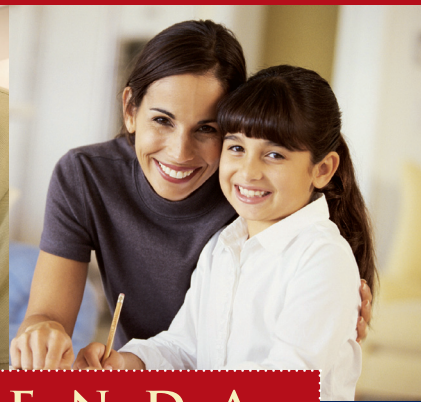


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NATIONAL PIRC PROJECT DIRECTORS' CONFERENCE

JULY 22-24, 2009 | J.W. MARRIOTT, WASHINGTON, DC



A G E N D A



National PIRC Coordination Center

ABOUT THE STRANDS


Welcome to the 2009 National PIRC Project Directors' Conference!

As we near our fourth year of the Parental Information and Resource Center (PIRC) projects, we continue to assess where we have been and chart our course for the future. We have realized the importance of systematized, continuous learning and improvement and the strength we gain from collaborating with individuals, groups, organizations, and agencies that also support parental involvement in education.

This conference is an opportunity for the PIRC directors, other PIRC staff, and parent representatives to build a stronger educational system—one that recognizes that parental involvement is an important component of every child's education. This year's conference provides information and interactive opportunities about many recent and upcoming developments in parental and community involvement practices, policies, and programs. We hope that you leave with new ideas and a renewed energy to support and strengthen your work. To that end, this year's conference is organized around the following four strands, which are integral to fostering stronger parent-school connections. We encourage you to follow the strands that are most relevant to your work or your interests.

1. **Early Childhood Parent Education**—Each PIRC is required to allocate 30% of its funding to support early childhood efforts. This includes direct services; coordination of efforts across federal, state, and local programs; and, for select PIRCs, research on program implementation. PIRCs offer a wide variety of processes and approaches to accomplish these objectives. Presentations for this topic include examples of best practices, including efforts to serve populations with the greatest needs; preliminary lessons and findings from research; effective procedures in conducting research about early childhood programs; and efforts to coordinate or establish networks to foster greater support for early childhood programs.
2. **Statewide Impact**—Each PIRC engages in efforts to establish statewide leadership and partnerships that foster activities and programs that assist parents in engaging in their children's education—from early childhood through high school. To accomplish this goal, PIRCs use creative methods of dissemination; create relationships with schools, districts, and state education agencies as well as other parent involvement organizations; develop support networks to raise awareness about the importance of implementing parental involvement programs; and build the capacity of other parent involvement efforts by providing effective strategies, vision, and leadership. Presentations for this topic focus on best practices in establishing visibility and statewide systems of communication, integrating research that can inform these efforts, and fostering networks and collaborations.

3. **Communication and Notification: Report Cards, Public School Choice, and Supplemental Educational Services**—PIRCs provide assistance to both educators and noneducators on effective strategies to build parent understanding of state and local report cards as well as opportunities for Public School Choice and Supplemental Educational Services. PIRCs use a variety of tools and resources to share information on these topics. Presentations for this topic focus on strategies that demonstrate best practices in fostering effective communication with parents, lessons learned from applying research-based strategies in the field, and processes to maximize impact through networks and collaborations.
4. **Section 1118, Parental Involvement**—PIRCs reach parents across their states to promote effective and meaningful parental involvement strategies as described in Section 1118 of the Title I provisions. PIRCs provide assistance at all levels of the system and to a wide range of stakeholders to accomplish this goal. Presentations for this topic focus on examples of best practices for reaching out and assisting parents to meaningfully engage in their children’s education; lessons learned from the implementation of research-based strategies; and efforts to use networking and collaboration to systematize and coordinate support to parents.

A listing of sessions by strands is located in the back of this program. During each concurrent group of sessions, there is at least one parent-focused presentation. Those sessions are marked with the following symbol . All strands are represented during each concurrent breakout session.

A G E N D A

DAY 1 – WEDNESDAY, JULY 22, 2009

- 7:30–9:00** **Registration**
Grand Foyer
- 9:00–9:45** **Opening Session**
Greetings and Messages from the U.S. Department of Education
Salon III, IV
Jim Shelton, Assistant Deputy Secretary, Office of Innovation and Improvement, U.S. Department of Education, Washington, DC
Dean Kern, Director, Parental Options and Information, Office of Innovation and Improvement, U.S. Department of Education, Washington, DC
Anna Hinton, Deputy Director, Parental Options and Information, Office of Innovation and Improvement, U.S. Department of Education, Washington, DC
- 9:45–10:30** **Session One**
Parking Lots, Highways, and Byways: Updates for PIRC Performance Reporting and Quality Indicators for Success
Salon III, IV
Dean Kern, Director, Parental Options and Information, Office of Innovation and Improvement, U.S. Department of Education, Washington, DC
PIRCs, start your engines. The PIRC team is here to provide guidance and technical assistance to ensure you finish the race successfully. This session will provide updates on annual performance reporting, program progress, funding and budgeting, and other key issues to strengthen PIRC outcomes for Years 4 and 5.
- 10:30–10:45** **Break**
- 10:45–Noon** **Session Two**
Title I: The Basics
Salon III, IV
Bill McGrady, Education Program Specialist, Student Achievement and School Accountability Programs, Office of Elementary and Secondary Education, U.S. Department of Education, Washington, DC
This presentation will provide a refresher course on the Title I legislation. The presenter, a former state Title I director, will discuss PIRC support for Title I and review the following topics as they relate to the work of the PIRCs: Title I eligibility; the Title I school improvement process; state accountability; Adequate Yearly Progress (AYP); state report cards; Public School Choice; Supplemental Educational Services; and parental involvement set asides under Title I. This presentation will provide a context for focusing PIRC efforts on those lowest-performing Title I schools not making AYP. Time will be set aside for questions.
- Noon–1:30** **Lunch on Your Own**
- 1:30–2:45** **Session Three**
Connecting the Dots
Salon III, IV
Rosie E. Kelley, Education Program Specialist, Student Achievement and School Accountability Programs, Office of Elementary and Secondary Education, U.S. Department of Education, Washington, DC

Based on information presented in Session Two, "Title I: The Basics," this presentation will highlight and describe effective PIRC practices and strategies that target those lowest-performing schools not making Adequate Yearly Progress. Case studies drawn from the PIRC 2009 Annual Performance Reports (APR) will be used as the context for this discussion.

2:45–3:15

Break

3:15–4:30

Session Four

Strategies for Data Collection to Support Annual Performance Reports (APR)

Salon III, IV

Zena Rudo, Project Director, National PIRC Coordination Center, SEDL, Austin, TX

Helen Westmoreland, Research Analyst, National PIRC Coordination Center, Harvard Family Research Project, Oakland, CA

This presentation will provide discussion and strategies to assist PIRCs in accurately reporting their effectiveness in their Annual Performance Reports (APR), including such topics as models for data collection, direct and indirect services, and other strategies for aligning their work with APR requirements.

4:30

Adjourn

DAY 2 – THURSDAY, JULY 23, 2009

8:00–9:00

Registration

Grand Foyer

9:00–9:15

Opening Session

Greetings from the U.S. Department of Education

Salon III, IV

Dean Kern, Director, Parental Options and Information, Office of Innovation and Improvement, U.S. Department of Education, Washington, DC

9:15–10:00

Keynote

Parent Involvement, Making the Difference in Urban Communities

Salon III, IV

Byron V. Garrett, CEO, National Parent Teacher Association (PTA), Chicago, IL

We know the challenges facing urban communities—more students drop out of high school in big cities than anywhere else, recruiting and retaining quality teachers is often a challenge, and closing the achievement gap has been a challenge in many areas. However, we also know the difference that effective parent engagement makes. Come hear how PIRCs and PTAs have the ability to work together to engage parents and improve education outcomes in urban communities.

10:00–10:15

Break

10:15–11:30

Concurrent Sessions I

Strand I – Early Childhood Parent Education

What Works: Putting Into Action Findings From the National Early Literacy Panel Report 

Hart

Donna S. Bell, Senior Project Manager, National Center for Family Literacy, Louisville, KY

In this interactive session, participants will explore practical applications of findings from the National Early Literacy Panel Report as well as strategies for using technology

to share high-quality resources. Each participant will receive a copy of the National Center for Family Literacy's newly released guide *What Works: An Introductory Teacher Guide for Early Language and Emergent Literacy Instruction* (2009) by Donna Bell and Laura Westberg. PIRC staff and parents will have an opportunity to explore teacher- and family-based strategies that can be used to support emergent language and literacy instruction for young children.

Better Together: The School Readiness Collaborative

Dirksen

Matt Timm, Director, Early Childhood Programs, Tennessee Voices for Children, Nashville, TN

Monica Causey, Director, Tennessee State PIRC, Tennessee Voices for Children, Nashville, TN

This session provides group- and home-based training to parents and caregivers of at-risk children below age 5 who come from homes with high poverty or exhibit developmental disability and/or limited English language proficiency—children who commonly struggle educationally. The presenters will share two core evidence-based modules, “Language is the Key” and “Feelings Make the Difference,” that utilize integrated roles of early language/literacy development, early social-emotional development, and naturally occurring caregiver-child interactions to prepare children for school success.

Strand II– Statewide Impact

Put the Word Action Into Action Teams! One PIRC's Story

State

Vanessa R. LaGrange, Coordinator, New Mexico State PIRC, Parents Reaching Out, Albuquerque, NM

Larry Fuller, Director, New Mexico State PIRC, Parents Reaching Out, Albuquerque, NM

Eugene Sierra, Family Liaison, New Mexico State PIRC, Parents Reaching Out, Albuquerque, NM

The presenters in this session will share their knowledge, experiences, and practices in making a statewide impact. In utilizing the Epstein Model for School-Family-Community Partnerships, the New Mexico State PIRC developed and continues to fine-tune a flexible framework that meets the diverse needs of the low-income and minority families that the PIRC serves. This presentation is designed for all PIRC audiences: directors, staff, and parent representatives.

Strand III – Communication and Notification: Report Cards, Public School Choice, and Supplemental Educational Services

The Parent Perspective—Title I Parental Involvement Outreach Strategies to Support Supplemental Educational Services, School Choice, and Academic Reporting

Salon E

Moderator: D'Lisa Crain, Director, Nevada State PIRC, Reno, NV

Joe Battle, Parent Representative, District of Columbia PIRC, Washington, DC

Sam Macer, Advisory Board Member, Maryland State PIRC, Baltimore, MD

Leslie Want, Advisory Board Member, New Hampshire State PIRC, Concord, NH

In this panel session, PIRC staff and parents will learn about outreach strategies that other communities have used to support the Supplemental Educational Services (SES), School Choice, and academic reporting requirements for Title I parental involvement.

Panel members will share their experiences and give practical advice from the parent perspective on reaching out to parents through activities, informational materials, networks, and other tools. The session will include specific ideas that PIRC and school staff can use to help parents explore their options and rights related to SES, School Choice, and academic reporting.

Strand IV – Section 1118, Parental Involvement

Innovation in Family Engagement: Strategies for Urban Communities and School Districts

Salon F

Mishaela Duran, Director of Government Affairs, National Parent Teacher Association (PTA), Office of Program and Policy, Washington, DC

Delcenia Jones, Manager of Urban Development, National Parent Teacher Association (PTA), Headquarters, Chicago, IL

National PTA is committed to promoting innovation and best practices in family engagement and targeting hard-to-reach families. In this session, participants will learn about the following: PTA's Urban Development Initiative, the findings from a joint PTA and Harvard Family Research Project (HFRP) brief on best practices in family engagement at the school district level, and a PTA brief on model PIRC technical assistance collaborations.

PTIC and PIRC Partnerships for Success

Rayburn

Paula Goldberg, Executive Director, Parent Advocacy Coalition for Educational Rights (PACER), Bloomington, MN

Heather Kilgore, Director, Minnesota State PIRC, Parent Advocacy Coalition for Educational Rights (PACER), Bloomington, MN

Drawing on lessons learned from the PACER Center's national role to provide technical assistance to parent centers, Paula Goldberg discusses the federal Parent Training and Information Centers (PTIC) and provides PIRCs with ideas for how to collaborate successfully with PTICs. In addition to this national perspective, participants will hear about how the PACER Center and the Minnesota State PIRC have built a strong and effective partnership together that honors each other's unique role and contribution in the state.

Parental Involvement Jeopardy-Style

Salon D

Sherri Wilson, Director, Alabama State PIRC, Alabama Parent Education Center, Wetumka, AL

Jenni Brasington, Director, Arizona State PIRC, Chandler Education Foundation, Chandler, AZ

This highly interactive session involves audience members as contestants, scorekeepers, and judges in a Jeopardy-style presentation about the requirements of Title I, Part A, Section 1118. Participants will have the opportunity to win fabulous prizes as they learn more about the parental requirements of NCLB.

Fiscal Session, Part 1

Risk-Based Monitoring of Fiscal Components in U.S. Department of Education Programs

Salon G

James Evans, Director, Internal Control Evaluation, Office of the Chief Financial Officer, U.S. Department of Education, Washington, DC

PIRC financial managers will receive an overview of financial management systems and compliance requirements for federal programs. Recipients of federal funds must ensure that their financial management systems meet the standards set forth in 34 CFR 74.21 and 80.20. Standards include, among other things, internal controls designed to provide reasonable assurances that transactions are properly recorded and accounted for; are in compliance with laws, regulations, and the provisions of the grant agreement; and that funds are safeguarded against loss from unauthorized use.

11:30–1:00

Lunch on Your Own

1:00–2:15

Concurrent Sessions II

Strand I – Early Childhood Parent Education

What Does Quality Mean to Families?

Hart

Martha Zaslow, Vice-President for Research and Senior Program Area Director, Child Trends, Washington, DC

Shannon Moodie, Senior Research Assistant, Child Trends, Washington, DC

This presentation will share research findings about what quality means from the family perspective, and, in turn, what this implies for improving family and provider relationships and children's development. The presentation will include research on family-provider communication as a facet of quality, reflecting and respecting families' cultures in early care and education, early care and education as a source of support for families, and extending children's activities in early care and education into the home.

Strand II – Statewide Impact

Building Statewide Systems of Support: A Story of Two Partnerships

Salon F

Tina House, Director, Colorado PIRC-Denver, Denver, CO

Richard García, Director, Colorado PIRC-Westminster, Colorado Statewide Parent Coalition, Westminster, CO

Noemi Aguilar, Family Engagement Specialist, Colorado Department of Education, Denver, CO

Jamie Edwards, Trainer/Translator, Colorado PIRC-Denver, Denver, CO

Collaboration among previously isolated organizations and agencies plays a key role in supporting family involvement efforts. In this interactive workshop, participants will explore partnerships fostered by the Colorado PIRC-Denver that support parental involvement across the state. The first partnership—Colorado PIRC-Denver and the Title I, Title III, and Migrant Education Departments at the Colorado Department of Education (CDE)—has generated a network of support for parental involvement that aligns efforts at all levels of the system. The second partnership—Colorado PIRC-Denver, Colorado PIRC-Westminster, Colorado PTA, and Colorado Department of Education

Title I and III—has resulted in the Colorado Parent Involvement Network for Education (COPINE), a statewide initiative to foster meaningful parent-school partnerships by promoting strategies to build capacity in Title I schools and districts. Participants will learn strategies to create state-, district-, and school-level partnerships and receive training curriculum and tools to support schools and districts in capacity building.

Evaluation As a Force for Good

Rayburn

Steven B. Sheldon, *Director of Research, National Network of Partnership Schools, Johns Hopkins University, Baltimore, MD*

During this session, participants will learn about new research from the National Network of Partnership Schools (NNPS) on how evaluation affects family engagement program quality and outcomes in partnership schools. PIRCs will also explore the role of evaluation in their own program offerings and share lessons and ideas with one another about how to use evaluation for continuous learning and improvement.

Strand III – Communication and Notification: Report Cards, Public School Choice, and Supplemental Educational Services

Value-Added Outreach—Maximizing Parent Liaisons

Salon E

Moderator: Ed Redalen, *Director, Iowa State PIRC, Clive, IA*

Neal W. Ables, *Outreach Specialist, Office of Family and Public Engagement, Parent and Family Resource Center, District of Columbia Public Schools, Washington, DC*

Muriel Barton, *Parent Liaison, Matthew Henson Elementary School, Landover, MD*

Herenia López, *Latino Outreach Coordinator, Easter Middle School, Montgomery County Public Schools, Takoma Park, MD*

This panel session will provide an opportunity for PIRCs to explore the strategies that parent liaisons use to build parent capacity in understanding academic reporting and to increase parent access to School Choice and Supplemental Educational Services (SES) as defined by the Title I parental involvement provisions. Panel members will share their experiences and give practical advice on defining the role of liaisons in school communities, collaborating with PIRCs and other parent support entities, and utilizing strategies to build larger and more effective networks and partnerships.

Strand IV – Section 1118, Parental Involvement

Advocating for Your Children

Dirksen

Ana Sands, *Director, Parent Institute for Quality Education (PIQE), George Mason University, Fairfax, VA*

Parents want the best for their children academically but often struggle with first steps or in identifying resources. PIQE, which was started 22 years ago by concerned parents, has graduated more than 450,000 parents from its 9-week program and has a proven track record of helping families support their children's graduation from high school and college. This presentation will provide parents with insight into systems of education and strategies for using that system to help them in supporting their children's education. Presenters will share information on a foundation for parent advocacy; the history of advocacy; advocacy in elementary school, middle school, and high school; and advocacy in the home, school, and community.

LEA and School Policies: A PIRC's Process for Increasing Parental Involvement

State

Karyn Lindsay, Director, Florida PIRC-Clearwater, Family Network on Disabilities of Florida, Clearwater, FL

Christine Reverón-Stolz, Assistant Director, Florida PIRC-Clearwater, Family Network on Disabilities of Florida, Clearwater, FL

NCLB Title I, Part A requires local education agencies (LEA) and schools to develop, implement, and evaluate Title I parental involvement policies. How do LEAs and schools do this in a meaningful, compliant way? The Florida PIRC-Clearwater has developed and implemented a technical assistance model for facilitating LEA and school teams through the process of policy development, implementation, and evaluation using specific templates and tools that not only ensure compliance but also promote effective, meaningful parental involvement activities that are directly correlated to LEA and school Adequate Yearly Progress (AYP) achievement data.

Thinking Mindfully About Parent Involvement

Salon D

Dana R. McDermott, Associate Professor, School for New Learning, DePaul University, Chicago, IL

How do parents from diverse backgrounds view their role in their children's education? Why are outreach efforts for these parents not as effective as we would like? Parents bring complex experiences and resources to the partnership and diverse conceptions of their role. Through this presentation, participants will develop a better appreciation of this complexity, better strategies for supporting staff and engaging parents, and a better way to draw upon family strengths to enhance child success.

Fiscal Session, Part 2

Parent Information Resource Center Financial Managers Are a Key Partner to Ensure Success

Salon G

Dean Kern, Director, Parental Options and Information, Office of Innovation and Improvement, U.S. Department of Education, Washington, DC

Annual performance reporting should not only demonstrate project success but also fiscal accountability. Finance managers are a key project partner not only for ensuring that PIRC projects are completed on time and within budget but also for determining allowable costs associated with a project's activities. PIRC financial managers will be provided an overview of annual performance reporting requirements and compliance requirements for federal programs.

2:15–2:30

Break

2:30–3:45

General Session: Early Childhood Panel

Making the Most of Your Early Childhood Home Visitation Programs

Salon III, IV

Barbara Bowman, Consultant to the U.S. Secretary of Education and Chief Early Childhood Education Officer, Chicago Public Schools, Chicago, IL

Lisa Gale, Deputy Director, Nurse-Family Partnership Replication, Public/Private Ventures, Philadelphia, PA

Gayle Hart, National Program Director, Home Instruction for Parents of Preschool Youngsters, HIPPI USA, Little Rock, AR

Sue Sheehan, Senior Director of National and International Born to Learn Training, Parents as Teachers National Center, St. Louis, MO

This session will help PIRCs uncover the essential ingredients in a successful home visitation program. Renowned scholar and advocate Barbara Bowman discusses her current work advising federal early childhood education policies and facilitates a discussion with representatives from three national early childhood home visitation programs: Nurse-Family Partnership, Parents as Teachers, and Home Instruction for Parents of Preschool Youngsters. From these experts, PIRCs will learn about how to select and adapt home visitation models using research and evaluation.

3:45–4:00

Break

4:00–5:15

Concurrent Sessions III

Strand I – Early Childhood Parent Education

Comprehensive Services for Infants and Toddlers

Salon G

Rachel Schumacher, Senior Fellow, Child Care and Early Educational Policy, Center for Law and Social Policy, Washington, DC

In this session, participants will hear from the Center for Law and Social Policy about research on the importance of a comprehensive cross-systems approach to support the learning and development of children ages 0–3. PIRCs will learn about how to identify and tap into comprehensive early childhood resources to connect to their early childhood parent education programs, share strategies with one another about how to coordinate services for young children, and discuss policy implications for their states.

Strand II – Statewide Impact

Systemic Statewide Impact From Effective PIRC/SEA Parent, School, and Community Partnership Teams

Dirksen

Phyllis Harris, Director, Missouri PIRC-St. Louis, LIFT–Missouri St. Louis, MO

The PIRC and state education agency (SEA) collaboration uses systemic processes to build a strong partnership with SEA staff, regional advisory councils, and district and school action teams and fosters PIRC support for the implementation of No Child Left Behind (NCLB) and Title I reporting. This collaboration incorporates the following strategies: holistic resources and services that promote leadership practices for parents, schools, and districts; alignment of efforts to promote strong state accountability standards and effective parent involvement practices; strong school and community partnerships; and statewide family investment in schools to enhance parent involvement and child achievement.

Building a Statewide Community of Parents for Public Education: Relationships, Partnerships, and Networks

Salon D

Anne W. Foster, Executive Director, Parents for Public Schools, Jackson, MS

What is a community of parents for public education? How does it develop? How do you engage the parents? What about multiple cultures? Learn how to bring parents and parental involvement groups together to form statewide communities that will impact and improve public education. Learn how to create practical, successful strategies to reach out and provide leadership and support for parent engagement initiatives. Learn how to turn relationships into partnerships and partnerships into networks.

Strand III – Communication and Notification: Report Cards, Public School Choice, and Supplemental Educational Services A Toolkit for Title I Parental Involvement

Salon F

Chris Ferguson, Program Associate, National PIRC Coordination Center, SEDL, Austin, TX

The communication and notification provisions for the Title I parental involvement provisions continue to challenge schools, districts, and state education agencies across the nation. This presentation will engage participants in an interactive exploration of communication and notification information, discuss tools from *A Toolkit for Title I Parental Involvement*, and provide helpful suggestions for increasing and maximizing communication and notification activities.

Strand IV – Section 1118, Parental Involvement Successful Strategies to Engage Diverse Families to Increase Student Achievement in Middle School P

Salon E

Susan Shaffer, Executive Director, Maryland State PIRC, Bethesda, MD

Nora Cartland, ELL Outreach Coordinator, Maryland State PIRC, Bethesda, MD

America Calderon, Project Manager and Community Organizer, Tellin' Stories Project of Teaching for Change, Washington, DC

Sandi Jimenez, Former Principal, Buck Lodge Middle School, Prince George's County Public Schools, MD

Ana Baires, Parent, Buck Lodge Middle School, Prince George's County Public Schools, MD
Columbia University's National Center for Children in Poverty reports that 4.5 million adolescents were living in poor families and 10.1 million lived in low-income families in the United States in 2007. Parental involvement in middle school is therefore imperative. This workshop explores the work of the Maryland State PIRC's Tellin' Stories Project at Buck Lodge Middle School to provide PIRC directors, staff, and parent representatives with strategies and tools for effectively engaging all families in middle school.

Taking ELL Parents From Non-Involvement to Impacting School Decision Making P

Hart

Barbara Smith, Director, Utah State PIRC, Salt Lake City, UT

Claudia Alvarado, Parent Liaison, Utah State PIRC, Salt Lake City, UT

Utah State PIRC, in partnership with Granite School District, has developed a program that takes non- or low-English-speaking parents from English acquisition to helping their children with homework and volunteering by serving in PTA leadership. A fun, activity-based approach is used to teach "education survival" English. Additional training in parenting, school communication, and leadership are interlaced with the English lessons, taking parents from non-involvement to active involvement.

DAY 3 – FRIDAY, JULY 24, 2009

9:00–10:15 **Concurrent Sessions IV**

Strand I – Early Childhood Parent Education

Building a System for High-Quality PreK for All

Salon F

Keami M. Harris, Program Associate, National Black Child Development Institute, Washington, DC

The National Black Child Development Institute has been a catalyst for creating a universal, comprehensive system of high-quality programs for 3- and 4-year-olds. This practical workshop is about building sustainability, accountability, and equity for the education of young children.

Strand II – Statewide Impact

Spreading Your Wings: How to Expand Your Statewide Visibility and Impact

Salon G

Adam Kernan-Schloss, President and CEO, KSA-Plus Communications, Arlington, VA

This session will help PIRCs more effectively communicate their services, disseminate resources, and enhance their visibility and impact on a statewide level, as well as improve their ability to work among state and local educational agencies and school districts. Adam Kernan-Schloss of KSA-Plus Communications has helped numerous nonprofit organizations develop strategic outreach plans that brand them as influential leaders and reach a broad cross-section of parents and school representatives across the state.

Strand III – Communication and Notification: Report Cards, Public School Choice, and Supplemental Educational Services

Building New Capacity: Solid Foundation Start-Up Stories From Three States

Salon E

Lori Laughlin, Director, South Dakota State PIRC, Sturgis, SD

Jay Morris, School-Based Parent Involvement Coordinator, Vermont State PIRC, Williston, VT

Kathleen Kilbourne, Director, Vermont State PIRC, Williston, VT

Deborah Meiklejohn, Director, Rhode Island State PIRC, Pawtucket, RI

Solid Foundation is an evidence-based family-school partnership program used by a growing number of PIRCs to empower schools to action. Three PIRCs will share first-year experiences: what it takes to transform staff into team coaches, how to recruit schools, how to gain buy-in, and tips for setting expectations and guiding team discussions. They will also describe 10 steps for Title I schools and online resources for planning effective family engagement and ensuring policy compliance.

Reaching Our Families Through Parent Liaisons

Dirksen

Jackie Garvey, Executive Director, Indiana State PIRC, The Indiana Partnerships Center, Indianapolis, IN

Marilyn Bassett, Deputy Director, Indiana State PIRC, The Indiana Partnerships Center, Indianapolis, IN

Indiana State PIRC leadership staff will share strategies for providing quality professional development with parent liaisons. Over the past 3 years, the Indianapolis Public Schools Title I Department has depended on the Indiana State PIRC to take the

lead in working with 60 Title I Parent Liaisons. The PIRC has provided opportunities for the liaisons to increase their confidence and their skills to carry out the responsibilities of their job, understand important research about family engagement, link parent activities to parent learning, and help school staff value the role of parent liaisons in student achievement.

**Strand IV – Section 1118, Parental Involvement
Migrant and Multicultural Parent Involvement Programs** P

Hart

Jane Groff, Director, Kansas State PIRC, Topeka, KS

Sharon Dabzadeh, Advisory Board Member, Kansas State PIRC, Topeka, KS

This session will explore the development of a migrant and multicultural parent network and ways to incorporate PIRC services into that network. Presenters will discuss effective strategies to build the capacity of migrant and other multicultural groups, including family literacy, and share the personal testimony of a grandparent raising a grandchild. This testimony will give insight into the educational experiences of Hispanic-Latino adults. Presenters will also demonstrate translation devices and distribute bilingual family literacy materials.

Introduction to Advocacy P

Salon D

José W. Meléndez, Research and Policy Associate, Chicago Appleseed Fund for Justice, Chicago, IL

This session will introduce participants to advocacy as it relates to parental involvement under Title I, Section 1118. Specifically, PIRC parent representatives and other participants will identify the advocacy needs of the school, home, community, and students through a hands-on approach. They will work through a process of defining and categorizing advocacy issues; prioritizing their relationship to the school community; and discussing strategies, such as coalition-building, as a way to address advocacy issues.

10:15–10:45 Break

10:45–11:10 Closing Address

The Parent Voice

Salon III, IV

Sam Macer, Advisory Board Member, Maryland State PIRC, Baltimore, MD

At the heart of every successful PIRC are the parents who seek information, assistance, and resources. Sam Macer is one of those parents. As a father, grandfather, foster parent, PTA president-elect of the Maryland PTA, Maryland State PIRC Advisory Board Member, and participant in parent-school decision making, he has made a difference for not only his own children but the children of others as well. During his remarks, he will share his experiences, his hopes for children, and his expectations for the PIRCs.

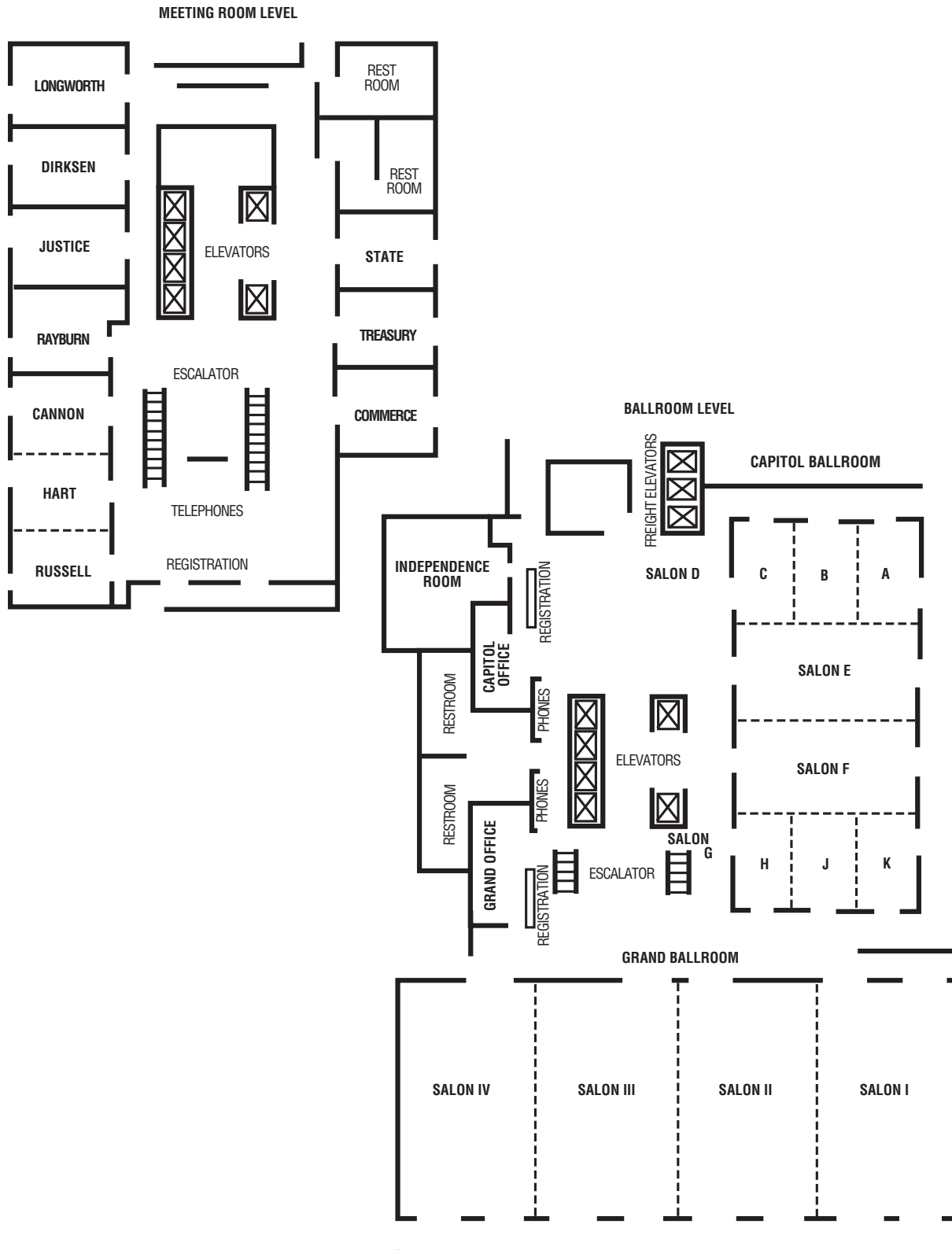
11:10–11:30 Closing Remarks

Salon III, IV

Anna Hinton, Deputy Director, Parental Options and Information, Office of Innovation and Improvement, U.S. Department of Education, Washington, DC

11:30 Adjourn

FLOOR PLAN



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LIST OF SESSIONS BY STRAND

Strand I – Early Childhood Parent Education	
Day 2	
10:15–11:30	Concurrent Sessions I <ul style="list-style-type: none"> • What Works: Putting Into Action Findings From the National Early Literacy Panel Report P • Better Together: The School Readiness Collaborative
1:00–2:15	Concurrent Sessions II <ul style="list-style-type: none"> • What Does Quality Mean to Families?
4:00–5:15	Concurrent Sessions III <ul style="list-style-type: none"> • Comprehensive Services for Infants and Toddlers
Day 3	
9:00–10:15	Concurrent Sessions IV <ul style="list-style-type: none"> • Building a System for High-Quality PreK for All
Strand II– Statewide Impact	
Day 2	
10:15–11:30	Concurrent Sessions I <ul style="list-style-type: none"> • Put the Word <i>Action</i> Into Action Teams! One PIRC’s Story
1:00–2:15	Concurrent Sessions II <ul style="list-style-type: none"> • Building Statewide Systems of Support: A Story of Two Partnerships • Evaluation As a Force for Good
4:00–5:15	Concurrent Sessions III <ul style="list-style-type: none"> • Systemic Statewide Impact From Effective PIRC/SEA Parent, School, and Community Partnership Teams • Building a Statewide Community of Parents for Public Education: Relationships, Partnerships, and Networks
Day 3	
9:00–10:15	Concurrent Sessions IV <ul style="list-style-type: none"> • Spreading Your Wings: How to Expand Your Statewide Visibility and Impact
Strand III – Communication and Notification: Report Cards, Public School Choice, and Supplemental Educational Services	
Day 2	
10:15–11:30	Concurrent Sessions I <ul style="list-style-type: none"> • The Parent Perspective–Title I Parental Involvement Outreach Strategies to Support Supplemental Educational Services, School Choice, and Academic Reporting P

1:00–2:15	Concurrent Sessions II <ul style="list-style-type: none"> • Value-Added Outreach—Maximizing Parent Liaisons
4:00–5:15	Concurrent Sessions III <ul style="list-style-type: none"> • A Toolkit for Title I Parental Involvement
Day 3	
9:00–10:15	Concurrent Sessions IV <ul style="list-style-type: none"> • Building New Capacity: Solid Foundation Start-Up Stories From Three States • Reaching Our Families Through Parent Liaisons
Strand IV – Section 1118, Parental Involvement	
Day 2	
10:15–11:30	Concurrent Sessions I <ul style="list-style-type: none"> • Innovation in Family Engagement: Strategies for Urban Communities and School Districts • PTIC and PIRC Partnerships for Success • Parental Involvement Jeopardy-Style P
1:00–2:15	Concurrent Sessions II <ul style="list-style-type: none"> • Advocating for Your Children P • LEA and School Policies: A PIRC’s Process for Increasing Parental Involvement • Thinking Mindfully About Parent Involvement
4:00–5:15	Concurrent Sessions III <ul style="list-style-type: none"> • Successful Strategies to Engage Diverse Families to Increase Student Achievement in Middle School P • Taking ELL Parents From Non-Involvement to Impacting School Decision Making P
Day 3	
9:00–10:15	Concurrent Sessions IV <ul style="list-style-type: none"> • Migrant and Multicultural Parent Involvement Programs P • Introduction to Advocacy P
Fiscal Sessions	
Day 2	
10:15–11:30	Concurrent Sessions I <ul style="list-style-type: none"> • Risk-Based Monitoring of Fiscal Components in U.S. Department of Education Programs
1:00–2:15	Concurrent Sessions II <ul style="list-style-type: none"> • Parent Information Resource Center Financial Managers Are a Key Partner to Ensure Success

National PIRC Coordination Center
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