

Center for College Access and Success

Making College Real



GEAR UP is funded through a grant from the U.S. Department of Education

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DATE:	MEETING:	THEMES:
October 8, 2014	ALL PARENT STAFF	
October 15, 2014	PD for Parent Advocates 10am-12pm	GETTING OFF TO A GOOD START Parent Teacher Conferences GPA Graduation Requirements Parent Portal Mapping out your school
October 22, 2014	OPEN WEDNESDAY 10am-2pm Resource making and Facilitator Practice	
November 5, 2014	PD for Parent Advocates 10am-12pm	College Application Process College Match Building credentials
November 19, 2014	OPEN WEDNESDAY 10am-2pm Resource making and Facilitator Practice	
December 3, 2014	PD for Parent Advocates 10am-12pm	Study Skills Time management Goal Setting TEST PREP
December 10, 2014	OPEN WEDNESDAY 10am-2pm Resource making and Facilitator Practice	
January 14, 2015	PD for Parent Advocates 10am-12pm	Financial Aid Paying for College Scholarships, Loans
January 21, 2015	YG Parent presenters Practice Run	
January 23- January 24	<i>Youth Guidance Parent Leadership Conference</i>	
February 18, 2015	PD for Parent Advocates 10am-12pm	TEST PREP ACT, EXPLORE, PLAN
March 4, 2015	ALL PARENT STAFF	
April 1, 2015	PD for Parent Advocates 10am-12pm	College Life College Visits Student Panels
April 22, 2015	OPEN WEDNESDAY 10am-2pm	



**Center for College
Access and Success**
NORTHEASTERN ILLINOIS UNIVERSITY



**Chicago Public
Schools**

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March 11, 2015	PD for Parent Advocates 10am-12pm	Careers and Post Secondary Options STEM Careers Special Certification Programs
March 18, 2015	OPEN WEDNESDAY 10am-2pm Resource making and Facilitator Practice	
March 25, 2015	<i>GU Parent Leadership Conference</i>	
April 1, 2015	PD for Parent Advocates 10am-12pm	College Life College Visits Student Panels
April 22, 2015	OPEN WEDNESDAY 10am-2pm Resource making and Facilitator Practice	
April 25, 2015 Saturday	<i>GU Parent Leadership Conference</i>	
May 13, 2015	PD for Parent Advocates 10am-12pm	Summer Opportunities Programs Internships Trips
May 20, 2015	OPEN WEDNESDAY 10am-2pm Resource making and Facilitator Practice	

2014-15 GOALS OF GEAR UP ALLIANCE PARENT PROGRAM PD TEAM

1. Continue to provide high quality resources and information to GEAR UP families.
2. Involve more GEAR UP staff in planning and facilitating parent program initiatives. (PD's/ Large scale events/ Sharing-centralize all our great material)
3. Site visits across schools and allow opportunities for parent staff to visit other schools.
4. Mentor new parent advocates.
5. Assist in recruiting and hiring new parent staff.
6. UNIFY the GEAR UP Alliance Parent Front!!!



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GEAR UP Parent Outreach Plan: *Target 100% of Parents To Receive Information*

Coordinator: _____ Date: _____

Site: _____ Parent Advocate(s): _____

Number of total parents at site: _____

Topic/Workshop/Event I:

Objectives/Goals:

- | | | |
|--|---------------------|-----------------------------|
| <input type="checkbox"/> Workshop | Completed by: _____ | # of parents reached: _____ |
| <input type="checkbox"/> Phone calls | Completed by: _____ | # of parents reached: _____ |
| <input type="checkbox"/> One on ones | Completed by: _____ | # of parents reached: _____ |
| <input type="checkbox"/> Walks for success | Completed by: _____ | # of parents reached: _____ |
| <input type="checkbox"/> Email/mail out | Completed by: _____ | # of parents reached: _____ |
| <input type="checkbox"/> Other _____ | Completed by: _____ | # of parents reached: _____ |

TOTAL Number of Parents Reached:

Topic/Workshop/Event II:

Objectives/Goals:

- | | | |
|--|---------------------|-----------------------------|
| <input type="checkbox"/> Workshop | Completed by: _____ | # of parents reached: _____ |
| <input type="checkbox"/> Phone calls | Completed by: _____ | # of parents reached: _____ |
| <input type="checkbox"/> One on ones | Completed by: _____ | # of parents reached: _____ |
| <input type="checkbox"/> Walks for success | Completed by: _____ | # of parents reached: _____ |
| <input type="checkbox"/> Email/mail out | Completed by: _____ | # of parents reached: _____ |
| <input type="checkbox"/> Other _____ | Completed by: _____ | # of parents reached: _____ |

TOTAL Number of Parents Reached:

Topic/Workshop/Event III:

Objectives/Goals:

- | | | |
|--|---------------------|-----------------------------|
| <input type="checkbox"/> Workshop | Completed by: _____ | # of parents reached: _____ |
| <input type="checkbox"/> Phone calls | Completed by: _____ | # of parents reached: _____ |
| <input type="checkbox"/> One on ones | Completed by: _____ | # of parents reached: _____ |
| <input type="checkbox"/> Walks for success | Completed by: _____ | # of parents reached: _____ |
| <input type="checkbox"/> Email/mail out | Completed by: _____ | # of parents reached: _____ |
| <input type="checkbox"/> Other _____ | Completed by: _____ | # of parents reached: _____ |

TOTAL Number of Parents Reached:



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Sample Script

Hello, my name is _____ from _____ High School GEAR UP Program are you the parent/guardian of _____ (student name) we are calling the parents of freshman and sophomore students that have been indentified as needing academic support in order to ensure a timely graduation. We would like to invite you to this important workshop/event at your child's school on date _____ time _____ pm in place_____.

Are you aware of child's current academic standing?

Do you know what are some resources you or your child can use or receive to help work through some of the issues that might be affecting your child's academic performance?

Does the above date work for you?

YES- ok good then we will see you on _____ (date/time) @ _____ (room)

NO

- When is a good time for you to come/meet and discuss your child's options (1 on 1)?
- Do you have a few minutes so I can provide you with a summary of what we will be providing parents with at this meeting? (Workshop over phone)
- Do you have an email address where I can forward you more information?

Hola, Buenos días/tardes mi nombre es _____ del Programa GEAR UP en la escuela _____ usted es el padre/guardián de _____ (nombre de estudiante) estamos llamando a los padres de estudiantes de noveno y décimo grado que han sido identificados como estudiantes con necesidad de apoyo académico para lograr graduarse a tiempo. Nos gustaría invitarles a este importante taller en la escuela de su hijo el día _____ hora _____.

¿Está usted enterada/o del estado académico de su hijo/a?

¿Conoce usted recursos que su hijo/a podría acudir usar para recibir ayuda para apoyar a su hijo/a?

¿Funciona esta fecha para usted?

SI Bueno entonces le esperamos _____ (día/hora) _____ (salón)

NO

- ¿Cuando es un buen día para que usted venga para compartir estas opciones con usted? (1 a 1)
- ¿Tiene unos minutos hoy para poder darle un resumen de la reunión sobre el teléfono?
- ¿Tiene usted una dirección de correo electrónico para poder mandarle mas información?



Source: Hornby, Garry, Lafaele, Rayleen *Barriers to parental involvement in education: an explanatory model*. 2011

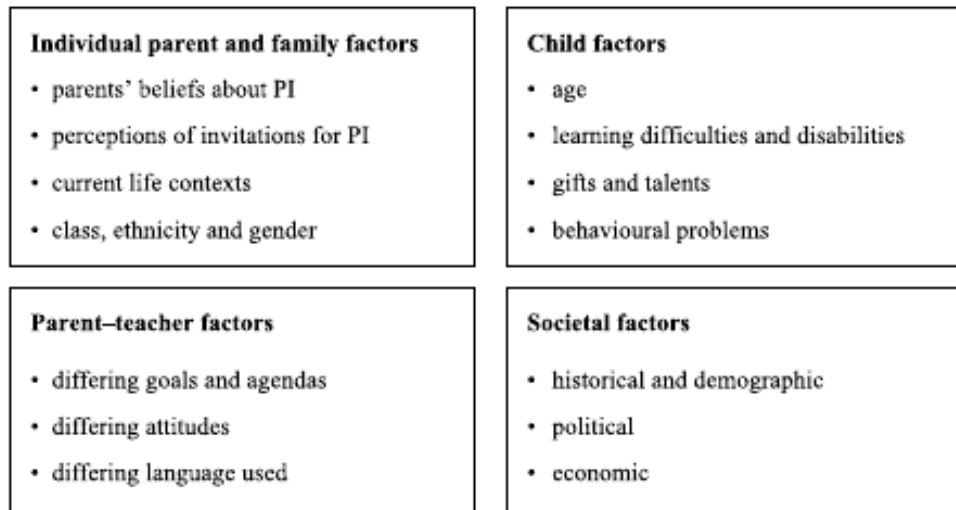


Figure 1. Model of factors acting as barriers to PI.

Parents' beliefs about Parental Involvement

"Parents who believe their role is only to get children to school, which then takes over responsibility for their education, will not be willing to be actively involved in either school or home based Parental Involvement."

Perceptions of invitations for Parental Involvement

"When parents perceive that teachers are not open to involving parents this acts as a major barrier to parental involvement...schools which are welcoming and make it clear they value parental involvement develop more effective parent participation."

Current life contexts

"Parents who did not complete high school maybe diffident about helping their children with homework once they reach the secondary level... While some jobs allow little flexibility for taking time off for school-based parental involvement other jobs leave parents too tired at the end of the day...."

Class, ethnicity and gender

"In general, minorities are less involved, less represented and less informed, and are less likely to have access to resources, as well as more likely to have issues associated with language, transport, communication and child care."

Age

“...It is widely acknowledged that parental involvement decreases as children grow older and is at its lowest in the secondary level. Even though studies have found that adolescents desire and benefit from their parents involvement... Parents and sometimes teachers can misinterpret the situation and assume that older children do not want their parents involved, making it a barrier.”

Learning difficulties and disabilities

“Because the involvement of parents is required for the process of implementing individual education program this facilitates parental involvement for many parents of these children. However, this is not always the case since there are many possible areas for disagreement between schools and parents of children with learning difficulties or disabilities. “

Gifts and talents

“For children who are doing well at school it is usually a pleasure for parents to attend school meetings, facilitating parental involvement. Sometimes this can become a barrier when there is not an agreement between school and parent on how much time student should spend involved in extra-curricular activities further developing sport or musical abilities while not getting behind on academic studies.”

Behavioral problems

“When children develop a reputation for exhibiting challenging behavior their parents can be reluctant to go into school for fear of getting more bad news. There is a negative correlation between the more disruptive the behavior the less likely the parent will be involved with the school.”

Differing goals and agendas

“Governments and schools may, from their perspective of their goals see parental involvement as a cost effective resource or a method of addressing cultural disadvantage and inequality. However, parents’ goals are more likely to be focused on improving their children’s performance influencing school curriculum and wanting to increase their understanding of school life.”

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Differing Attitudes

“There are many made about parents including a pervasive notion that they are increasingly not meeting their responsibilities nowadays, as once done in the past. Although some teachers believe parents to be good resources of skills, talents and funds, they often saw parents questioning their professionalism.”

Differing Language used

“The language used to describe both participants and the processes involved defines the interactions to some extent. “Parents and professionals,” the language itself defines one, professionals as the experts and the others, parents as non experts.”

Historical and demographic

Many schools still bear the hallmarks of the formality, inflexibility and timetabling that characterized school historically. While family structures are constantly changing by increasing parent workloads, mobility and greater number of family where both parents work, accompanied by an increased number of divorces and separations.

Political

“Accreditation standards require the topic of parental Involvement to be a compulsory course in teacher education programs. However, a recent survey of the staff that teach these courses concluded that they do not include sufficient practical experiences, to ensure that teachers are adequately prepared to work effectively with parents.”

Economic

“The result of conflicting pressures between the educational market and funding is that there is little or no money assigned to develop parental involvement, which limits the programs, resources training and further research. “