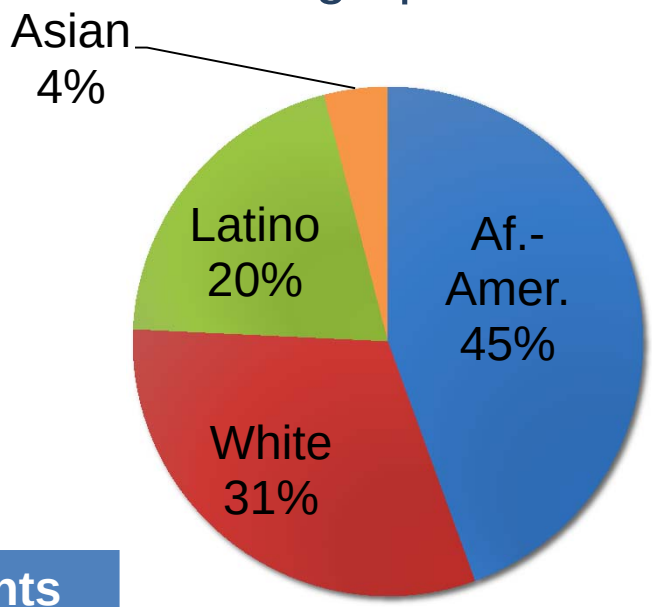
My personal experience is the reality of a whole people.

-Rigoberta Menchú

Metro Nashville Public Schools (MNPS)

- 84,412 students
- 148 schools
- 76% Graduation Rate
- 72% FARL
- 15% ELL
- 12% Special Ed.

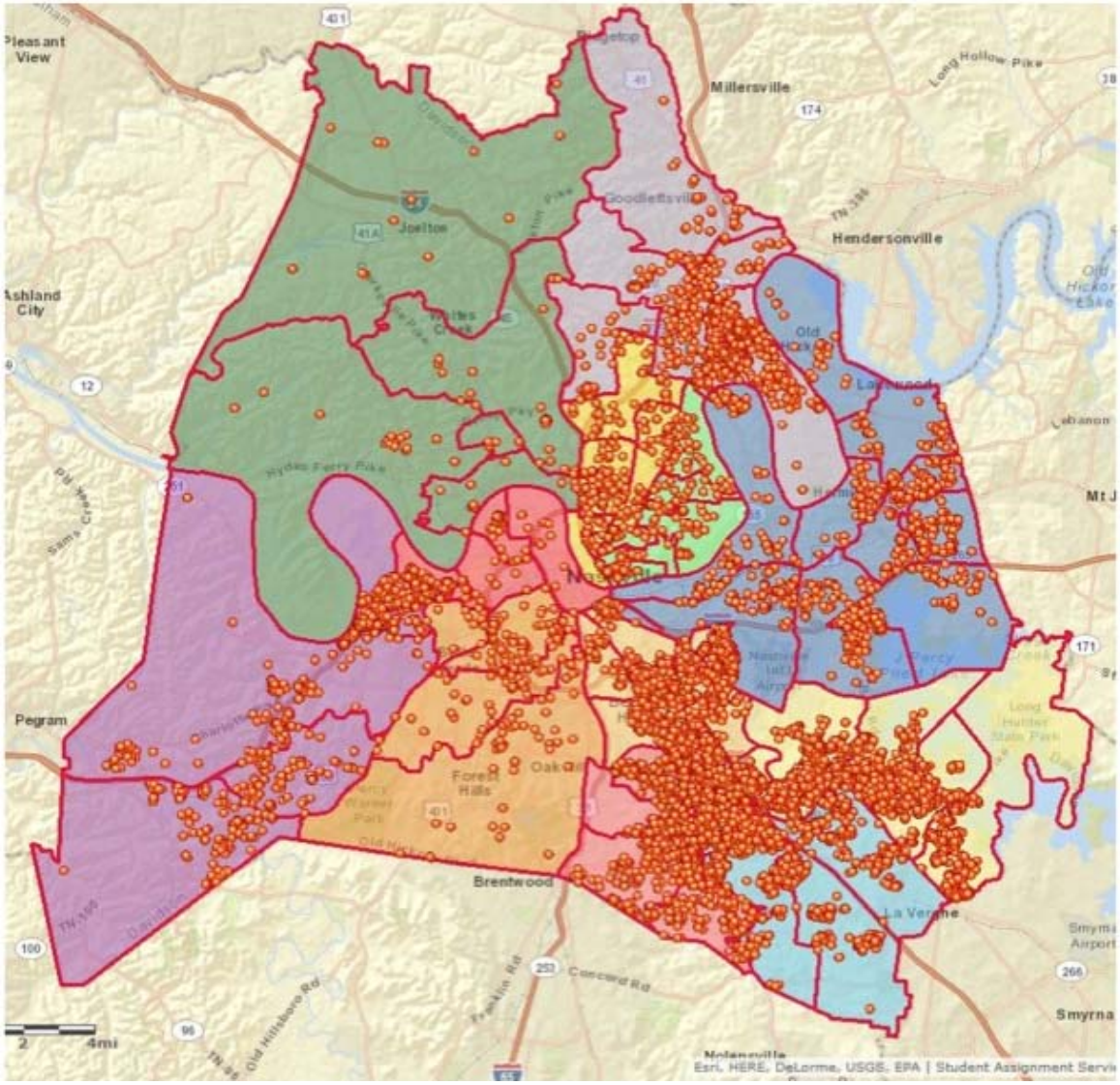
Demographics



ELL Student Performance

Subject	All students Prof/Advanced	ELL students Prof/Advanced
3-8 Math	51%	33%
3-8 Reading/LA	50%	20%
Algebra 1	61%	34%
English II	60%	14%

ELL families in Metro Nashville



Parent Roles in School

What are the various roles that parents play when they are effectively engaged in their child's learning and development?

- Supporters of their children's learning
- Encouragers of an academic identity, a positive self-image
- Monitors of their children's time, behavior, boundaries and resources
- Models of lifelong learning and enthusiasm for education
- Advocates for improved learning opportunities for their children and at their schools
- Decision-makers/choosers of educational options for their child, the school, and community
- Collaborators with school staff and members of the community

Conditions for effective engagement

There are certain conditions that must be met BEFORE parents can be effectively engaged in their children's learning and development and school improvement.

- Parents must believe that they have a role (role construction)
- Parents must have the confidence that they can play a role and succeed (self-efficacy)
- Families need the skills and knowledge to negotiate these roles
- Schools and other organizations must invite engagement and welcome, honor and connect families to learning (Joining Process)
- Families must have access to supports that enable their engagement

Hoover –Dempsey, K. V., Walker, J. M., Sandler, H. M., Whetsel, D., Green, C. L., Wilkins, A. S. & Closson, K. (2005). Why do parents become involved? Research findings and implications. *The Elementary School Journal.*

How do we create these conditions?

Through Capacity Building efforts that:

- Expose parents to the various roles they can play in their children's education
- Build parents' skill and sense of efficacy to succeed in those roles
- Build and enhance the skills, competencies and dispositions of school and organization staff to partner with families
- Build the dual capacity of both families and staff at once
- Assist schools to examine their core beliefs about families and their ability to support student success
- Partner with trusted community-based organizations

Mapp, K. L. (2003). Having their say: Parents describe why and how they are engaged in their children's learning. *School Community Journal*.

Engaging ELL Families in Schools

- For many immigrants the family is the center of social and support networks;
- Parents that are able to access, understand and support their child's academic goals and aspirations are able to make a profound impact in their child's future.
- Decisions are often made as a family unit; creating a college-going culture must happen for the entire family
- Schools must connect with the dreams and aspirations that ELL parents have for their children
- ELL parents often need a cultural and language mediator to assist them in asking questions or getting help
- Relationships are crucial to successful ELL parent engagement

Innovative Practices – Use of Media

Innovative Partnerships

Innovative Practices

Family Academic Success Teams (FAST)

- Sharing data
- Sharing strategies
- Setting goals

Padres Comprometidos with Conexión Américas

- National curriculum developed by the National Council of La Raza (NCLR)
- 9 wk. series of workshops
- Parents teaching parents
- Forges a partnership between Latino parents and schools
- Builds parent leaders

Nashville implementation

- Started in 2008
- 11 Pre-k, elementary, middle & high schools served
- 936 total attendees
- 405 total graduates
- 3516 children
- Participants trained as facilitators
- Qualitative and quantitative results collected

Methodology of Padres Comprometidos

- Intentional focus on relationship building and creation of a parent network
- Asset, strength-based perspective
- Collective versus individual learning environment
- Interactive, hands-on, participatory
- Respects existing funds of knowledge and skill

Type 1: Breaking Down Information

Type 2: Analyzing Scenarios

Type 3: Role playing

Type 4: Comparing Two Styles

Parent Survey Results

Question	% Yes before program	% Yes after program
I know how to help maintain my child's interest in graduating from high school	14%	100%
I understand what standardized tests and GPA are	14%	100%
I understand the requirements to enroll in a university	14%	100%
I know how to help my child with his/her homework	29%	100%
I feel more prepared to meet with my child's teacher	14%	100%
I feel welcome in my child's school	57%	75%
I believe that my child's success depends on my participation in his/her school	100%	100%

Escalera