
Request for Proposal

School Smarts

Digital Literacy Curriculum:
Growing Connections for Parents/Caregivers

California State PTA
July 8, 2020





2327 L Street, Sacramento, CA 95816-5014 • 916.440.1985 • info@capta.org • capta.org

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California State PTA (CAPTA) is seeking proposals to revise and refine our Digital Literacy curriculum. This curriculum will help parents navigate the increasingly complex realities of their child's online educational experience so that they may be engaged and well-informed.

We are seeking a consultant(s) with experience developing curriculum. This Request for Proposal (RFP) contains information about the organization and services required.

Proposals will be evaluated by the following criteria:

- Completeness of the plan** – Does the consultant have the ability to achieve intended outcomes in a timely and cost effective manner?
- Experience** – Does the consultant or consultant agency have a track record of producing quality work in a timely and cost-effective manner?
- Current and Forward-Looking** – Does the consultant agency have a demonstrated understanding of intended outcomes?

The specifications of the request for proposal are attached. An electronic copy of your proposal must be received at the California State PTA office by August 9, 2020 and should be delivered to ccadwallader@capta.org. Hard-copy proposals are welcome, but will not be considered an official submission.

At the sole discretion of California State PTA, selected bidders may be invited to make oral and visual presentations to an evaluation committee after submission of the proposal. Presentations will be only with California State PTA representatives and key representatives of invited companies. Presenters will be allowed a minimum of five days' notice to prepare.

Sincerely,

Sherry Skelly Griffith
Executive Director

EXECUTIVE SUMMARY

The California State PTA has been supporting children and families for more than 120 years. Parent and family engagement is a key organizational priority. We meet this priority in a myriad number of ways including providing research-based family engagement training and tools to local school districts. To meet today's school district and family needs, we would like to offer a cogent and meaningful curriculum to help parents learn digital citizenship/literacy skills to support student success in school and beyond. We are looking to hire a consultant who can develop this parent/caregiver focused digital literacy curriculum.

PROJECT DESCRIPTION

School Smarts is California PTA's original parent engagement program, which is facilitated locally at schools across the State. The program offers a [seven-session parent academy](#) that educates and empowers parents. Topics include understanding the education system, communicating effectively, advocating for a quality education, and the [importance of parent involvement](#). One of the program's operating principles is inclusion and the curriculum is available in English, Spanish, Chinese, Arabic, Tagalog and Vietnamese. Each session includes instructional art activities that reinforce key lessons, which help build a sense of community and underscore the importance of a complete education that includes the [arts](#). In 2015, an eighth session - the Digital Literacy curricular module (attached) - was created to be used as part of the School Smarts program. This module is now out of date and requires an overhaul.

The current pandemic and distance learning requirements have made digital citizenship and literacy even more crucial for today's parents. We envision that the revised Digital Literacy Curriculum module will be available to parents through our School Smarts program as well as a stand-alone training delivered in person or via video conferencing. While the learning objectives will include items that are technical in nature, the primary purpose will be to assist parents as they navigate their child's increasingly complicated and growing digital education landscape. For reference, attached is the first session of our School Smarts Academy as well as a summary of the sessions and facilitator strategies.

SCOPE OF WORK

1. Research the best existing technical resources to use as the Foundation for this program to ensure the program is using the best technical expertise available.
2. Review and retain as necessary the current Digital Literacy Module (attached) information that is useful and which will not need consistent updating.
3. Design in partnership with California State PTA volunteers and staff an 8th School Smarts session for parents (of both elementary and secondary school aged children) that meets the following learning objectives:
 - a. Explain why and how becoming a more digitally literate parent will support your child's academic success and continue your role as the child's first teacher.
 - b. Understand what digital literacy is and why it is an essential skill set for students in school and a vital tool for lifelong learning.

- c. Use a school's online platform to check a child's progress and review available resources.
 - d. Be able to communicate effectively with your child's teacher(s) via digital tools like email and remind app, etc. to support student learning at school and at home.
 - e. Demonstrate the benefits of and how to support a child's learning through digital media resources.
 - f. Know how to help your child practice online safety, have healthy online habits and develop good digital citizenship.
4. Create complimentary lesson plan for Facilitators to use to deliver training.

TIMELINE

RFP released – Wednesday, July 8, 2020

Deadline for Submission - Sunday, August 9, 2020

Award Contract – September 1, 2020

Implementation and Development Phase – September 1 - October 15, 2020

Revise and Complete Phase: October 15 – November 15, 2020

BUDGET – Up to \$7,500

BACKGROUND INFORMATION

California State PTA is a 501(c) 3 organization, and its corporate headquarters is located in Sacramento. In addition to a staff of 17 in Sacramento, board members, committee members and others transact business primarily via telephone, email and website access.

California State PTA is a 501(c) 3 organization that represents more than 700,000 volunteer members across the state of California. California State PTA provides approximately 3,600 units, 170 councils and 27 districts with leadership training, representation at statewide meetings of agencies and commissions, representation in Sacramento through legislative advocacy and various programs and services, including School Smarts.

California PTA is a leader in providing parents, schools and districts with tools to engage in meaningful partnership and decision-making to improve outcomes for all children.

We are part of the foundation of the California public-education system and a trusted messenger to millions of members, parents, families, educators and allied agencies throughout the state. We are part of National PTA, the nation's largest volunteer-led child-advocacy association working to drive improvements in the education, health and well-being of all children and families.

Parents are children's first teachers and we believe that parent involvement is essential throughout a child's educational experience. We believe that family is the

basic unit of society responsible for the support and nurturing of all children, and we recognize that “the family” may be defined in many ways. We believe our responsibility includes advocating for the safety and welfare of all children and the opportunity for a quality public education for each child.

A Board of Directors and Board of Managers govern California State PTA. The Board of Directors consists of elected and appointed officers and meets monthly to conduct the business of the organization. The Board of Managers consists of 110 members, including the district presidents, and meets four times a year to coordinate California State PTA’s statewide programs as well as conduct the business of the organization.

Mission and Goals

The mission of California State PTA is to positively impact the lives of all children and families.

2019-21 PTA Organizational Goals

1. Advocate for the education, health, safety and well-being of all children
2. Inform, engage and empower our members and the public on issues concerning children and families
3. Mentor the leaders of tomorrow
4. Promote, practice and embrace inclusiveness
5. Promote and build family engagement to foster positive outcomes for every child
6. Strengthen our voice for all children by increasing membership

RFP COMMUNICATIONS

California State PTA Contact

The contact person for this procurement process is:

Colleen Cadwallader
Director of Programs and Grant Development,
California State PTA,
2327 L Street,
Sacramento, CA 95816-5014
(916) 440-1985 ext. 119

Questions must be submitted via email to ccadwallader@capta.org by August 1, 2020 to ensure sufficient time to prepare responses.

Contractor Responsibilities

The individual representative of the contractor who has contracting authority must sign each proposal. That individual will be the sole point of contact with regard to contractual matters. Vendors must certify that they are not currently under suspension by the State of California, any other state, regulatory commission, or the federal government. Vendors must acknowledge that, if they are currently under suspension, or if they owe delinquent taxes, their proposal may not be accepted or considered.

Rejection of Proposals

California State PTA reserves the right to reject any and all proposals received as a result of this request, or to renegotiate with any and all competing vendors. California State PTA also reserves the right to certify the top vendor by on-site visit of California State PTA representatives.

Disclosure of Proposal Contents

Proprietary and price information provided in your proposal will be held in confidence to the best of California State PTA's ability under the applicable laws of the State of California. Unsuccessful proposals will not be revealed or discussed with competitors.

Contract

It is California State PTA's intent to enter into a one-time contract as a result of this RFP. It is proposed that, if a contract is entered into as a result of successful negotiations, the selected company will be required to sign a contract confirming specific terms, conditions, and fees, consistent with the proposal. The project will not commence until an agreement is signed which outlines the scope of all work, budget, terms and all necessary items.

PROPOSAL FORMAT

These instructions describe the required format for the RFP. RFPs submitted shall follow the format as described below, shall not exceed 10 pages and shall not use fonts smaller than 10 point. All pages shall be sequentially numbered. All materials submitted in response to this RFP shall become the property of California State PTA and will be returned only at California State PTA's option.

Consultants shall submit a copy of their proposal to the email address identified. An electronic copy of your proposal must be received at the California State PTA office by August 9, 2020 and should be delivered to ccadwallader@capta.org. Hard-copy proposals are welcome, but will not be considered an official submission.

Each copy shall contain the following documents:

- Cover Letter/Executive Summary
- Company Profile (See Attachment A)
- Professional Qualifications and Experience (See Attachment B)
- Relevant Examples (See Attachment C)
- Services and Cost Proposal for Phase 1 (See Attachment D)
- Timeline

Cover Letter/Executive Summary

The cover letter/executive summary shall be in the form of a standard business letter and shall be signed by an individual authorized to legally bind the company. The cover letter/executive summary shall provide the name and telephone number of a contact person with authority to answer questions regarding the proposal. The letter shall also include the name, telephone number and email address of a contact to be notified regarding contractual issues. The letter should clearly communicate the company’s understanding of California State PTA’s objectives and the scope of services required in this RFP.

Attachment A

COMPANY PROFILE

Item	Description
A-1	Name of Company
A-2	Address of Company (principal place of business)
A-3	Telephone number
A-4	Company Website
A-5	Date established
A-6	Size of company (including the number of FTE employees)
A-7	The location of the primary office and ancillary offices that will provide services for California State PTA
A-8	Signature of an authorized officer or agent of the company submitting the proposal

Attachment B

PROFESSIONAL QUALIFICATIONS AND EXPERIENCE

Item	Description
B-1	Identify the individuals who will work on the project and the roles they will play

B-2	Describe your team's experience with curriculum development
B-3	Include three (3) specific references that we may contact

Attachment C

RELEVANT EXAMPLES

Item	Description
C-1	Provide at least three (3) examples of curriculum your agency has developed which are most relevant to the proposed work for California State PTA
C-2	Include a brief strategic background summary of each example to include the company's role in the design and development of the project, not to exceed 400 words or one page

Attachment D

SERVICES AND COST PROPOSAL

Item	Description
D-1	Outline the company's approach to this project
D-2	Describe and outline the time frame and actions steps
D-3	<p>Provide a cost proposal to include all planning, development and any other elements necessary for the project completion. The costs quoted must be all- inclusive; anticipated additional costs should be itemized and called out in an exhibit or schedule</p> <p>Bidders are encouraged to suggest efficiencies and cost savings advantages to the California State PTA.</p> <p>Proposals shall be valid for a minimum of ninety calendar days from submittal.</p>
D-4	Terms and conditions, and other supporting information shall be included in the cost proposal



Session Digital Literacy

Digital Literacy and 21st Century Readiness

TIPS:

- Participants should complete the Post-Academy Questionnaire at the end of class
- Use Digital Literacy session power point to cover important themes of session
- Encourage discussion among group members of all skill level
- Validate everyone's questions and opinions
- Remind parents that they can go back to material that was not covered during training
- Remind parents about breaks

TIME	AGENDA	ACTIVITY NOTES
8 min.	Welcome	<ul style="list-style-type: none"> • Make sure everyone signs in and gets session materials • Collect completed Post-Academy questionnaires
2 min.	Objectives: These are the concepts we will discuss in our session today	<ul style="list-style-type: none"> • Why Digital Literacy is an important skill • Basic Digital Literacy skills • Internet safety and security • Digital Literacy and California Standards
10 min.	What is digital literacy?	<ul style="list-style-type: none"> • What is digital literacy? • Why is digital literacy important? • Digital literacy for parents • Digital literacy and jobs in the arts
5 min.	Computers 101	<ul style="list-style-type: none"> • Types of devices you can use to get online • Main computer parts • Getting the computer started, accessing files, getting online, and shutting down the computer
5 min.	Internet Basics	<ul style="list-style-type: none"> • Focus on using the Internet for homework and research • Discuss how to use search engines effectively
5 min.	MOUNT RUSHMORE ACTIVITY	<ul style="list-style-type: none"> • You are helping your 3rd grader with his/her report about Mount Rushmore. Use Google to search for information you would like your student to use for the report. • Go to www.google.com. • Type in different variations of Mount Rushmore. • Write down the types of results you would get for each search.
10 min.	Online Safety	<ul style="list-style-type: none"> • Emphasize a clear understanding of personally identifiable information

		<ul style="list-style-type: none"> • Discuss the importance of knowing who parents and children are sharing information with online • Discuss the permanence of things posted on the Internet • Discuss public computer use
15 min.	Teaching Kids to be Good Digital Citizens	<ul style="list-style-type: none"> • Emphasize information about cyberbullying • Discuss how parents can teach kids how to be responsible with their online persona • Discuss strategies parents can use to encourage healthy habits online.
30 min	DIGITAL ART ACTIVITY	Digital Literacy Idea Boards (last page-behind resources)

Facilitator Post Session Digital Literacy: To do list

1. Make sure that the attendance form has been signed by all participants.
2. Please take a few minutes to fill out the brief Facilitator Survey online: The Survey link will be provided in a separate email.

Digital Literacy for 21st Century Parenting

What is digital literacy?

Digital literacy means understanding how to use technology, how to navigate the Internet, and how to use social media effectively and safely. It is important for both students and parents to be digitally literate.

A person who is digitally literate can:

- Use different types of technology to get the information he or she needs and judge the quality of that information
- Use technology securely and responsibly
- Use technology to effectively communicate
- Uses technology to be engaged with the community.

*From American Libraries Association Connect,
<http://connect.ala.org/node/181197>*

Why it is important to be digitally literate

Digital literacy can give you an edge when looking for a job, allow you to access multiple resources and help you better communicate with your child's school. Technology can also be a powerful educational tool for helping your child learn.

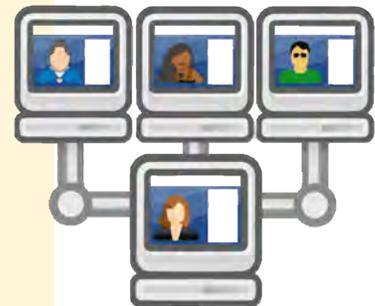
Who needs digital literacy skills?

Digital literacy skills are just as important for parents as they are for children because:

- Parents can connect learning at home with their children's schools
- Online educational software provides fun and engaging ways to support their student's learning
- Parents can play a key role in showing children how to be good digital citizens
- Access to technology can empower the lives of all family members by giving them access to information about health, finance, education, and their communities.

Accessing commonly-used resources

The Internet has made information distribution faster and easier than ever. Resources previously distributed in paper form are now being distributed online. This includes information about finances, healthcare, employment opportunities, community resources, consumer services and government programs. Digital literacy skills allow you to access all of these resources in a safe and secure fashion.



Communicating with your child's school

Technology has also made it easier for schools to communicate with parents. Schools are using a variety of technological tools to get information to parents quickly and easily. These tools include websites, apps, text messaging, email and phone services where parents can access everything from personal messages from teachers to their children's grades. Schools have also begun using customized online portals for school communities where parents can access school-wide information and real-time updates on their children's grades as well as updates on school assignments. Digital literacy skills are necessary for using these tools and keeping in touch with what is going on at your school.

Technology as a powerful education tool

Educational technology that caters to a variety of learning styles is also available. Across California, technology is increasingly becoming integrated into classrooms to include elements of visual learning, linguistic learning and kinesthetic learning to create an engaging educational environment for all learners.

For example, Khan Academy offers interactive lessons in math, the humanities, health, sciences, art and history with academic material submitted from educators and experts from across the nation.¹

Schools can also purchase licenses for online tools that are free for the students to use at home. Examples include the math program IXL and the reading program RazKids, just to name a couple. Talk with your child's teacher about programs your school is using to help students become more familiar with online learning.

In addition, Massive Open Online Courses (MOOCs) provide educational opportunities to students that might not be available at school. These online courses are sometimes offered for free in a variety of subjects and can supplement what children learn in the classroom or help nurture educational interests developed independently.

California State PTA offers a free online education tool to help parents learn and understand the educational landscape in California. Ed100.org is written by education experts who understand state policies and local schools. The 10-chapter online site allows parents to learn and explore at their own pace while choosing the content they are most interested in.



REMEMBER!

The different types of learning styles are covered in Session 2.

Did you know?

There are apps available to assist children who have special needs. For example, LetterReflex is designed to help children with dyslexia overcome letter reversal. Check your smart phone to see which apps are available to you.

¹ *California State PTA is a nonprofit, non-commercial volunteer organization and does not endorse any non-PTA product, publication or business associated with examples provided in this curriculum. Examples throughout the curriculum are provided for information only.*

Technology in the workplace

Technology is becoming easier for companies to utilize. Many industries are using it more and more, including:

- Restaurants
- Retail Shopping
- Dry Cleaning
- Medical Facilities and Hospitals
- Advertising Agencies
- Video Game Development Companies
- Music
- Automotive
- Education

In order for students and future workers to be more competitive in our current and future workplace, digital literacy skills will become increasingly important.

Digital Devices 101

The first step to being digitally literate is becoming familiar with the equipment you will be using.

Smart Phones: On a smart phone, you can make a phone call and text or use apps to access Internet resources, email, finances, games, maps and many more services. Given the small screens, smart phones are difficult to use for schoolwork or design projects.

Computers: Include a screen, keyboard and a mouse or track pad. Computers come as either portable laptops or as desktop models and are the most versatile pieces of technology you can have in your home. Computers can be used to do graphic-design work, report writing, presentation design, Internet research, email or gaming.

Tablets: Are general-purpose computers that are contained in a touchscreen device. Tablets are operated by touch, much like smart phones. They can be used for similar purposes as computers, including Internet research or email.

What is an app?

“App” is a common term for an application, especially for simple applications that can be downloaded inexpensively or even for free. An app is like a digital gadget that can help you with specific information such as traffic, weather and more. Many apps are available for mobile devices and even some TVs.

Getting started with your smart phone

- **Using Your Smart Phone:** Even though different companies make smart phones, they all have similar designs. Smart phones are made of two primary components: a touch screen and a home button.

Did you know?

California State PTA provides resources for arts and career-technical education online (www.capta.org/focus-areas). Creative skills are in demand in the technology industry, creating more opportunities for artists with technology skills.

ASK

Ask your school where you can access free computers on campus or in your community.



IMPORTANT

Different types of technological devices help you do different things. If you are going to invest in purchasing a device, make sure it has the ability to let you do all of the things you need and want it to do.

- **Touch Screen:** With the touch screen, you can tap to open up applications and links. You can also swipe the screen to scroll through content. If you need to type information into your smart phone, a keyboard appears on the touch screen.
- **Home Button:** The home button lets you “wake up” your smart phone, and allows you to exit open applications. Pressing and holding the home button opens up virtual assistants, such as Siri.

Storing Data: Smart phones store data just like computers do. There is only so much storage space on everyone’s smart phone, so software companies have developed alternative methods for storing data in the cloud. The cloud lets users store information online. It is important to back up your information to the cloud system provided by your phone carrier, so you don’t lose it if your phone is ever broken or stolen.

Becoming familiar with computer hardware

Being familiar with your computer hardware is the first step to gaining digital literacy skills. Familiarity with a few basic parts of the computer can get you started.

- **Computer Monitor:** The computer monitor or screen shows you everything happening on the computer. Depending on whether you have a laptop or desktop, the monitor might be attached to your keyboard or freestanding. All of the commands you give the computer with the keyboard or mouse will show up on the monitor.
- **Keyboard:** The keyboard is one of two primary control panels for your computer. With the keyboard you can type, move the cursor on your screen, and tell your computer to do things like save documents. Typing tutorials are available to help you get the most out of your keyboard.
- **Mouse or Track Pad:** A mouse is attached to your computer with either a cord or an electronic signal. A track pad is attached to the keyboard of your laptop. Both are used to control the cursor on your computer. With the cursor, you can select things on your computer screen by pointing and clicking it or holding and dragging it. To point and click on something, move your mouse over it and use your finger to press the button on top quickly. If you are using a track pad, move your finger over the pad to move your cursor. Tap on the pad to click. It is a lot like tapping on something on your smart phone.

Storing Data on a Hard Drive: The hard drive is located inside the computer and stores all of your information. When you buy a computer, it comes with a certain amount of storage space that determines how much information you can keep.



Getting started using your computer

Turning On Your Computer: Use the power button on either the monitor or keyboard to turn on your computer. Press the power button and hold it down briefly. You will hear the computer make a noise and the monitor will turn on. Let go of the power button and the computer will finish turning on. When your computer is done turning on, you will see your desktop.

Accessing Your Files: Documents are kept in files stored on your desktop, which is the main screen you will work from. You can make as many files as you want and stack them inside each other. Open a file by using either your mouse or track pad to point at the file with your cursor then click on it. Sometimes you will have to only click once and sometimes you will have to click twice.

Getting Online: Every computer has a browser on it that is your door to the Internet. Browsers include Chrome, Firefox, Safari and Explorer. The browser will show up on your desktop as an icon. Icons are small pictures that represent computer programs. The browser icon will be a small picture of the company's logo. You can open your browser just like you open a folder – by pointing and clicking.

Shutting Down Your Computer: Use your mouse or track pad to shut down your computer. Move your cursor over to the Start menu. Click on the Start menu and choose the Shut Down option by clicking on it. If you are using an Apple computer, move your cursor to the Apple menu and click on it. Choose the Shut Down option by clicking on it. Your computer will turn off by itself. Do not use the Power Button to turn off your computer regularly. It is not good for the computer.

REMEMBER!

You can practice your digital literacy skills and take computer classes at many public libraries throughout California.

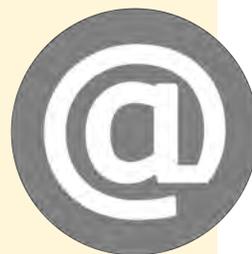
Internet basics

If you are just getting started using the Internet, there are a few things you will want to make sure to do and some skills you will want to learn, such as finding information in the Internet and sending emails.

Why email is important?

Having an email address makes it easier for you to:

- Apply for a job
- Communicate with educators, community agencies, health care providers, and
- Send and receive documents instantly.



Having an email address can also make it easier to communicate with your child's school, provide better access to school announcements and provide a more efficient way to communicate with your child's teacher. Additionally, many online services such as online banking or social media networks will ask you for an email address.

Where can I get an email address?

There are many options to sign up for free email accounts. The most popular are:

- Gmail provided by Google
- Yahoo Mail provided by Yahoo

These services are offered free of charge and can be accessed on any computer, tablet or smart phone.

Search engines

When you launch your Internet browser, often a search engine website is the first page to display. Search engines help you find information on the Internet. Think of a search engine as a digital library with massive amounts of information available at your fingertips. The most popular are Google, Yahoo and Bing.

All search engines have a text box, or a place where you can type. To find the information that you need, type a description of it in the text box. The search engine will give you a list of websites where you can find the information you requested. The best searches are short but descriptive.



Web addresses

A web address, also known as URL, specifies the location of a website on the Internet. When typed into a web browser or search engine, a website's URL will take you right to it. A website address looks like this: <https://www.google.com>.

You can learn a lot about the type of company hosting the website by looking at the last part of the web address. In general, many web addresses follow these guidelines:

- For-profit companies use ".com"
- Nonprofit organizations use ".org"
- Government agencies use ".gov"
- Educational agencies or schools use ".edu"

Internet research and homework

The Internet has become an important research tool for students because of the large amount of information available. Remember how children used to use encyclopedias to get basic information on many topics? Well the Internet provides this kind of information plus millions of other entries in numerous other languages. Students who have access to the Internet are able to refine important research skills necessary in college and the work place. However, not all information on the Internet is equally reliable. Developing your own Internet-research skills will allow you to help your children with their homework assignments while also learning something new and interesting!

Here are some tips for maximizing Internet research:

Choose Your Search Terms Carefully: Being specific about the words you choose when you are searching for information will help you produce the best possible results.

For example, if you are looking for information about the first President of the United States, George Washington, you should type “President George Washington” for the best results. Just typing “Washington” might bring up information about the state of Washington. Just typing “George Washington” might bring up information about George Washington Carver.

Finding Reputable Sources: Ask these questions about possible Internet and/or database sources:

- Is the author and authority on the topic? Government and university website are reputable
- Does the author cite sources?
- Is the website active? Check URL links (Stapleton & Helms-Park, 2006)
- Was the information retrieved from Wikipedia? This is not a reputable source. Look up and study any reference materials at the bottom of the Wiki page for possible use.

Consider Your Source: Knowing what websites offer reliable nonbiased information is the key to Internet research. Check to see if the website is a reputable institution, school or organization. Websites hosted by private individuals or for-profit companies may contain false or biased information.

Not All Search Engines are Created Equal: Google is great for most searches, but when your child is doing a research assignment for school, search engines that provide mostly academic resources are best. Try Google Scholar, Google Books, InfoOhio or Groliers.

From Education Week,
<http://www.edweek.org/ew/articles/2013/05/22/32el-studentresearch.h32.html>.

Online safety

The Internet is a powerful tool for sharing information. Sharing information is so easy that sometimes we do not think about what we are posting online. However, sharing the wrong information with the wrong people, or posting it in the wrong place can be dangerous.

Sharing personally-identifiable information

Personally-Identifiable Information is information that can be used to identify a particular person. Examples include:

- First and last names
- Social security number
- Vehicle license plate number

Did you know?

Typing the word “kid” or your child’s grade level at the end of a search will help narrow results to those that are most appropriate for your child.

- IP addresses for electronic devices
- A photo of your face
- Fingerprints
- Home address
- Signature
- Credit card numbers
- Usernames and passwords for digital profiles
- Date of birth
- Birthplace
- Health information

Personally identifiable information should always be protected online to reduce identity theft. This type of information should only be given online when absolutely necessary, and should only be given on trusted and secure websites.

You may be asked for personally identifiable information when signing up for online accounts including email and social media. Only supply the information that is absolutely required. If the website asks for optional information, avoid giving it. Many websites are vulnerable to being hacked and it is your responsibility to decide how much information is safe to reveal on any website.

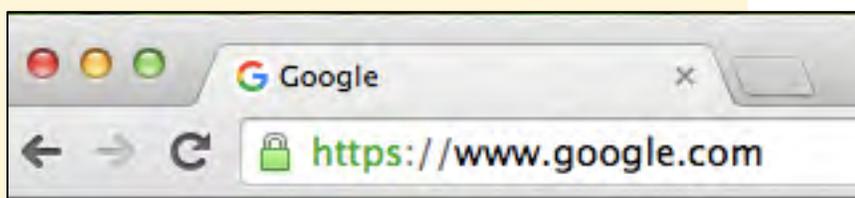
Being mindful of who you are sharing information with online

Whether the information belongs to you or your family, personally identifiable information should always be guarded carefully. There are three key aspects to online safety:

1. Knowing what websites are secure
2. Knowing who you can trust when sharing information online
3. Knowing what is being done with your information after you have provided it.

How can I tell if a website is secure?

You will need to provide personally identifiable information when you are using financial, government or health services online. First, you will need to make sure that the website you are using is set up for secured communication to help protect your information from hackers. There is an easy way to tell if a website is secure – any website with a web address that starts with **https** is set up for secured communication and will look like this:



The https web address is the basic level of protection offered online. Some of the most common types of websites that handle highly sensitive information are banks and health care providers, which have legal obligations to keep your information safe.

Did you know?

Organizations such as Common Sense Media provide resources that will help you and your child evaluate information online.

Tips for passwords

Having a single, simple password that you use for all of your accounts can make those accounts vulnerable to hackers. It is important to have more than one password and to use a phrase or word that is uncommon or that only you would know. Using a combination of capital and lower case letters, numbers and special characters helps make your passwords secure. Choosing unique passwords for your different accounts will add a level of protection in the event one account is compromised.

Who can you trust when sharing information online?

If you are thinking about sharing personal information about yourself or a family member with **a person** on the Internet, it is best to make sure that you actually know the person receiving your information. Never share personally identifiable information with a person you just met on the Internet.

Social networks are popular among both adults and children. By using the social network's privacy settings, you can control who can access your information. Becoming familiar with your privacy settings helps you maintain control over your personally identifiable information. When your kids are using social networks, talk to them about the importance of only connecting with people they know.

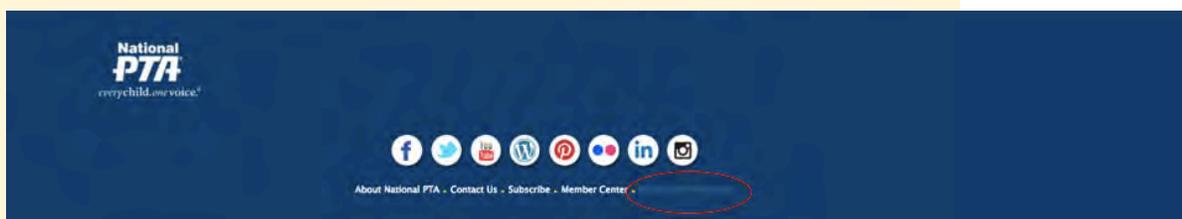
When sharing personal information with **a company** online, it is equally important to make sure you trust the business. Here are some things to keep in mind:

- Research the company to see if they are a trusted brand or if other consumers have had problems with the brand
- Look into what the company is going to do with any information you provide
- Review the company's privacy policy on their website.

Privacy policies – Knowing what's done with your information

By law, every company must post a **privacy policy** on its website. Privacy policies tell consumers what exactly a company is doing with their information. How a company collects, stores, manages and whether the company shares your information must be clearly written in the website's privacy policy.

Privacy policies can generally be found by clicking a link at the bottom of a web page:



When you click on this link, you will be taken to the company's privacy policy:

About PTA

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- Donate
- Join

PTA Privacy for Members

Protecting Your Privacy: PTA Privacy Policy for Members

Updated December 2007

Policy Summary

- National PTA does not sell or rent member information to anyone.
- To help provide more value for PTA membership, sponsors and member benefit providers do receive limited and restricted opportunities to communicate special offers to our members.
- All mailings are reviewed and approved by PTA and sent through a 3rd party mail house.
- The 3rd party mail house is required to sign a confidentiality statement that the lists will be used for a one-time mailing and cannot be shared with anyone.
- Our sponsors and member benefit providers never see the list or have direct access to it.
- PTA does not allow sponsors or members benefits providers to solicit members under the age of 18, when designated as such.
- PTA uses state-of-the-art technologies and processes to protect and secure any information it collects.

Information PTA Collects

When you apply for membership, PTA asks for basic information, such as your name, street address, and e-mail address. Your participation in PTA activities and member services also is tracked to help PTA better understand member interests and evaluate the effectiveness of our offerings. PTA also

Related Content & Resources

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- 2016 Advocacy Awards
- Male Engagement
- Election Guides
- Every Child in Focus—National Hispanic Heritage Month

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When you post something on the Internet – it's permanent

When information is posted on the Internet, it stays there forever. Whether the information is text or a photo, there are not many options for permanently removing a regretful post. Even if a website offers a “delete” option, the information you posted will still be stored on the site's servers and might be searchable in the future. Since things never really get deleted online, it is important to be careful about what you post.

Here are some things that you might want to avoid posting:

- Photos of you engaging in behavior that you might find embarrassing later
- Mean, abusive or inappropriate comments about other people
- Information about your family that might be considered sensitive such as health information
- Photos or information about your children that they might find embarrassing later in life.

When posting information about yourself and your family, keep in mind that this information might be found by future college admissions officers and future employers. Remind your child that what they do on social networks has consequences offline.

Using public computers

Libraries and schools often offer free access to computers with Internet access for the public to use. These are great resources for your family, but you should remember that someone else will use the computer after you. Since you don't know who that person will be, you should take steps to protect your information.

If you log into any online account or profile while using a public computer, be sure to log out of all of them before you get up to leave. This is particularly true if you log into an account with sensitive information.

Teaching kids to be good digital citizens

As children are learning how to be good citizens in the real world, parents play a role in teaching them how to be good citizens online. A **good digital citizen** thinks critically about his or her actions online, so that he or she can behave safely and participate responsibly in the online world. Create expectations that your child should treat people online the same way you would like them to treat those people in person.

Cyberbullying

Cyberbullying is bullying that happens on an electronic device. This could be on a computer, a tablet or a mobile phone. Usually, children who participate in cyberbullying do it on the Internet using a social network or email. However, cyberbullying can happen without the Internet through text messages and phone calls.

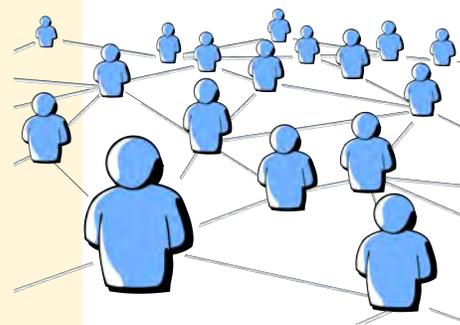
Since our world is more connected through online and social media channels, it can be hard for children to escape cyberbullying. It is possible for children to be bullied 24 hours a day, seven days a week. Some websites also allow anonymous communication, so some bullies feel like they can be more vicious online than they can be in person.

Effects of Cyberbullying

The constant nature of cyberbullying can have devastating effects on children being bullied. Children who are cyberbullied may skip school, abuse drugs and alcohol, suffer from low self-esteem or suffer from depression. In extreme cases, some children who have been bullied online have committed suicide.

You and your children can help stop cyberbullying. Here are a few ways that you can help end this behavior:

- Talk to your children about the consequences of their actions online. Help them understand the things they say on the Internet, whether positive or negative, can leave a lasting impact on the person they are talking to.

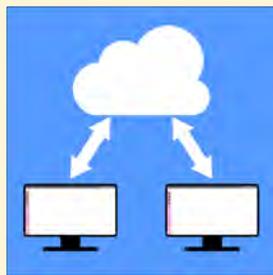


- Be aware of what your children are doing online. Know what websites and social networks they use. Be familiar with how these tools work. When possible, “friend” or follow your kids on social networks so you can see their activity.
- Set ground rules for Internet use. Let your children know that as their parent, you may review their activity online. Ask for their passwords in the case of an emergency.
- Encourage your children to tell you or school officials if they witness bullying happening online or at school. Also, encourage them to be a positive influence on their friends at school by actively discouraging bullying among their peers.
- Model positive online interactions. Be an example to your children by not participating in cyberbullying.

From *stopbullying.gov*, <http://www.stopbullying.gov/cyberbullying/>

Showing children how to be responsible with their online persona

Even after you click the delete button, information you post online continues to exist on servers and in the “cloud.” What children post on the Internet today might be found by a potential employer or a college admissions officer in the future.



What is the cloud?

The cloud is not a physical thing. It is a network of servers, and each server has a different function. Some servers use computing power to run applications to “deliver a service” or to store data. For example, when you take a picture with your phone and upload to Instagram, you are uploading it to the cloud.

California’s “Right to be Forgotten Law” went into effect on January 1, 2015. This law requires all online companies that serve primarily teenagers under the age of 18, or knowingly serve large numbers of teens under 18, must delete information from the teen’s account when requested by the teen. While this is a great safety net, the “Right to be Forgotten Law” is new and enforcement may take time.

The Internet also makes it easy to spread information. When children share private photos or information online, it might not stay private. The information could spread quickly. Also, information posted by other people is not covered by the “Right to be Forgotten Law,” so a company does not have the obligation to delete information your child wants taken down if it is on someone else’s profile.

Do's and Don'ts for Children Online

DO	DON'T
"Friend" or follow only people your child knows in real life	Don't post photos or information your child would not want you or their future boss to see
Be familiar with a social network's privacy settings, and use it to keep your child's information safe	Don't share personally-identifiable information with anyone your child has not met in person
	Don't take or share intimate photos of themselves with an electronic device

The positive power of the Internet

There are plenty of positive things that your children can do for their communities online. There are websites such as Change.org that could help children start petitions and letter-writing campaigns. There are also websites, such as Go Fund Me, that can be used to fundraise for causes that are important to your children.

Children can also use the Internet to explore their creativity. Creative writers and artists often post on Tumblr as a place to show off their work. YouTube is a great place for musicians, actors, and future directors show off their talent especially when used with the video-editing tools available online.

Above all, encourage good online habits and behaviors that you see from your children. Let them know you recognize their good choices and encourage them to continue what they are doing. Encourage your kids to be leaders by showing their friends the positive habits and behaviors you taught them. Be your child's best teacher and advocate online.

From *StaySafeOnline.org*, <https://www.staysafeonline.org/stay-safe-online/for-parents/raising-digital-citizens>

Did you know?

The Children's Online Privacy Protection Act (COPPA) is a federal law that applies to the online collection of personal information for children under 13. Social networks are not compliant with COPPA, so their policies prohibit users under the age of 13 to use their platforms.

Did you know?

California State PTA has more information about keeping families safe online. Visit the California State PTA website at <http://capta.org/focus-areas/community-concerns/cyber-safety/>.

Online Communication

The Internet makes communication quick and easy. It has also given us more options for communicating including text, voice and video. The type of communication you use depends on who you are speaking with and the context of the conversation.

- Email:** You can send long or short messages by email. Emails can be formatted like letters so it is the best choice for communicating with someone you don't know well or have a professional relationship with. You can also attach documents to emails. Email is a great way to communicate with your child's teacher. When using email, it is important to keep in mind basic etiquette. For instance, emails written to people you are not familiar with should look like a regular letter. Also, using all capital letters in an email is interpreted by the reader as shouting, and could be considered offensive.
- Texts:** Text messages are sent and received with cell phones. You do not have to have a smart phone to send or receive texts. Text messaging is best for sending short messages and receiving alerts. Some schools use texting systems for sending updates home and for emergency communication. This is a convenient way to get instant information. Some service providers charge for text messages, so it is a good idea to check your carrier's policies before using text messages.
- Chat:** Chat features let you have instant conversations online using text. Chatting is like talking on the phone, but you use your fingers to type instead of speaking into the phone. Some websites such as Gmail and Facebook provide chat features as well. These tools let you send short messages to other people using the same service.
- Skype:** Skype is a free video conferencing tool. If you have a Skype account, you can videoconference with other Skype users. Skype is a great tool for both personal and professional conversations. It can be used with any device that has a webcam and a microphone such as a computer, tablet or smart phone. If your child's teacher uses Skype, it can be a good way to schedule the meetings when you can't make it to the school.

Remember:

Text and chat are very personal forms of communication. It is a good idea to ask someone before trying to contact him or her by either chat or text.

Popular Social Media Networks

Social networks can be a fun way to keep in touch with friends and family. Schools are using social networks such Facebook, Twitter and YouTube to communicate with parents and the community. Being familiar with social networks allows you to teach your children how to use them safely and responsibly.

Social networks most likely to be used by schools



Facebook: With more than one billion users, Facebook is one of the most widely used social networks in the world. On Facebook, you can post messages, pictures and video. It also allows you the flexibility to choose who can see your posts. Schools and other community organizations use Facebook profiles to post updates that they think will be important to the public.



Twitter: What sets Twitter apart from other social networks is the way it lets users post messages. Twitter limits its users to short messages, or tweets, of only 140 characters. You can also send pictures and videos on Twitter by adding links for those items in your tweets. Twitter has been credited with assisting in social movements and is used by millions of people around the world. It is the quickest way to spread information on the Internet. Most messages sent on Twitter can be seen by everyone who follows you. However, you can send private messages directly to other users.



YouTube: YouTube is a social network that specializes in video content. You can post videos instantly on YouTube. There is no limit on the length of the video. YouTube videos are public, which means anyone can watch them. Some schools use YouTube to post videos of school events. Schools should get permission from parents before posting videos of their children. If you know your school uses YouTube, you should talk to the administration about the school's social media policy. If your children are using YouTube, you should talk about what information is appropriate to post in a video.

Social networks popular with children

Children over the age of 13 are big consumers of social networks. While children are active on the same networks as parents including Facebook, Twitter and YouTube, they are also using the next generation of social networks.



SnapChat: SnapChat is a video and photo messaging mobile application. Users post videos or photos that their followers can see. The user posting the content can set a time limit on how long their post can be seen. Also, posts can be viewed by all of the user's followers, or by a specific list of followers set by the user. While it was commonly thought that SnapChat messages were deleted on the SnapChat server once they were no longer available to view, that has turned out not to be the case. Like other data posted on the Internet, a SnapChat message is stored on the company's server even after it disappears from public view.



Instagram: Instagram is another mobile application that allows users to post photos. Instagram users can take photos with their camera phone and use the Instagram application to edit the photos and apply a filter. When the user is done editing their photo, they can post it for their followers on Instagram to see. Facebook recently bought Instagram, so Instagram posts can now be instantly posted to Facebook from the Instagram application.



Tumblr: Tumblr is a microblogging platform. Users can post text, video, photos and other images. Tumblr has been used as a place to showcase artwork, as a video portfolio, as a place to showcase creative writing talent and as a personal journal. When using Tumblr to share personal information, it is important to note that your followers can see everything you post on the platform.



Pinterest: Pinterest acts as a personalized media platform. Users can upload, save, sort, and manage images—known as pins—and other media content (e.g., videos and images) through collections known as pinboards. Users can browse the content of others in their feed. Users can then save individual pins to one of their own boards using the “Pin It” button, with Pinboards typically organized by a central topic or theme. Users can personalize their experience with Pinterest by pinning items, creating boards, and interacting with other members. By doing so, the users “pin feed” displays unique, personalized results. Pinterest is a free website that requires registration to use.

Guidelines for Conversations About Cyberbullying

In partnership with Common Sense Media, PTA has developed guidelines for talking to children of all ages about cyberbullying:

Elementary School	Middle School	High School
List the ways talking online are different from talking in person.	Give children an “Online Code of Conduct.”	Encourage children to talk to you if something is bothering them.
Practice writing social media messages to friends.	Ask children if they know anyone who has been cyberbullied.	Encourage children to be open with teachers they trust if they are experiencing bullying online.
Tell children it is important to stick up for people online just like it is important to stick up for them in real life.	Talk about correct behavior online, and set consequences if children do not follow those guidelines.	Talk about reasons why bullies bully others. Encourage children to disengage with the bully.
	Limit social media use.	Use instances of cyberbullying in the news as opportunities to talk about how your children about what they would do.
	Explain the importance of keeping passwords private.	Remember that your child might be the bully in some situations.

From *Common Sense Media*, <https://www.commonsensemedia.org/educators/cyberbullying-PTA>

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Tech in the Classroom

In January 2011, California State Superintendent of Public Education Tom Torlakson commissioned a task force to provide vision and direction for California's education system, including a focus on 21st century learning, meeting the needs of the whole child and rebuilding the ranks of California's teachers with resources and respect. The result was the *Blue Print for Great Schools*, designed to prepare California's schools and children for the future. The mission statement the California Department of Education adopted regarding the *Blue Print for Great Schools* states:

California will provide a world-class education for all students, from early childhood to adulthood. The Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a highly connected world.

In its mission, the California Board of Education recognizes that we live in a "highly connected world." That world will only become more connected in the future, and our schools will need to be prepared to teach digital literacy skills so children can succeed in this connected future.

The **Education Technology Task Force (ETTF)** was commissioned on March 20, 2012 to develop recommendations for an educational system where no child is left offline (NCLC). Four taskforce work groups focused on using technology to improve learning, student assessment, teaching and infrastructure.

The ETTF was organized into four different work groups focused on specific aspects of public education. The learning work group focused on implementing personalized-education experiences through technology. The assessment work group made recommendations on how to improve testing by basing it in real world scenarios. The teaching work group recommended ways teachers could successfully adopt technology in the classroom and training teachers on the use of technology. The infrastructure work group looked at the need for new equipment in the classroom.

From *A Blue Print for Great Schools*, <http://www.cde.ca.gov/eo/in/bp/documents/yr11bp0709.pdf>

From *Education Technology Taskforce Recommendations*,
<http://www.cde.ca.gov/eo/in/documents/efftmemo.pdf>

Additional Resources

You can find more details about the recommendations of each ETTF work group at <http://www.cde.ca.gov/eo/in/documents/efftmemo.pdf>.

DIGITAL ART ACTIVITY

Idea Boards: Fostering Digital Literacy at Home

** If there is not a computer lab available, create a physical board using the poster board and magazine images.*

ACTIVITY OVERVIEW: Parents use Pinterest to create a digital idea board for fostering digital literacy at home. The same activity can be done with children at home using poster board, magazine cutouts and other assorted art supplies.

WHAT DOES THIS ART ACTIVITY HELP US LEARN? It helps parents and students practice their Internet research skills as they search the Internet for images and articles. It provides an opportunity for parents to share with each other strategies they have used to help their kids with digital literacy skills, in addition to questions and concerns they might have about kids and the Internet.

APPLICATION OF CALIFORNIA STATE DIGITAL LITERACY STANDARDS: The project demonstrates how to access, collect and retrieve information.

MATERIALS: A computer or tablet with Internet access. Alternatively, you can use poster board, old magazines, scissors, glue, markers and other assorted art supplies.

STEP-BY-STEP INSTRUCTIONS:

- 1) Visit www.pinterest.com and create a Pinterest account. Pinterest accounts can be created by either logging in with an existing Facebook account or by giving Pinterest an email address and password for the account. If you already have a Pinterest account, please feel free to use it.
- 2) Create a board for your Pins. First, click your name in the upper right hand corner of the screen. On the next page, click the “Create a Board” box. A new window will pop-up and ask you to give the board a name. You can use the controls on this panel to keep your board private, by clicking the switch next to “Secret.”
- 3) Search for images and articles to place on your board. The items you pin on your board should reflect **your priorities for fostering digital literacy at home.***
- 4) Add comments on your pins about why you chose the item.
- 5) Break into pairs or small groups and share the digital literacy priorities that you have identified for your family. Also, include in the discussion any questions or concerns you have about children on the Internet.

HOW CAN I DO THIS WITH MY CHILD AT HOME? This project is a great opportunity for you to open the discussion about digital literacy skills and Internet use with your children. If you have a computer and Internet access at home, you can create a new board for your child on your Pinterest account. Talk to them about their goals for learning about the Internet and help them find images to pin that match those goals. When you are done, share your board with your child. Discuss your individual goals, and how you might achieve them. If you do not have a computer with Internet access, you can use traditional art supplies and old magazines to create a board.

Connecting to the Internet at Home with Comcast Internet Essentials

Comcast offers low-cost Internet access and computers for eligible families of school age children through the Internet Essentials program. Families who are eligible for the Internet Essentials Program are those who:

- Have at least one child who qualifies for the National School Lunch Program
- Do not have any outstanding debt with Comcast less than one year old
- Live in an area where Comcast is available, but have not subscribed within the last 90 days.

Benefits of the Internet Essentials Program include:

- Low-cost home Internet access
- WiFi routers
- Low-cost desktop or laptop computer
- Free online digital literacy tutorials
- Free local in-person digital literacy classes.

Signing up for Comcast's Internet Essentials program is easy. You can find the application at <http://learning.internetessentials.com>.

Why is Internet access at home important?

Digital literacy is an essential skill for children entering a 21st century economy. Children who are given access to computers with Internet access at home are more likely to develop a fluency in digital skills, setting them up to be more successful in the future.

Parents play an important role in teaching children digital literacy skills. Parents who are digitally literate, and who are involved in their children's computer use at home, are able to teach their children safe and productive online habits.

In addition, computer and Internet access for the family is growing in importance. Families who have in-home Internet access are able to readily communicate with their children's schools, keep track of family finances more conveniently, have easier access to job resources and can access healthcare resources quicker than those without Internet access.

Important

Parents who are familiar with the Internet, and who take an active interest in their child's online activities, have a great chance of keeping their children safe online. Stay on top of your own digital literacy, and remember to look for teachable moments when your children are online.

Session I

Parent Involvement: A Key Ingredient in Student Success



In this session, you will learn:

- Why parent involvement is all-important
- Different ways for parents to get involved
- How to help your child get ready to learn, at home and in school

school **smarts**®
CALIFORNIA STATE PTA PARENT ENGAGEMENT PROGRAM

California State
PTA
everychild.one voice.

Welcome to the School Smarts Parent Academy!

Academy Objective

The primary objective of the School Smarts Parent Academy is to create knowledgeable and involved parents who will actively promote a quality education for their children, in their schools and beyond.

The academy is a research-based, interactive training program for parents made up of seven sessions that are 1½ - 2 hours in length.

Academy Outcomes

Parents who complete the School Smarts Parent Academy will gain:

1. A strong working knowledge of the educational system
2. Enhanced communication and leadership skills
3. An understanding of proven factors that increase student success
4. Skills to help build partnerships and community unity in support of quality education for all children that includes the arts
5. Knowledge of new opportunities for parents created by changes in California's education laws
6. An opportunity to use what you have learned to create and implement an Action Plan that will make a difference for your child and your school!

Class activities:

Art Activity – Binder Cover

Additional resources:

Family Values Cards

What is parent involvement?

Parent involvement in your children's education can mean many things, such as:

- **At home** – when you read to your child, ask questions about what your child is learning and monitor their homework
- **At school** – when you attend Back-to-School Night and Parent-Teacher Conferences, communicate with teachers and school staff, attend meetings of PTA and other parent groups, and volunteer in school activities.

All these activities are important ways to connect you to your school. More importantly, they show your child that their education is important to you.

Why is parent involvement important?

Parents are their children's first teachers.

The "learning" that takes place at home is crucial to a student's academic, social and personal life development. Researchers have discovered how important it is for parents to be actively involved in their children's education. Some of the findings of major research regarding parental involvement include:



REMEMBER!

The earlier parents get involved in their children's education and continue consistently throughout elementary, middle and high school, the more powerful the results.

- **When parents are involved and take an active role in their children’s education at home and in the community, they perform better in school and have a better chance at furthering their education.** The family makes critical contributions to student achievement from preschool through high school.
- **A home environment that encourages learning is a bigger factor in student achievement than parental income, education level or cultural background.**
- **Numerous studies have shown parent involvement increases student achievement and self-esteem.** The results have been consistent in large and small communities, from pre-school through high school, in poor and affluent areas, in urban, rural and suburban communities.
- **When families are involved in their children’s education, research has identified the following specific benefits:**
 - Higher grades and test scores
 - Better attendance at school
 - More positive attitudes toward school
 - Higher achievement in reading
 - Completing more homework
 - Being assigned higher quality and more grade-appropriate homework
 - Understanding how parents, school and the larger community contribute to their education
 - Making the connection between school subjects and future careers.

IMPORTANT CHANGE! There’s another major reason for parents to get involved: A law passed by California legislators in June 2013 makes it a requirement for all school districts to involve parents in making important decisions about their schools. You’ll learn more about this historic change, called the Local Control Funding Formula (LCFF), and the important role of the Local Control and Accountability Plan (LCAP) which is developed with input from parents, in Session 3. This academy will prepare you to take an active role in making the most of the opportunities to make your voice matter.

There are many kinds of families

California is proud to be home to the nation’s most ethnically and racially diverse population. In addition, our state is becoming increasingly diverse in the types of families and households in which children live.

At one time, the U.S. population was overwhelmingly comprised of traditional “nuclear family” households: a married man and woman raising their children. Those families now make up less than a quarter of California’s families. The rest come from a wide spectrum of living arrangements. These include homes headed by unmarried biological parents, stepparents, grandparents, foster parents, and same-sex parents. Nearly one-



IMPORTANT!

The four kinds of parent involvement at home most associated with higher student achievement are:

1. Reading to your child
2. Actively organizing and monitoring your child’s time
3. Helping with homework
4. Discussing school matters on a regular basis.

third of homes are led by a single parent, and of that group, the fastest growing segment is single fathers raising their children alone.

No matter what type of household a child is living in, the same key to educational success holds true: having a caring adult who is fully engaged, interested and supportive of their education is the best predictor of how much their children will enjoy, and thrive, in school.

What kind of households are California's kids living in?

California is home to 9.3 million children under the age of 18.



65% live in two parent households (married, unmarried, same sex, different sex)



22% live with their mother only

source:
Kids Count Data Center,
Annie E. Casey
Foundation, and
U.S. Census Bureau



8% live with their father only



4% live with a grandparent, relative, foster parent or other adult

What are all the ways parents can be involved?

Dr. Joyce Epstein, Director of The Center on School, Family and Community Partnerships at Johns Hopkins University, has defined six different types of parent involvement. From a parent's point of view, these can be summarized as:

Six Types of Involvement

Adapted from Joyce Epstein's model

1. Positive Parenting in Your Home Environment

- Developing effective parenting and child rearing skills
- Understanding child and adolescent development
- Creating home conditions that support children as students at every age and grade level
- Continuing your own education (e.g. passing your General Educational Development (GED) test, furthering your college education, modeling reading and other activities)
- Establishing good nutrition and health habits
- Recognizing that you are a critical partner in your child's education; you are needed and welcome at your child's school.

2. Communication with Your School

(Covered in more detail in Session 5)

- Attending your Back-to-School Night – learning how to establish communication throughout the year
- Preparing for and attending your annual teacher conference

- Finding out how to take advantage of your school's translation and interpretation services
- Keeping track of any regularly scheduled notices, memos, phone calls, newsletters, and other communications
- Making sure the contact information you have given your school is kept current.

3. Supporting Student Success by Volunteering at Your School

(Covered in more detail in Session 4)

- Speaking to the teacher about volunteering in the classroom or other ways you help can prepare or organize classroom materials at home
- Finding out about and participating in school organizations, initiatives and school committees that parents can be part of such as PTA (Parent Teacher Association), SSC (School Site Council), ELAC (English Language Advisory Committee) and others
- Helping organize or assist with a school-wide event
- Accompanying your child's class on a field trip.

4. Supporting School Learning at Home

(Covered in more detail in Session 4)

- Understanding the education system and who makes decisions at your school
- Becoming familiar with the California Content Standards for the academic year
- Knowing your teacher's homework policies and how to monitor and discuss schoolwork at home
- Having conversations with your children that include talking about college and/or careers.

5. Being Part of Decision Making, Leadership and Advocacy at Your School

(Covered in more detail in Sessions 4, and 6)

- Learning about the various parent organizations, School Site Council, advisory councils or committees for parent leadership and participation
- Learning about district or community decision-making groups that affect your school such as district advisory committees, oversight committees, school board sub-committees, your district's Local Control and Accountability Plan (LCAP) committee, etc.
- Looking for opportunities to receive information from your student's classroom, teacher, administration and parent organizations (For example, email groups, phone trees, etc.)
- Learning how to take on leadership roles at your school
- Learning how to speak up for children and your school – both at the school and beyond.

6. Taking Advantage of Community Resources

(Covered in more detail in Session 4)

- Asking your school about community health, cultural, recreational and social support programs
- Finding out about summer or after school enrichment programs, tutoring and free library programs.



REMEMBER!

Volunteering is a three-way win – it helps the teacher or school, shows your child you care, and can be a great source of personal satisfaction!

Learning At Home: Getting Your Child Ready to Learn

1. Parents as their children’s first teachers are key to creating a home environment that helps a child succeed.

To make sure that your home is prepared for successful learning it’s important to:

- Have a special place where children can do their homework, and set a “regular time and place” for studying
- Keep books, magazines and newspapers available in your home
- Have simple art supplies on hand to spark creativity – paints, markers, clay, ribbons, colored paper, musical instruments, etc.
- Read to your children and/or read with them every day
- Limit use of TV and all digital devices. Assign specific times for TV watching as family entertainment and help your child select appropriate programs and movies
- Encourage children to use the dictionary and online resources to find the meaning of words and resource information
- Take your children to the library
- Ask questions about their school activities
- Engage in educational conversations with your children and turn ordinary time together into “teachable moments”
- Be flexible and avoid making homework stressful by finding positive ways to modify behavior
- Encourage your child to be an independent learner, then praise and celebrate their successes!

2. Parents as teachers ensure their children are “ready to learn” by:

- **Promoting good attendance.** It is essential that your children go to school every day they possibly can. Every time your child misses one day of school, he or she loses valuable learning time, and the school loses funding
- **Ensuring your child arrives at school on time.** Establish a family routine that allows enough time for your children to have breakfast and organize their belongings
- **Promoting good nutrition and adequate sleep.** Make sure your children have the energy for a full day at school by providing them a nutritious breakfast, snacks for homework time and a healthy dinner – this creates good eating habits that affect growth, learning and discipline
- **Ensuring children get the most out of homework.** Make sure your child’s homework is complete and ready to go before bedtime.

Additional resources:

Fun Ways to Read Together
 20 Alternatives to Punishment
 Make Reading a Habit at Home
 Star Chart
 Making the Most of
 “Teachable Moments”
 Nutrition: Guidelines for
 Packing a Healthy Lunch
 Ten Tips to Healthier Eating

Help Your Student Get the Most Out of Homework

It's common for students to downplay the importance of doing their homework. However, teaching and learning research shows that children who spend more time on regularly assigned, meaningful homework almost always do better in school. Studies also show the academic benefits of homework increase as children move into the upper grades.

Parents and families play an important role in the homework process. Together, families and teachers can help children develop good study habits and attitudes that lead to becoming lifelong learners. Your job is not to do the work for them, but to provide support, encouragement and ask questions that help them arrive at the answers themselves.

Why do teachers give homework?

- To help students understand and review the work that has been covered in class
- To see whether students understand the lesson
- To help students learn how to find and use more information on a subject that will make it more interesting and relevant to them
- To teach study skills, responsibility and routine.

How much time should my children spend on homework each night?

The amount of homework given, and the days that homework is assigned, vary from school to school and teacher to teacher. As a general guideline, many educators agree that homework is most effective when it can be completed within the following timeframe:

- Grades K-2: 10-20 minutes per day (Monday-Thursday)
- Grades 3-4: 30-40 minutes per day
- Grades 5-6: 40-60 minutes.

Important Things to Know About Homework

- **Ask your child's teacher** (usually at Back-to-School Night) about the school's homework policies, and how much time students are expected to spend on homework
- **Your child's teacher may have a website or other resource** that posts homework assignments
- **Your child's school may have an online grading system** that allows parents to check their child's grades, attendance and homework status on a daily basis. This can be a valuable source of information that keeps you on top of any issues before they become problems
- Ask your principal or School Site Council representative about your school's **homework policy**, including how to handle homework if your child needs to be absent. Make sure you and your child know and understand this policy.

1

HAPPY SUMMER!



Remember...

Summer Learning Matters!

According to a multi-year study by RAND Corporation, children who are involved in summer programs or activities that offer both academic and social enrichment - including free programs at libraries, schools or parks - had higher school-year attendance, increased motivation, increased feelings of belonging and less risky behavior.

As much as **2/3** of the difference in academic success between youth from low- and middle-income families can be traced to summer learning loss.

Source: Making Summer Count, RAND Corporation, 2011



Additional resources:

Parents' Homework Checklist
Online Resources at My School

Final Message to Parents

- A child is learning all the time, and you are their first teacher.
- A love of reading starts at home. Because of how schools are structured, much of your child's success depends on his or her ability and interest in reading.

1



REMEMBER!

A child needs parent support and encouragement every day!

Try to find ways to praise his or her efforts, not just focus solely on grades or academics.

SESSION 1 HOMEWORK

1. Ask your child's teacher about his or her homework policy, and find out where you can get information on the assignments that are given.
2. Look around your home and identify things you can change to help support your child's learning.
3. Talk to your child about what you learned in this session – share your art activity with them, and have them make their own at home!

Creating knowledgeable and involved parents who will actively *promote a quality education for their children, in their schools, and beyond.*

School Smarts graduates have:

1. A strong working knowledge of the educational system
2. Enhanced communication and leadership skills and understanding of proven factors that increase student success
3. Skills to help build partnerships and community unity in support of quality education for all children that includes the arts
4. Knowledge about new opportunities for parents created by changes in California's education laws
5. Participated in creating an Action Plan that will make a difference for your school

This award-winning, research-based training program is specifically designed to assist school districts with their state and federal family-engagement requirements and support LCAP implementation.

Why is School Smarts a unique parent engagement program?

- Adaptability
- Professional local support for training and quality assurance
- Local PTA support and connection
- Available in Arabic, Chinese, English, Spanish, Tagalog, and Vietnamese

This fee-for-service program can be purchased using:

- Title 1 Funds
- English Learner Parent Involvement Funds
- LCFF/LCAP Funds
- Grant Funds

Parent Involvement: A Key Ingredient in Student Success

1

In this session, parents will learn:

- Why parent involvement is all-important
- Different ways for parents to get involved
- How to help your child get ready to learn, at home and in school

TOPIC	OBJECTIVE	INSTRUCTION	PRACTICE (examples listed here are to be adapted to meet participants needs and learning styles)
Parent involvement and its importance	To understand the definition of parent involvement and the many ways it can make a difference in a child's life.	Read/review parent involvement sections. Introduce LCFF & LCAP requirements. Remind parents that any way they choose to be involved is valuable for their child.	Lead a brainstorm about ways to be involved at home and at school, and the benefits of involvement.
Family Values in Your Hand – Art Activity	To express values in a tactile and visual way creating an opportunity to share with others.	Pair up participants and ask them to discuss important family and personal values. Ask them to share and scribe the list for everyone to see. Lead the art activity. After the art activity, have the group discuss and reflect on their values. Ask: What do they have in common? What makes them unique?	Ask participants to trace their hands and place an important value on each finger. In the center have them draw a design or symbol representing something special.
The Six Types of Parent Involvement – Dr. Joyce Epstein, Johns Hopkins University	To discover the many different ways to be involved in a child's school experience.	Introduce types of involvement. Review 1-2 points in each type.	Ask participants to delve more deeply into each type Using collaborative and/or cooperative learning strategies (like think-pair-share and jigsaw). Have participants share out with the group.
Homework	To create a positive homework experience for your child (and yourself).	Ask participants to go over the "Parents' Homework Checklist" with their child.	Participants work with their child to figure out how they can check-off each item on the list.

Preparing for a Lifetime of Learning

2

In this session, parents will learn:

- The different ways children learn
- How to prepare for a successful high school experiences
- Basics for college and career possibilities after high school

TOPIC	OBJECTIVE	INSTRUCTION	PRACTICE (examples listed here are to be adapted to meet participants needs and learning styles)
Learning Styles – The Theory of Multiple Intelligences	To grasp that every child is unique and there is no single, one size fits all approach to effective teaching.	Review the most common learning styles. Make note of differing teaching methods for learning styles. Review “The Stove Can Burn You” example and ask participants how they learned this lesson.	Give participants an opportunity to share both what they identify as their primary learning style and that of their children.
The Arts – An important path to learning	To understand the critical role arts play in enhancing student learning and lifetime success.	Discuss the critical role the arts play in enhancing student learning. Review the lasting benefits of arts education and how the arts prepare students for success in school, including at-risk students. Share the arts requirements in California education.	Use a facilitation strategy (like meta-planning or group dialogue) inviting participants to discuss why they believe the arts are vital to education.
Getting College and Career Ready – Success Starts Now 21 st Century Skills	To consider the large range of skills necessary for a child’s success (today and into the future) and how to encourage this learning.	Discuss 21 st Century Skills and the idea of “Linked Learning”. Ask: What are some ways they can support this learning?	In pairs, review the two common paths after high school -College/University or Career/Technical - and share their own experiences.

Understanding our Education System

3

In this session, parents will learn:

- How California’s public school systems is organized
- What your child will learn in school
- How your child’s progress will be measured

TOPIC	OBJECTIVE	INSTRUCTION	PRACTICE (examples listed here are to be adapted to meet participants needs and learning styles)
Public School System	To be able to share with others how the public school system is organized.	Highlight the key elements of California’s public school system including the local school district, school board, and superintendent.	Ask participants to draw a picture and label it showing how the public school system is organized. Ask volunteers to share.
California Common Core State Standards	To better understand what Common Core is and how the standards help build critical thinking and problem solving skills.	Discuss the Common Core State Standards. Lead a group discussion asking participants to share what they know and think about the Standards.	Turn to the Parents’ Guide to Student Success at the end of Session 3. Have pairs or groups select a grade level and report out their findings about what they learned.
Homework, Report cards, Testing, and Assessments	To recognize the many ways in which students are evaluated.	Discuss how a student’s progress is measured, including progress reports and report cards. Provide specific examples based on the method your school site and/or district uses.	Partner up participants with children in the same grade. Have them read through the CAASPP report explanation and discuss their experiences with these reports.
Homework	To have some fun with your child and learn some math.	Use the instructions to make an origami pinwheel with your child.	Share with your child how math is integral to this art project.

Understanding our Local School System

4

In this session, parents will learn:

- How decisions are made at your school
- The roles of the school board, principal, teachers and staff
- Volunteer and leadership opportunities for parents
- Special academic programs and after-school activities

TOPIC	OBJECTIVE	INSTRUCTION	PRACTICE (examples listed here are to be adapted to meet participants needs and learning styles)
Our Local School System	To grasp the complexity of a school's governance system.	Ask participants questions like, who makes decisions at schools? How do parents play a role in decision making? After having pairs review diagram on page 3, ask participants to take turns reading aloud the bold statements on pages 1 – 5 defining the role of the school board, superintendent, principal... Pause to find out if participants know the person in this role at their school.	Ask participants to pair up to review diagram on page 3. Ask questions like: Which of these roles are you familiar with/which are new? Are the parent groups named ones you are aware of? Have guest speaker attend to share school governance from their perspective (Principal, Assistant Principal or other lead staff).
Parent Involvement at School	To understand the many ways parents can engage with their child's school.	Review the groups and committees where parents can volunteer to support their school and community.	Ask people to share their school volunteer experiences. Gauge their comfort level about volunteering by administering a simple survey.
LCFF/LCAP	To appreciate how parents can be involved in decision making at schools.	Define and explain DELAC, DAC/PAC, PTA Council/District. Introduce LCFF/LCAP and the eight priority areas.	Facilitate a group activity (like report out or buzz groups) to review the eight priority areas for the LCAP.
Midpoint Reflection	To offer participants a chance to reflect on what they have learned so far.	Ask participants to complete the reflection matrix noting: what I've learned, how I'm using it, and what more I need to know.	Facilitate a group discussion, scribing important take aways, and noting action items.

Becoming an Effective Communicator

5

In this session, parents will learn:

- Why home-school communication is so important
- How to build strong communication skills

TOPIC	OBJECTIVE	INSTRUCTION	PRACTICE (examples listed here are to be adapted to meet participants needs and learning styles)
Home-School Communication	To gain understanding of the importance of home-school communication. To recognize the variety of home-school communications.	Remind parents they are in a long-term relationship with their school and that communication takes practice and commitment. Share how schools communicate with families.	Lead a group brainstorm listing all the ways schools communicate with families. Ask group to comment on what works best for them/what they find challenging about home-school communication.
Communication Styles and Methods	To recognize that communication styles and methods can be varied and challenging.	Demonstrate the different communication styles and methods that can be used to convey the same information.	Use the pair share facilitation method, ask pairs to individually to describe in writing how to get from their current location to the principal's office in the way they think makes the most sense. Ask pairs to read their instructions to one another. Have pairs note what is similar/dissimilar about their instructions. Share observations.
Communication Takes Practice – Art Activity	To realize that communication can be improved with practice.	Lead participants through the Chatterbox Game art activity.	Have participants make an origami “chatterbox”. Ask participants to put different types of communication messages inside the inner flaps of the chatterbox (like text message/email/poem). Instruct parents in pairs to play the chatterbox game and deliver specific messages (like graduation is at 1pm tomorrow or there is a district presentation next week) in the format they wind up with.

Standing up for a Quality Education

6

In this session, parents will learn:

- What it means to be a leader and an education advocate
- How to take positive action to help your child and your school community
- How to set goals for your post-academy action school plan

TOPIC	OBJECTIVE	INSTRUCTION	PRACTICE (examples listed here are to be adapted to meet participants needs and learning styles)
Thinking Like a Leader	To grasp that anyone can become a leader by practicing good techniques.	Ask group what traits make a leader. Scribe ideas. After triad discussion, inform group that they are all indeed leaders and why. Define and discuss the leadership mindset and the five skills leaders possess.	Have triads discuss whether or not they see themselves as leaders. Ask same triads to talk about people they know that demonstrate leadership traits.
Being an Advocate	To understand the key principals of advocacy.	Have group take turns reading aloud the key principles of advocacy.	Invite a local advocate (PTA member, School Board Member) to share successful advocacy stories.
Setting Goals – Envision our Dream School – Art Activity	To create a blueprint of the very best school environment for their child.	Lead the group through an art exercise diagramming their school and the components they'd like to add.	Participants will work together to create a map of their “dream school” using colored paper shapes to represent things like playgrounds, gardens, buildings, etc. Using the map as a springboard, group will brainstorm other improvements they would like to see.

Taking Action/Graduation

7

In this session, parents will learn:

- How to set SMART goals
- How to translate your fresh knowledge into action
- Understand how to craft an action plan
- Celebrate your new knowhow with friends and family