quick “check box” answers so, it should go fairly quickly.

After Completion

1. Have one large envelope ready where all participants can put their completed survey. This will feel more comfortable and more anonymous than handing a person a finished survey.
2. You will need to scan the completed surveys and upload them to the Google Doc Folder. (Please keep the original surveys in your files. We may need those at a different time!)

Handout 24: Survey Script

1. Pass out blank survey and pens
2. Use this script as a way to introduce the survey as you pass it out:

Spanish

Le agradecemos su participación en Padres Comprometidos con CHISPA. Queremos saber sus

opiniones sobre sus experiencias en el programa. Tenemos una encuesta (alt: "cuestionario")

para ustedes.

Sus respuestas son importantes porque nos ayudan a mejorar este programa. Esta no es una

prueba. Es muy importante que contesten las preguntas tan honestamente como sea posible.

No hay respuesta correcta o incorrecta. Sus respuestas son completamente anónimas.

English

Thank you for participating in Padres Comprometidos con CHISPA. We want to know about your experiences in the program, so we have a survey for you to complete.

*Your answers are very important because they help us to improve the program. This isn't a test. It is very important that you answer the questions as honestly as you can. **There are no right or wrong answers.** Your answers are completely anonymous.*

3. Explain verbal administration

Spanish

*Para que terminemos la encuesta más o menos al mismo tiempo, yo voy a leer cada pregunta y después cada uno de ustedes van a elegir y marcar su respuesta en su propio cuestionario. Recuerden que no hay respuestas correctas o incorrectas. **Simplemente elija la respuesta que le parezca la más verídica para usted.***

English

So that we all finish the survey more or less at the same time, I'm going to read each question out loud and afterwards each of you will choose and mark your answer on your own survey. Remember that there are no right or wrong answers. Simply choose the answer that is true for you.

<Ask if anyone has questions before starting.>

4. After the survey is completed, instruct participants to place their completed survey in the envelope and visually indicate where the envelope is.

Handout 25: *Padres Comprometidos con CHISPA* Survey (English Version)



PADRES COMPROMETIDOS CON CHISPA

Thank you for participating in this program. Your opinions will help us to learn about your experience and improve our workshops. Please answer the following questions honestly. There are no right or wrong answers. Your answers are completely anonymous.

1. Overall, how satisfied are you with *Padres Comprometidos con CHISPA*?

- Not at all Satisfied
 A little Satisfied
 Moderately Satisfied
 Very Satisfied

2. What is the most important thing you learned through *Padres Comprometidos con CHISPA*?

3. Rate the following questions about the *Padres Comprometidos con CHISPA* program. (Circle the answer that seems most true for you.)

a. As a result of this program, how much did your ability to model positive behaviors at home that promote learning increase?	Not at all	A little	A lot	I'm not sure
b. As a result of this program how much did your understanding of the U.S. school system increase?	Not at all	A little	A lot	I'm not sure
c. As a result of this program how much did your awareness of the importance of science for your child increase?	Not at all	A little	A lot	I'm not sure
d. As a result of this program how much did your awareness increase of the importance of giving children opportunities to engage in science activities outside of schools?	Not at all	A little	A lot	I'm not sure
e. As a result of this program how much did your understanding increase of how you can support your child in science?	Not at all	A little	A lot	I'm not sure
f. As a result of this program how much did your confidence increase in being able to talk to school staff about your child's education?	Not at all	A little	A lot	I'm not sure

4. Can you name some ideas/strategies you learned in the program for supporting your child in his/her academic development?

Please complete the other side



5. How many children live in your home? _____

6. What is the grade level of your children living at home? (Circle all that apply)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12 College

7. What is your relationship to these children?

Mother Father Grandmother Grandfather Other(describe)_____

8. How do you describe yourself?

Hispanic/Latino White (Non-Hispanic)
 African American Asian/Pacific Islander
 American Indian
 Other (describe)_____

9. In which country were you born? _____

10. What language do you speak at home?

Spanish English Other (describe)_____

11. How much formal education have you completed?

Elementary School
 Some high school
 College degree
 High school diploma
 Some college
 Vocational school/technical college
 Graduate degree or credits

Handout 26: *Padres Comprometidos con CHISPA* Survey (Spanish Version)**PADRES COMPROMETIDOS CON CHISPA**

Gracias por participar en este programa. Sus opiniones nos ayudarán a saber más sobre su experiencia y a mejorar estos talleres. Por favor conteste las siguientes preguntas honestamente. No existen respuestas correctas o incorrectas. Sus respuestas son totalmente anónimas.

1. En general, ¿Cuál es su grado de satisfacción con *Padres Comprometidos con CHISPA*?

- Nada satisfecho/a
 Un poco satisfecho/a
 Moderadamente Satisfecho/a
 Muy Satisfecho/a

2. ¿Cuál es lo más importante que aprendió a través de *Padres Comprometidos con CHISPA*?**3. Califique las siguientes preguntas sobre el programa de *Padres Comprometidos con CHISPA*. (Circule la respuesta que le parezca la más verídica para usted.)**

a. ¿Como resultado de este programa, cuanto creció su capacidad de modelar comportamientos positivos que promueven el aprendizaje en el hogar?	Para Nada	Un Poco	Mucho	No Estoy Seguro/a
b. Como resultado de este programa, cuanto creció su comprensión del sistema escolar en los Estados Unidos?	Para Nada	Un Poco	Mucho	No Estoy Seguro/a
c. Como resultado de este programa, cuanto creció su reconocimiento de la importancia de la ciencia para su hijo/a?	Para Nada	Un Poco	Mucho	No Estoy Seguro/a
d. Como resultado de este programa, cuanto creció su conciencia sobre la importancia de darles oportunidades a su hijo/a de participar en actividades de ciencia fuera de la escuela?	Para Nada	Un Poco	Mucho	No Estoy Seguro/a
e. Como resultado de este programa, cuanto creció su conciencia acerca de cómo puede apoyar a su hijo en el campo de ciencia?	Para Nada	Un Poco	Mucho	No Estoy Seguro/a
f. ¿Como resultado de este programa, cuanto creció su confianza en poder hablar con el personal escolar acerca de la educación de su hijo/a?	Para Nada	Un Poco	Mucho	No Estoy Seguro/a

4. Puede nombrar unas ideas/estrategias que aprendió para apoyar a su hijo/a en su desarrollo escolar?

Por favor, completar la parte de atras.



5. ¿Cuántos niños viven en su hogar? _____

6. ¿En que grado están estos niños? (Marcar con un círculo)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12 Universidad

7. ¿Cuál es su relación con estos niños?

Madre Padre Abuela Abuelo Otro (favor indique su relación) _____

8. ¿A qué grupo étnico pertenece usted?

Hispano/Latino Afro-American
 Asiático Blanco
 indígena
 Otro (favor indique el grupo) _____

9. ¿En qué país nació usted? _____

10. ¿Que idioma se habla en su hogar con más frecuencia?

Español Ingles Otro (favor indique el idioma) _____

11. ¿Cual es su nivel de educación formal?

Escuela primaria
 Algunos años de escuela secundaria
 Graduado de escuela secundaria
 Algunos años de universidad
 Escuela vocacional/Colegio técnico
 Graduado de la Universidad
 Estudios o diploma de postgrado

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