



September 2010

A Summary of Parent Involvement Support Services, 2009–2010

Summary

This report brief describes those parent involvement activities at Austin Independent School District (AISD) which are coordinated by the Parent Support Office (PSO), conducted by campus-based parent support specialists (PSSs), and supported through the activities of special parent support staff. A survey

responded requested immediate training and another 30% needed this training within six months. Similarly, nearly half of the PSSs who responded to the survey reported needing training either immediately or within the next six months on district initiatives such as Positive Behavior Support (PBS) or Parenting with Love and Logic. About half of PSSs reported that they needed training on AISD or Title I budgets that support family involvement, and training on delivery of services such as conducting workshops or public speaking.

Table 3. Timing of Parent Support Specialists' Needs for Professional Development Activities

Measure of need	Need immediately	Need within six months	Need by end of next year	Don't really need	Not sure
Training about district initiatives (e.g., Positive Behavior Support, Parenting with Love and Logic, attendance, other)	16%	31%	18%	26%	9%
Training about AISD or Title I budget supporting family involvement	9%	24%	12%	49%	6%
Training about delivery of services (e.g., how to conduct a workshop, public speaking)	15%	15%	17%	49%	4%
Training on technology resources and use	26%	29%	18%	23%	4%

Source. Parent Support Specialist Survey, 2009–2010

Communication of Policies

A majority of PSSs (88%) reported on the survey that they were involved in reviewing and/or communicating campus parent involvement policy to parents, and 84% reported they were involved in developing or reviewing the campus improvement plan (CIP). Most PSSs (95%) also reported that they played a role in assisting with the district's collection of information from parents through the AISD annual parent survey.

Title I Campuses

According to PSSs' survey responses, nearly all of the PSSs at Title I campuses had access to Title I funding to support parent involvement activities. Sixty-one of the 67 survey respondents worked at Title I schools during the 2009–2010 school year. Most of those PSSs (90%) reportedly were involved in reviewing and/or distributing the campus Title I parent-school compact document. Nearly all of those (95%) reported having access to Title I funds for parent and family involvement activities.

District Initiatives

PSSs are responsible for ensuring that workshops for parents and family members involving different district initiatives take place on their campuses. These initiatives include PBS, college readiness toolkit, Coordinated Appro

different workshops or information sessions, with at least one college readiness toolkit session and four PBS or CATCH workshops per campus. The number of parents and family members attending these sessions ranged from 11 for Parenting with Love and Logic to 146 for CATCH workshops.

Family Literacy Classes and Participation

Figure 4. Average and Total Number of Adults who Participated in and Completed Literacy Classes, Across Campuses

Title I stipulates that funding be distributed to support parent involvement. PSSs (n = 63) organized, arranged, or led a total of 1,593 family literacy classes, held either at the schools or elsewhere, with an average of 25 classes per campus (Figure 4). Of the 6,392 adults enrolled in such classes, nearly 4,200 completed classes. Although helping parents enter the workforce was not a major PSS duty, the PSSs who responded reported that a total of 236 adults (or 5 adults per campus) who participated in these literacy classes entered the workforce.

Special Parent Support Programs

Parent Involvement Support Services, 2009-2010

The program coordinator for Native American families worked with 244 children. A recent hire when the survey was administered, the coordinator had begun monitoring student academic progress, assisting other schools with Native American student populations, and publishing newsletters and flyers.

A social services specialist worked with 60 families, which involved 82 adults and 153 children. This specialist assisted with registrations, school family relations for special populations, interpretation during school meetings, and monitoring student academic performance.

Two family and school support specialists located at the Rosedale School helped families with children in Special Education in AISD. These two specialists worked with 1,451 adults, sent out 16,000 flyers around the district, and arranged for child care to be provided to 132 children during parent meetings. Their focus was to empower families to be informed advocates for their child at school and in community settings. Key to their assistance was listening and talking with parents about the emotional challenges of