

Parent Leadership Subcommittee

<p style="text-align: center;">Continued Engagement of Non-English Speaking Families</p>	<p>Goal: To strengthen outreach to non-English speaking families and ensure parent leaders know what services are available to engage these families.</p> <p>Barrier: Not all parent leaders know what services are available or how to access them. Some documents are translated and some are not. Because of these barriers, non-English speaking families are not as engaged as they could be; over 40% of parents citywide speak a language other than English.</p> <p>Recommendation: FACE has launched native language conferences in Spanish, Arabic, Chinese, and Bengali, which are a great step to provide important resources to these communities. Individual districts should be more involved to help the DOE achieve targeted outreach to these non-English speaking communities. Additionally, the translation and interpretation unit should work with parent leaders to ensure clarity on what services are available for non-English speaking families. DOE should increase the budget for T&I services and broaden their scope. Through translated documents (DOE notices), translation and interpretation services, better communication regarding the services that are available, and utilizing non-English speaking or bilingual parent leaders, more non-English speaking families can be involved in their child's education. Stronger collaboration amongst DOE departments and T&I would also reduce the burden on parent leaders.</p> <p>Goal: To involve parents at the local level earlier in decision-making processes. **We understand that this will be a core component of the Planning Subcommittee, and would love to be involved in these discussions.</p> <p>Barrier: With so much going on, DOE does not always involve parents early enough in decision-making to impact policies with important information from the local level, causing parent leaders to feel that their involvement is nominal.</p> <p>Recommendation: Earlier engagement, possibly materializing in a concrete policy of including CECs in the early stages of the work OSDCP, District Planning, SCA, and Enrollment do, would add an important local perspective to policies. There is a desire to get a better idea of how an idea goes from the nascent stage through implementation, so CECs can find the best place to supply suggestions and counsel.</p> <p>Goal: To engage parent leaders while their children are still young, so that they can have a more robust parent leadership career.</p> <p>Barrier: Engagement is not district-specific, causing newer parents to be overwhelmed and/or confused by the many involvement options.</p> <p>Recommendation: Schools, districts, and the DOE should make a stronger effort to engage parents of young students, which will lead to stronger parent leaders down the road. Local solutions may be best, like D30's Sneak Peak, which opens the doors to schools a week early so that parents can understand the landscape of getting involved in their child's school before school starts. While the DOE produces Achieve NYC, perhaps locally councils could prepare a "How To" guide for getting involved in your child's school. Through initiatives like Parent Council Leadership Institute, FACE and the DOE have demonstrated the importance of investing in parent leaders at all stages of the parent leadership arc. Efforts like these to tap into the expertise of former parent leaders, and even form mentoring relationships with newer parent leaders, will strengthen parent leadership, thereby strengthening our schools. There are different tiers of parent leaders, and pairing newer parent leaders with more experienced ones will build capacity at all levels of parent leadership.</p> <p>Goal: To prevent CEC turnover which threatens quorum and council functionality.</p> <p>Barrier: CEC terms are two years long, and CEC commitments often conflict with work, family, and other community and personal obligations. As a result, a number of members drop off councils, leaving vacancies, which can hinder progress. Parent leaders are volunteers, and lack of training, burnout, and/or reimbursement issues threaten the viability of their service.</p> <p>Recommendation: Beginning with the June 2015 orientation, FACE invested in monthly trainings for CEC members, many of which have been planned in collaboration with CEC members and other parent leaders. Trainings could be strengthened by including train-the-trainer models so members can turnkey information at council meetings. Additionally, offering borough-based trainings would likely yield higher and more varied attendance. When more parent leaders are better equipped with the tools to be successful, turnover will likely decrease. Perhaps the DOE could also partner with parents to create a training toolkit that more experienced members could share with newer parent leaders. Finally, creating a simplified, fair, consistent method of reimbursement, in consultation with veteran members, would ensure that parent leaders are able to afford their volunteer service.</p>
<p style="text-align: center;">Earlier Involvement of Parent Leaders in DOE Decision-Making</p>	<p>Goal: To involve parents at the local level earlier in decision-making processes. **We understand that this will be a core component of the Planning Subcommittee, and would love to be involved in these discussions.</p> <p>Barrier: With so much going on, DOE does not always involve parents early enough in decision-making to impact policies with important information from the local level, causing parent leaders to feel that their involvement is nominal.</p> <p>Recommendation: Earlier engagement, possibly materializing in a concrete policy of including CECs in the early stages of the work OSDCP, District Planning, SCA, and Enrollment do, would add an important local perspective to policies. There is a desire to get a better idea of how an idea goes from the nascent stage through implementation, so CECs can find the best place to supply suggestions and counsel.</p> <p>Goal: To engage parent leaders while their children are still young, so that they can have a more robust parent leadership career.</p> <p>Barrier: Engagement is not district-specific, causing newer parents to be overwhelmed and/or confused by the many involvement options.</p> <p>Recommendation: Schools, districts, and the DOE should make a stronger effort to engage parents of young students, which will lead to stronger parent leaders down the road. Local solutions may be best, like D30's Sneak Peak, which opens the doors to schools a week early so that parents can understand the landscape of getting involved in their child's school before school starts. While the DOE produces Achieve NYC, perhaps locally councils could prepare a "How To" guide for getting involved in your child's school. Through initiatives like Parent Council Leadership Institute, FACE and the DOE have demonstrated the importance of investing in parent leaders at all stages of the parent leadership arc. Efforts like these to tap into the expertise of former parent leaders, and even form mentoring relationships with newer parent leaders, will strengthen parent leadership, thereby strengthening our schools. There are different tiers of parent leaders, and pairing newer parent leaders with more experienced ones will build capacity at all levels of parent leadership.</p> <p>Goal: To prevent CEC turnover which threatens quorum and council functionality.</p> <p>Barrier: CEC terms are two years long, and CEC commitments often conflict with work, family, and other community and personal obligations. As a result, a number of members drop off councils, leaving vacancies, which can hinder progress. Parent leaders are volunteers, and lack of training, burnout, and/or reimbursement issues threaten the viability of their service.</p> <p>Recommendation: Beginning with the June 2015 orientation, FACE invested in monthly trainings for CEC members, many of which have been planned in collaboration with CEC members and other parent leaders. Trainings could be strengthened by including train-the-trainer models so members can turnkey information at council meetings. Additionally, offering borough-based trainings would likely yield higher and more varied attendance. When more parent leaders are better equipped with the tools to be successful, turnover will likely decrease. Perhaps the DOE could also partner with parents to create a training toolkit that more experienced members could share with newer parent leaders. Finally, creating a simplified, fair, consistent method of reimbursement, in consultation with veteran members, would ensure that parent leaders are able to afford their volunteer service.</p>
<p style="text-align: center;">Early Engagement/Life Cycle of Parent Leaders</p>	<p>Goal: To involve parents at the local level earlier in decision-making processes. **We understand that this will be a core component of the Planning Subcommittee, and would love to be involved in these discussions.</p> <p>Barrier: With so much going on, DOE does not always involve parents early enough in decision-making to impact policies with important information from the local level, causing parent leaders to feel that their involvement is nominal.</p> <p>Recommendation: Earlier engagement, possibly materializing in a concrete policy of including CECs in the early stages of the work OSDCP, District Planning, SCA, and Enrollment do, would add an important local perspective to policies. There is a desire to get a better idea of how an idea goes from the nascent stage through implementation, so CECs can find the best place to supply suggestions and counsel.</p> <p>Goal: To engage parent leaders while their children are still young, so that they can have a more robust parent leadership career.</p> <p>Barrier: Engagement is not district-specific, causing newer parents to be overwhelmed and/or confused by the many involvement options.</p> <p>Recommendation: Schools, districts, and the DOE should make a stronger effort to engage parents of young students, which will lead to stronger parent leaders down the road. Local solutions may be best, like D30's Sneak Peak, which opens the doors to schools a week early so that parents can understand the landscape of getting involved in their child's school before school starts. While the DOE produces Achieve NYC, perhaps locally councils could prepare a "How To" guide for getting involved in your child's school. Through initiatives like Parent Council Leadership Institute, FACE and the DOE have demonstrated the importance of investing in parent leaders at all stages of the parent leadership arc. Efforts like these to tap into the expertise of former parent leaders, and even form mentoring relationships with newer parent leaders, will strengthen parent leadership, thereby strengthening our schools. There are different tiers of parent leaders, and pairing newer parent leaders with more experienced ones will build capacity at all levels of parent leadership.</p> <p>Goal: To prevent CEC turnover which threatens quorum and council functionality.</p> <p>Barrier: CEC terms are two years long, and CEC commitments often conflict with work, family, and other community and personal obligations. As a result, a number of members drop off councils, leaving vacancies, which can hinder progress. Parent leaders are volunteers, and lack of training, burnout, and/or reimbursement issues threaten the viability of their service.</p> <p>Recommendation: Beginning with the June 2015 orientation, FACE invested in monthly trainings for CEC members, many of which have been planned in collaboration with CEC members and other parent leaders. Trainings could be strengthened by including train-the-trainer models so members can turnkey information at council meetings. Additionally, offering borough-based trainings would likely yield higher and more varied attendance. When more parent leaders are better equipped with the tools to be successful, turnover will likely decrease. Perhaps the DOE could also partner with parents to create a training toolkit that more experienced members could share with newer parent leaders. Finally, creating a simplified, fair, consistent method of reimbursement, in consultation with veteran members, would ensure that parent leaders are able to afford their volunteer service.</p>
<p style="text-align: center;">Preventing CEC Turnover</p>	<p>Goal: To involve parents at the local level earlier in decision-making processes. **We understand that this will be a core component of the Planning Subcommittee, and would love to be involved in these discussions.</p> <p>Barrier: With so much going on, DOE does not always involve parents early enough in decision-making to impact policies with important information from the local level, causing parent leaders to feel that their involvement is nominal.</p> <p>Recommendation: Earlier engagement, possibly materializing in a concrete policy of including CECs in the early stages of the work OSDCP, District Planning, SCA, and Enrollment do, would add an important local perspective to policies. There is a desire to get a better idea of how an idea goes from the nascent stage through implementation, so CECs can find the best place to supply suggestions and counsel.</p> <p>Goal: To engage parent leaders while their children are still young, so that they can have a more robust parent leadership career.</p> <p>Barrier: Engagement is not district-specific, causing newer parents to be overwhelmed and/or confused by the many involvement options.</p> <p>Recommendation: Schools, districts, and the DOE should make a stronger effort to engage parents of young students, which will lead to stronger parent leaders down the road. Local solutions may be best, like D30's Sneak Peak, which opens the doors to schools a week early so that parents can understand the landscape of getting involved in their child's school before school starts. While the DOE produces Achieve NYC, perhaps locally councils could prepare a "How To" guide for getting involved in your child's school. Through initiatives like Parent Council Leadership Institute, FACE and the DOE have demonstrated the importance of investing in parent leaders at all stages of the parent leadership arc. Efforts like these to tap into the expertise of former parent leaders, and even form mentoring relationships with newer parent leaders, will strengthen parent leadership, thereby strengthening our schools. There are different tiers of parent leaders, and pairing newer parent leaders with more experienced ones will build capacity at all levels of parent leadership.</p> <p>Goal: To prevent CEC turnover which threatens quorum and council functionality.</p> <p>Barrier: CEC terms are two years long, and CEC commitments often conflict with work, family, and other community and personal obligations. As a result, a number of members drop off councils, leaving vacancies, which can hinder progress. Parent leaders are volunteers, and lack of training, burnout, and/or reimbursement issues threaten the viability of their service.</p> <p>Recommendation: Beginning with the June 2015 orientation, FACE invested in monthly trainings for CEC members, many of which have been planned in collaboration with CEC members and other parent leaders. Trainings could be strengthened by including train-the-trainer models so members can turnkey information at council meetings. Additionally, offering borough-based trainings would likely yield higher and more varied attendance. When more parent leaders are better equipped with the tools to be successful, turnover will likely decrease. Perhaps the DOE could also partner with parents to create a training toolkit that more experienced members could share with newer parent leaders. Finally, creating a simplified, fair, consistent method of reimbursement, in consultation with veteran members, would ensure that parent leaders are able to afford their volunteer service.</p>