

Course 5C

Managing the Intervention Catalog: Optional Family and Parent Resource Guide

Document #C5C.7

➤ Agenda

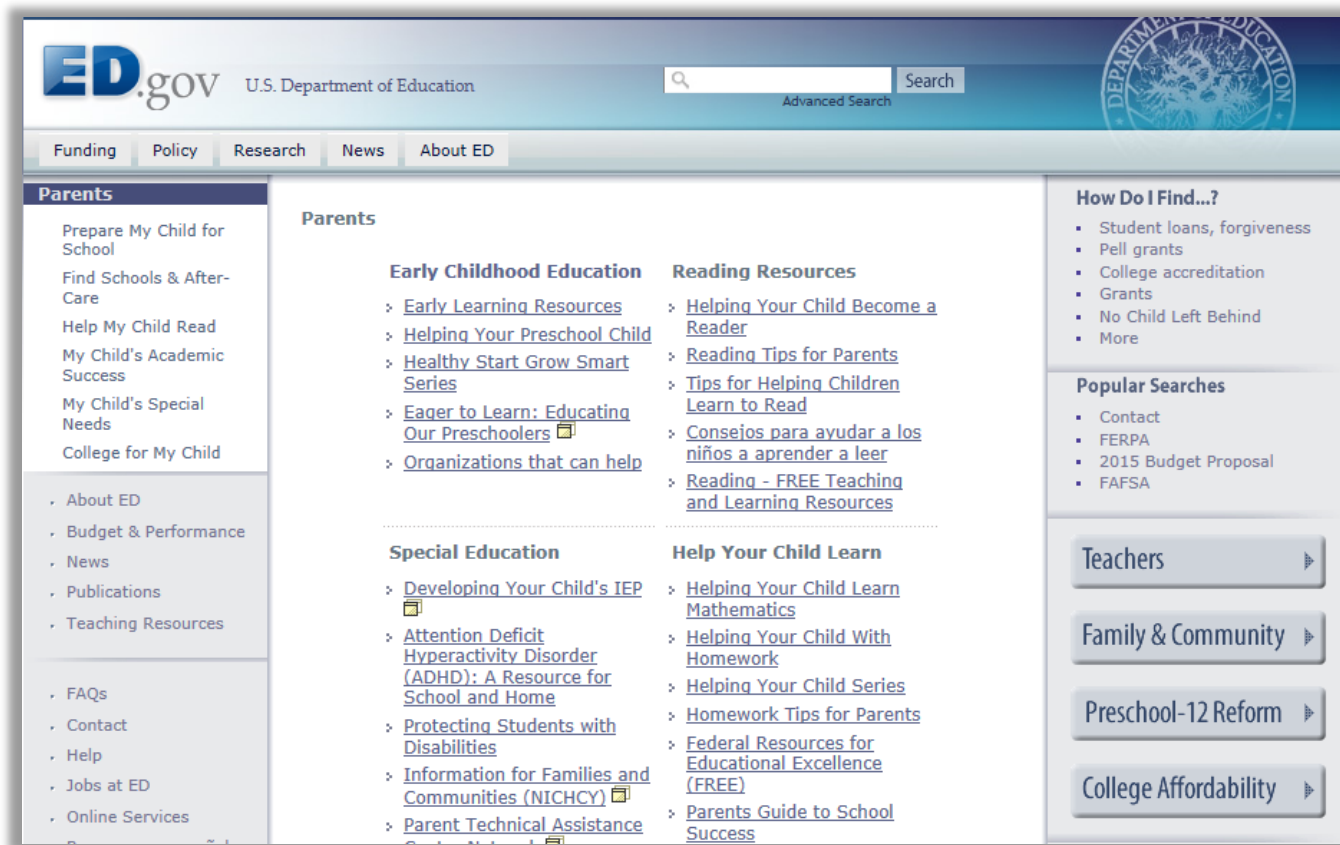
- Review Optional Family and Parent Resources
- Review Optional Community Resources

▶ Family and Parent Resources

➤ US Department of Education Website for Parents

Free Resources are available from the USDE Website for parents.

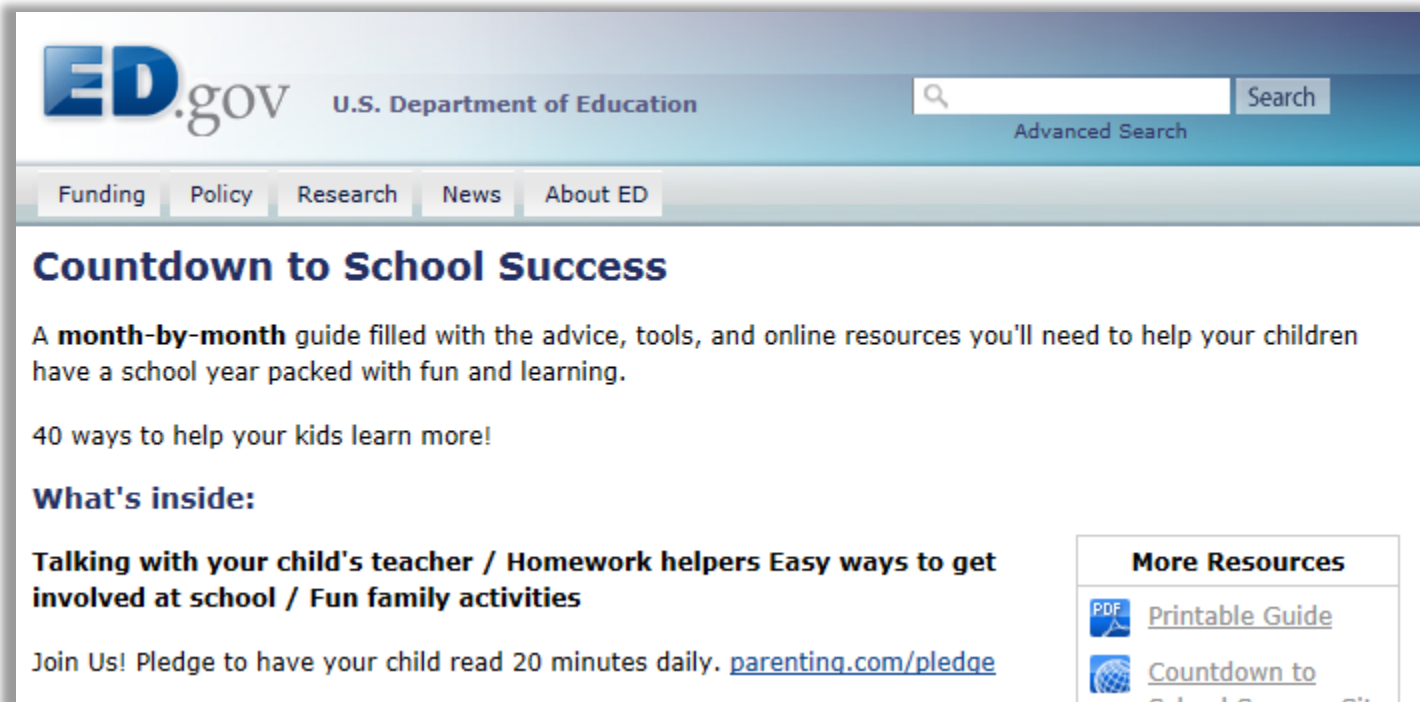
<http://www2.ed.gov/parents/landing.jhtml>



➤ USDE: Count Down to School Success

<http://www.ed.gov/parents/countdown-success>

This document is a month by month guide with tools and resources for parents. Tips are available for September through June. These tips could easily be incorporated into a monthly newsletter.



The screenshot shows the ED.gov website header with the U.S. Department of Education logo and a search bar. Below the header is a navigation menu with links for Funding, Policy, Research, News, and About ED. The main content area features the title 'Countdown to School Success' and a description: 'A month-by-month guide filled with the advice, tools, and online resources you'll need to help your children have a school year packed with fun and learning.' It also mentions '40 ways to help your kids learn more!' and lists 'What's inside:' including 'Talking with your child's teacher / Homework helpers', 'Easy ways to get involved at school / Fun family activities', and a link to 'Join Us! Pledge to have your child read 20 minutes daily. parenting.com/pledge'. On the right side, there is a 'More Resources' section with links to a 'Printable Guide' and 'Countdown to School Success'.

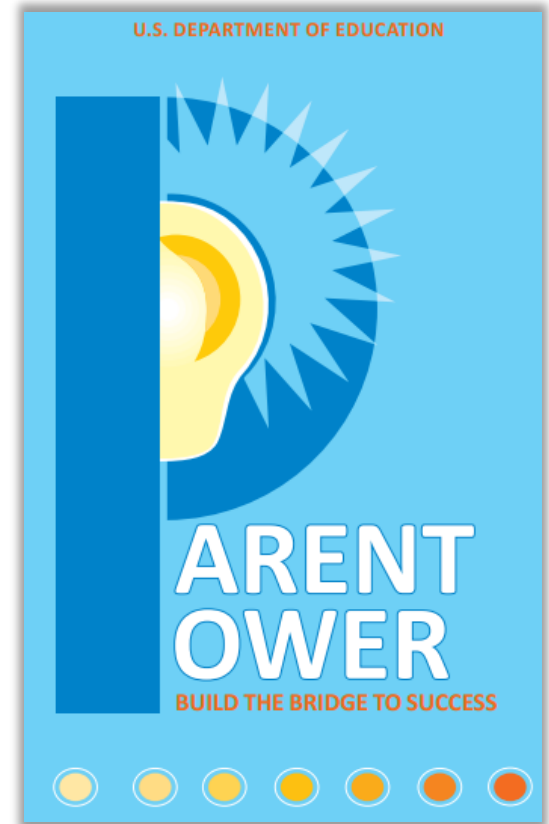
➤ USDE: Parent Power

<http://www2.ed.gov/parents/academic/help/parentpower/booklet.pdf>

Parent Power: Building the Bridge to Success

U.S. Department of Education, Office of Communications and Outreach, Parent Power: Build the Bridge to Success, Washington, D.C., 2010

Free publication form USDE for Parents of students in Early Childhood, Elementary, Middle School and High School.




Discussion Point: Parent Power

Parent Power: Building the Bridge to Success

Provides information on Transitioning to Middle School

Tips to parents include: Talk to your child about their concerns such as learning from many teachers or getting to class on time.

Discussion: What tips do you have for students who transition into a new grade level? The transition may take place at Elementary, Middle School or High School.



MIDDLE SCHOOL

Be There for Your Child in the Formative Years

Transitioning

- ✓ Help your child transition from elementary to middle school.
- ✓ Discuss the concerns he or she may have before starting middle school, such as learning from many teachers, getting to class on time, finding his or her locker, getting on the right bus, knowing where the cafeteria is, navigating crowded hallways and doing more homework.
- ✓ Talk to your child about the physical and social changes and the social pressures that often occur in the middle school years.

Parental involvement

- ✓ Communicate often with your child, the teachers, and the principal, vice principal or both.
- ✓ Visit the school. Be knowledgeable about the place where your child learns.

The middle school years are a time of transition: emotional, physical, social and academic. Your support and involvement are essential at this stage of your child's growth. Research shows that pre-teens do better in school when their parents are involved in their lives.



➤ USDE Resources: Parents and Homework


Helping Your Child with Homework

This 25-page PDF Booklet is available for free for use with students and parents

Resources: U.S. Department of Education, Office of Communications and Outreach, Helping Your Child with Homework, Washington, D.C., 2005

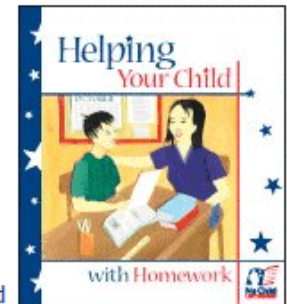
<http://www2.ed.gov/parents/academic/help/homework/index.html>

Helping Your Child With Homework

 [PDF \(387 KB\)](#)

[en Español](#)

- [Title Page](#)
- [Foreword](#)
- [Homework: A Concern for the Whole Family](#)
- [The Basics](#)
 - Why Do Teachers Assign Homework?
 - Does Homework Help Children Learn?
 - What's the Right Amount of Homework?
- [How to Help: Show That You Think Education and Homework Are Important](#)
 - Set a Regular Time for Homework
 - Pick a Place
 - Remove Distractions
 - Provide Supplies and Identify Resources
 - Set a Good Example
 - Be Interested and Interesting
- [How to Help: Monitor Assignments](#)
 - Ask about the School's Homework Policy
 - Be Available
 - Look over Completed Assignments
 - Monitor Time Spend Viewing TV and Playing Video Games
- [How to Help: Provide Guidance](#)
 - Help Your Child Get Organized
 - Encourage Good Study Habits
 - Talk about the Assignments
 - Watch for Frustration
 - Give Praise



➤ Discussion Point: Parents and Homework

Checklist for Helping Your Child With Homework

1. Show That You Think Education and Homework Are Important

- ☐ Do you set a regular time every day for homework?
- ☐ Does your child have the papers, books, pencils and other things needed to do assignments?
- ☐ Does your child have a well-lit, fairly quiet place to study?
- ☐ Do you set a good example by showing your child that the skills he is learning are an important part of the things he will do as an adult?
- ☐ Do you stay in touch with your child's teacher?

2. Monitor Assignments

- ☐ Do you know what your child's homework assignments are? How long they should take? How the teacher wants you to be involved in them?
- ☐ Do you see that your child starts and completes assignments?
- ☐ Do you read the teacher's comments on assignments that are returned?
- ☐ Is TV viewing or video game playing cutting into your child's homework time?

3. Provide Guidance

- ☐ Do you help your child to get organized? Does your child need a schedule or assignment book? A book bag or backpack and a folder for papers?
- ☐ Do you encourage your child to develop good study habits (for example, scheduling enough time for big assignments; making up practice tests)?
- ☐ Do you talk with your child about homework assignments? Does she understand them?

4. Talk with Teachers to Resolve Problems

- ☐ Do you meet with the teacher early in the year *before* any problems arise?

Helping Your Child with Homework

This checklist contains hints such as:

1. Do you set a regular time every day for homework?
2. Does your child have the papers, books, pencils, and other things needed to do assignments?

Discussion:

What types of things would you add to the checklist if you were to send this home to your class or use it for your school?

Parents Providing Academic Support

The National Council of Teachers of Math provides parent resources on its website. Resources:

<http://www.nctm.org/resources/content.aspx?id=2147483781>



➤ Your Child's Math Education

http://www.nctm.org/uploadedFiles/Lessons_and_Resources/figurethis/family%20broch_2_ENG.pdf

This website provides practical questions that parents can ask of teachers. Teachers could also use this information to send a questions and answers newsletter to parents informing them about their practices in the classroom.

Questions to ask your child's mathematics teacher

- What math will be taught in this class? How can I find out what my child is learning?
- What textbook and other materials will you use?
- Will my child need a calculator, ruler, compass, or other tools?
- How much math homework can my child expect to have, and how long should he or she spend on homework each night?
- May my child work with other students on homework?
- How can my child make up work when he or she misses school?
- How does my child earn grades in your class?
- Will my child's grades be sent home?
- Will you send home a report about how my child is doing in your class?

➤ Reading and Science Websites

International Reading Association: Parent Resources

<http://www.reading.org/informationfor/parents.aspx>

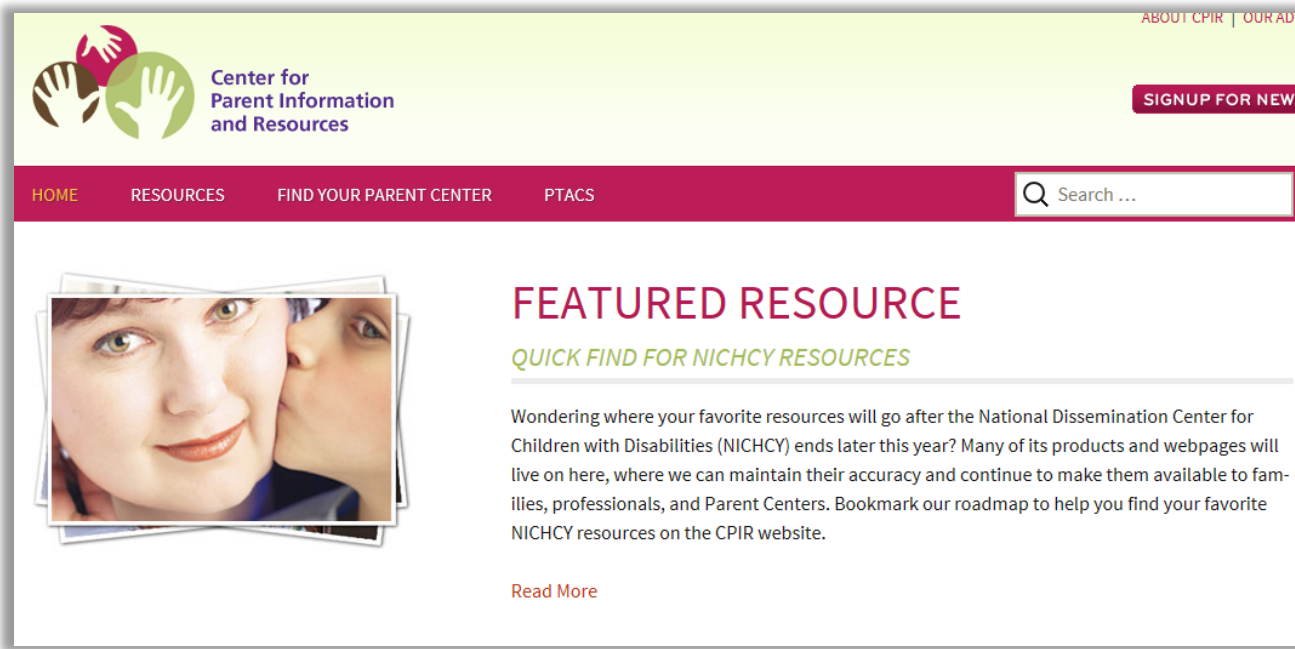
National Science Association: Science Resources for Parents

<http://www.nsta.org/parents/>

Parents and Special Needs Children

Resources: Center for Parent Information and Resources (the National Dissemination Center for Children with Disabilities, NICHCY, is moving all of its resources to this new location once it closes later this year.)

<http://www.parentcenterhub.org/>

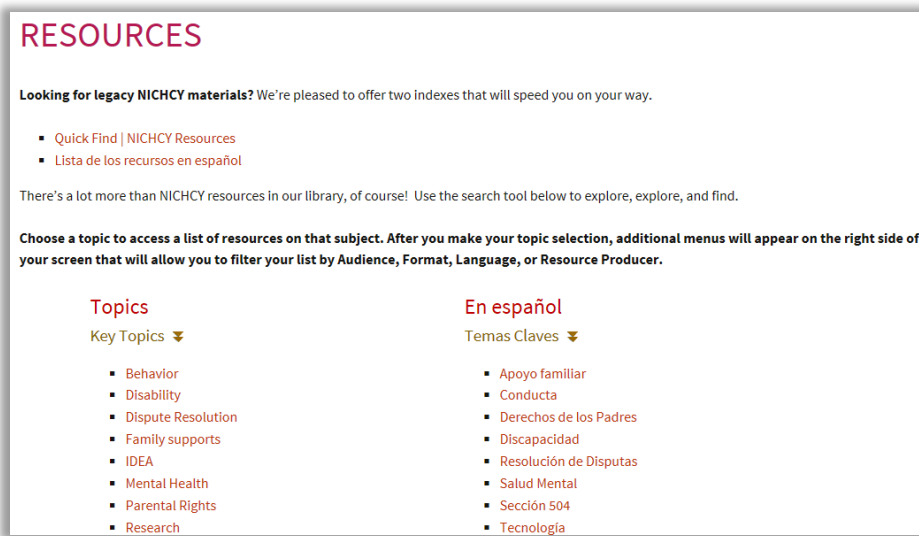


Center for Parent Information and Resources

<http://www.parentcenterhub.org/resources/>

This website was produced under U.S. Department of Education, Office of Special Education Programs

The free resources on this website are organized into topics and presented in both English and Spanish. Click on any topic and the user is taken to multiple resources. The website even contains a link to a list of Disability and Special Education Acronyms.



RESOURCES

Looking for legacy NICHY materials? We're pleased to offer two indexes that will speed you on your way.

- [Quick Find | NICHY Resources](#)
- [Lista de los recursos en español](#)

There's a lot more than NICHY resources in our library, of course! Use the search tool below to explore, explore, and find.

Choose a topic to access a list of resources on that subject. After you make your topic selection, additional menus will appear on the right side of your screen that will allow you to filter your list by Audience, Format, Language, or Resource Producer.

Topics	En español
Key Topics ▼	Temas Claves ▼
▪ Behavior	▪ Apoyo familiar
▪ Disability	▪ Conducta
▪ Dispute Resolution	▪ Derechos de los Padres
▪ Family supports	▪ Discapacidad
▪ IDEA	▪ Resolución de Disputas
▪ Mental Health	▪ Salud Mental
▪ Parental Rights	▪ Sección 504
▪ Research	▪ Tecnología

Disability Acronyms

<http://www.parentcenterhub.org/repository/acronyms/>

Use this website to create a local list of Disability and Special Education Acronyms.

Have you ever attended a meeting and not understood the acronyms used in the session? We can provide parents with a consolidated list of acronyms by reviewing the list on this website. Create a list of the most common acronyms for the parents in your district. Send a copy home to parents or keep copies on hand for use during ARD meetings or other school meetings.

A Acronyms

AAC | Alternative Augmentative Communication

ABA | Applied Behavioral Analysis

ABC | Antecedent, Behavior, Consequence

ADA | Americans with Disabilities Act

ADD/ADHD | Attention Deficit/Attention-Deficit Hyperactivity Disorder

ADLs | Activities of Daily Living

ADR | Alternative Dispute Resolution

AIM | Accessible Instructional Materials

APE | Adaptive Physical Education

APR | Annual Performance Report

ARD | Admission, Review, and Dismissal Committee

ARRA | American Recovery and Reinvestment Act of 2009

Parents and English Language Learners

Harvard Family Research Project: Family Engagement Teaching Cases
Let's look at the Case narrative from this website.

The screenshot shows the Harvard Family Research Project website. At the top, there is a navigation bar with links to 'The Evaluation Exchange', 'FINE Network', 'OST Database', and 'My Order'. Below this is a search bar with the text 'Advanced Search' and a 'Go' button. The main header features the Harvard Graduate School of Education logo and the text 'Harvard Family Research Project'. A banner image shows a group of diverse people. Below the banner is a navigation menu with links to 'Home', 'Research Areas', 'Publications & Resources', 'HFRP News', and 'About HFRP'. The 'Publications & Resources' link is selected, and a breadcrumb trail shows 'HFRP > Publications & Resources > Browse Our Publications > Bilingual Voices and Parent Classroom Choices'. On the left, a sidebar titled 'PUBLICATIONS & RESOURCES' lists various options like 'Search Publications', 'Browse Our Publications', and 'Order Form'. The main content area is titled 'FAMILY ENGAGEMENT TEACHING CASES' and 'HARVARD FAMILY RESEARCH PROJECT :: HARVARD GRADUATE SCHOOL OF EDUCATION'. It displays the year '2002' and the title 'Bilingual Voices and Parent Classroom Choices' by Margaret Caspe. A link 'View all publications in this series' is provided. A list of links includes 'Case narrative', 'Discussion questions', 'Resources for bilingual education and family involvement', 'Instructor notes', and several commentaries. On the right, an 'Article Information' box contains links for 'Full Text (HTML)', 'More about this series', 'Request reprint permission', and 'How to cite'. At the bottom left, there are options for text size and a 'Print this page' button.

HARVARD GRADUATE SCHOOL OF EDUCATION

The Evaluation Exchange | FINE Network | OST Database | My Order

Advanced Search Go

Harvard Family Research Project

Home Research Areas Publications & Resources HFRP News About HFRP

HFRP > Publications & Resources > Browse Our Publications > Bilingual Voices and Parent Classroom Choices

PUBLICATIONS & RESOURCES

- > Search Publications
- > Browse Our Publications
- > Publications Series
- > How to Order Publications
- > Copyright and Reprint Permissions
- > Order Form

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+A Large text size
A Normal text size
-A Small text size
Print this page

FAMILY ENGAGEMENT TEACHING CASES
HARVARD FAMILY RESEARCH PROJECT :: HARVARD GRADUATE SCHOOL OF EDUCATION

2002

Bilingual Voices and Parent Classroom Choices
Margaret Caspe

[View all publications in this series](#)

- [Case narrative](#)
- [Discussion questions](#)
- [Resources for bilingual education and family involvement](#)
- [Instructor notes](#)
- [Commentary by Vivian Fuego](#)
- [Commentary by Edward Gallegos](#)
- [Commentary by Theresa Lenear, Wei Li-Chen, and Sharon Cronin](#)
- [Commentary by Elise Trumbull](#)

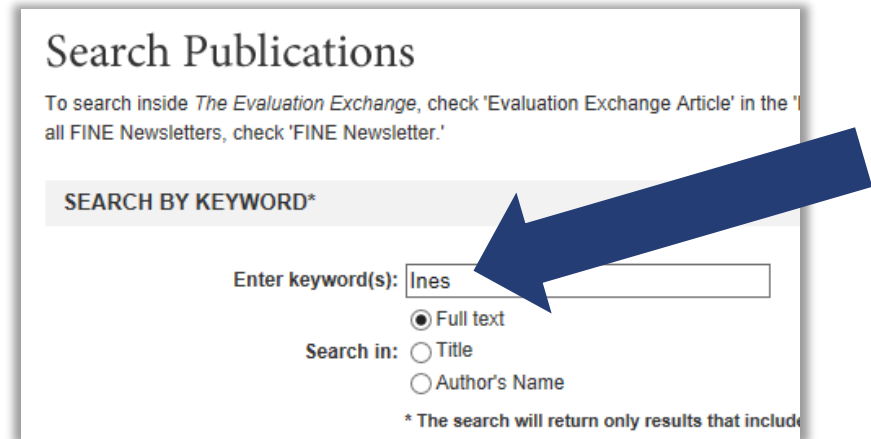
Article Information

- [Full Text \(HTML\)](#)
- [More about this series](#)
- [Request reprint permission](#)
- [How to cite](#)

▶ Harvard Family Research Project: Case Study

Bilingual Voices and Parent Classroom Choices- A Case Study

1. Type www.hfrp.org
2. Click **Publications & Resources**
3. Click **Search Publications**
4. Type **Ines** in the **Enter Keywords**
5. Click **Submit** at the bottom



➤ Resources: Parents & English Language Learners

Resources:

1. Harvard Family Research Project: Family Engagement Teaching Cases

<http://www.hfrp.org/publications-resources/browse-our-publications/bilingual-voices-and-parent-classroom-choices>

Caspe, Margaret. (2002). *Teaching Case*. Retrieved June 12, 2014, from <http://www.hfrp.org/publications-resources/browse-our-publications/bilingual-voices-and-parent-classroom-choices>

2. Harvard Family Research Project: Helping Parents Communicate Better with Schools

<http://www.hfrp.org/publications-resources/browse-our-publications/helping-parents-communicate-better-with-schools>

Kreider, Holly, Mayer, Ellen, Vaughan, Peggy (1999). *Helping Parents Communicate Better with Schools*. Retrieved June 12, 2014, from <http://www.hfrp.org/publications-resources/browse-our-publications/helping-parents-communicate-better-with-schools>

➤ Additional Resources

The complete list of the resources referenced in this slide deck can be found in the Course 5C Managing the Intervention Catalog Resources Document #C5C.4

Resources:

US Department of Education Parent's Website

<http://www2.ed.gov/parents/landing.jhtml>

USDE: Parent Power: Building the Bridge to Success

<http://www2.ed.gov/parents/academic/help/parentpower/booklet.pdf>

National Education Association:

<http://www.nea.org/home/ParentPartnershipResources.html>

National Council of Teachers of Math:

<http://www.nctm.org/resources/families.aspx>

International Reading Association:

<http://www.reading.org/informationfor/parents.aspx>

National Science Teacher Association:

<http://www.nsta.org/parents/>

Adult Language Acquisition:

<http://www.cal.org/caela/>

Community Resources

➤ What are Community Resources?

Social Services	Youth Recreation Programs
Boys & Girls Clubs	Mentorship Programs
City Year Americorps	After School Tutoring Programs
Work Study Programs	Wrap Around Services
Religious Organizations	Big Brother/Big Sister Programs
Local YMCAs	Adult Tutoring Programs
ESL Instruction	GED Programs

➤ Potential Scenario: Community Resources

- Inventory the community
 - Internet research
 - Poll district employees and families for ideas
- Establish relationships with agency leadership
 - Use Course 1 as an introduction to the program
- Formalize partnerships with the necessary documentation (MOUs, security and confidentiality clauses)
- Establish a monitoring system for the program with a regular feedback loop between the program and the IC Coordinator
- Review on a regular basis
- Let's take a deeper look at Community Resources in the next section

Partnerships: Schools, Families and Communities

- [Grad Nation Toolkit](#) provides the following tool that further outlines practices for identifying community resources
- Build on the foundational ideas provided in this course

Community Representatives		
Local Civic and Governmental Agencies	Local Community Representatives	District- and School-Related Staff
Including: <ul style="list-style-type: none">• Mayor and City Council or County Commission Members• Department of Health• Regional Education Service Agencies• Economic Development Agencies• Workforce Development Boards• Juvenile Justice and Law Enforcement System• Two- and Four-Year Colleges and Universities• Technical Institute Representatives• Others?	Including: <ul style="list-style-type: none">• School Board Representatives• Parents and Students• Hospitals• Chamber of Commerce Representatives• Wide range of business partners• Faith-based Organizations• Representatives of Community-based Organizations• United Way• Boys & Girls Clubs• Big Brothers/Big Sisters• YMCA	Including: <ul style="list-style-type: none">• Superintendent• Principals• Director of Accountability, Research, and Assessment• Counselors• Social Workers• Teachers• Classified Personnel• Others?

Community School Assessment Checklist


The checklist also provides a list of sources that support the community services

This checklist can be very helpful and practical for school wishing to begin evaluating the partnerships they have in place or consider starting to develop partnerships.

III. Community School Funding Source Assessment

Once you've taken inventory of the current programs and services operating in or connected to your school, the next step is to identify the sources of funding that support these services. In some cases, funding may come from federal, state, or local government agencies. In other cases, funding may come from private sources, such as community-based organizations or private foundations. This assessment can be used to catalogue existing funding sources that support a community school as well as to identify new funding sources to expand current programs and services.

SOURCES OF SUPPORT FOR COMMUNITY SCHOOL PROGRAMS AND SERVICES	
School and/or School District (i.e. Title I)	
Community-Based Organizations (i.e. YMCA, Boys & Girls Club, faith-based organizations)	
Universities and Colleges (i.e. work study or service learning students, professional development training)	
Federal Funds (i.e. food and nutrition funds, 21st Century Learning Community Learning Centers, VISTA, AmeriCorp)	
State Funds (i.e. funds from state departments of education, health and/or human services, and juvenile justice)	
City or County Funds (i.e. funds from local departments of human services, parks and recreation, and juvenile justice)	



For more information on the PDE Educator Dashboard
please visit PDE's website at www.education.state.pa.us

The mission of the department is to academically prepare children and adults to succeed as productive citizens. The department seeks to ensure that the technical support, resources and opportunities are in place for all students, whether children or adults, to receive a high quality education.