

Working Together to Make Things Better

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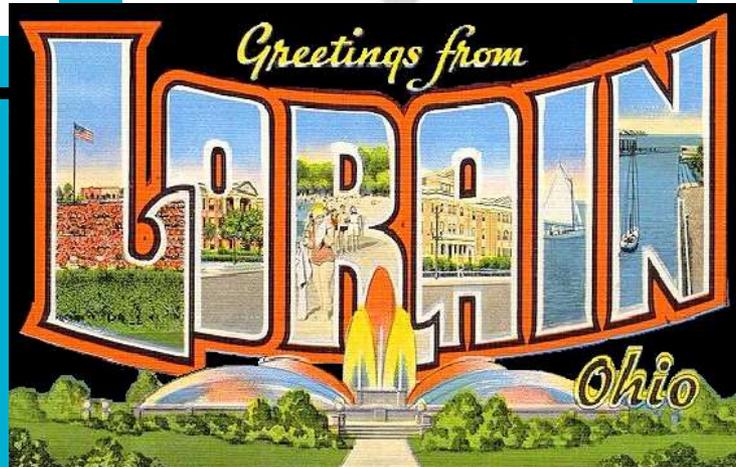
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Introductions





Facts About Lorain

- ★ Population: 64,097
- ★ 55% White
- ★ 25.2% Hispanic or Latino
- ★ 17.6% Black or African American
- ★ 18.5% Language other than English spoken at home
- ★ Median Household Income: \$24,625
- ★ 27% Persons in Poverty

*Based on the 2010 U.S. Census

Description of Lorain City Schools

6,658 total enrollment for the 2015-2016 School Year

15 Schools (10 Elementary, 3 Middle School, 1 High School, 1 Alternative)

Demographic of LCS

Black- 26.7%

Hispanic- 39.8%

White- 24.6%

8.6% Limited English Proficiency

Description of El Centro

- Community based organization that dedicates themselves to “Helping families, improving lives through knowledge and understanding”
- Assists in the Latino community with:
 - Employment
 - Education
 - Support Services (primary health related issues, bilingual support)
 - Senior Programing

How Collaboration Began

We contacted a similar community in Nashville

LCS sought support services

Began “Padres Comprometidos” program

Negotiated for NCLR

Train the Trainer- NCLR sent a representative to
El Centro

Trainers went to Fort Worth for further training

Research for Program

How can we better prepare our parents to become advocates for their children's education while navigating the U.S. public school system?

15.9% of households in Lorain speak Spanish at home.

34.7% do not speak English fluently (ACS 2011-2015).

Students with limited English rose 4% since 2010 in the school district.

Lack of parental engagement jeopardizes Hispanic students' academic success, leading to math and reading proficiency 8-10% lower than their peers in Lorain schools

Connection with NCLR

“NCLR works with schools and community-based organizations to promote the development of authentic, meaningful relationships with Latino families and to effectively engage parents, school staff, and children—from preschool through high school— as a community”

The National Council of La Raza (the largest Hispanic advocacy organization in the US) developed a curriculum to help parents support their children's academic success called *Padres Comprometidos* (Committed Parents).

Program Funding

Title I Funding

Title III Funding

In Partnership with El Centro (Contract for Services)

El Centro commitment through NCLR (Contract for Services)

The Program is designed to be led by volunteers

Awarded State Farm Neighborhood Assist Grant

Training

Two distinct curricula

English/Spanish

Engages parents

Parents are true partners

Respect is mutual

Parents become better
advocates for their school
and their children

Help families prepare for



Lessons Learned

The partnership with El Centro has led to more culturally relevant practices at Lorain City Schools

Other Benefits:

- Translation of written materials

- Hosting Conferences for bilingual parents at El Centro

Building a partnership depends on a strong and trusting relationship with El Centro.

Offer a variety of class times and locations

Persistence is key to the continuation of the programs.

Other Partnership Initiatives

How do we identify the needs and match them with organizations that are able to provide those supports?

Cultural training for school administrators

Organizing open houses for Latino parents at the high school

Interpretation services for all schools

231 Go - United Way collaborative

Training with NCLR



El Centro - Lorain, OH, February 2016

Training with NCLR



El Centro - Lorain, OH February 2016

First Graduation



El Centro - Lorain, OH May 2016

Changes in Parent Perception

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 to 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, such as 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.

Parents' Relationships with Children

Parents learned how to address with their children difficult or taboo topics, such as sexuality.

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 garner respect from their teens.

Parents reported spending more time doing homework with their children.

Parent Relationship with Schools

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

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 a sense of community among them.

Parents learned from one another and reported feeling more comfortable when discussing sensitive issues related to their children.

Sample Curriculum

Partner,
please discuss What do you see in your community that may be an obstacle to your child doing well in school, graduating from high school, or attending college?

What do you think you can do to begin addressing these obstacles?

Know Your Adolescent

Did any of the characteristics these parents shared match your own?

What are the most common characteristics you heard?

Did any of these make you think of characteristics you forgot to include?

HANDOUT 3: PADRES COMPROMETIDOS CURRICULUM OVERVIEW

General Purpose

The National Council of La Raza's (NCLR) *Padres Comprometidos* 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 school
- Lack of knowledge about how to become involved

Program Model

Padres Comprometidos is a parent education program created by NCLR. The program is based on a field-tested parent engagement model that has achieved great success throughout the United States.

Timeline

Parents meet for nine sessions, typically one per week. In sessions that last one-and-one-half hours, parents engage in discussions and exercises based on the themes covered by the curriculum. These are:

- Understanding Your Adolescent
- Effective Communication
- Preventing Potentially Dangerous Behaviors
- Paving the Road for Academic Success
- Understanding What It Takes
- Funding Provisions That Affect Your School
- Open Dialogue with the School's Principal

Program Expectations

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

- Navigate the United States public school system
- Develop goals for their children to ensure they attend college
- Understand the academic requirements for college readiness
- 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 child's academic performance.

Homework

List the three most important things you feel you are doing for you children right now.

