

CALIFORNIA STATE UNIVERSITY LONG BEACH

College of Health and Human Services



Community Friends Karen Garduno, Shannon Lee, Michael Lugo, Nikki Maclellan, and Sarah Seo

Project Purpose & Description

Social Problem & Focus Population

parents, students, and school personnel at Jackie Robinson Academy.

Scope of Social Problem

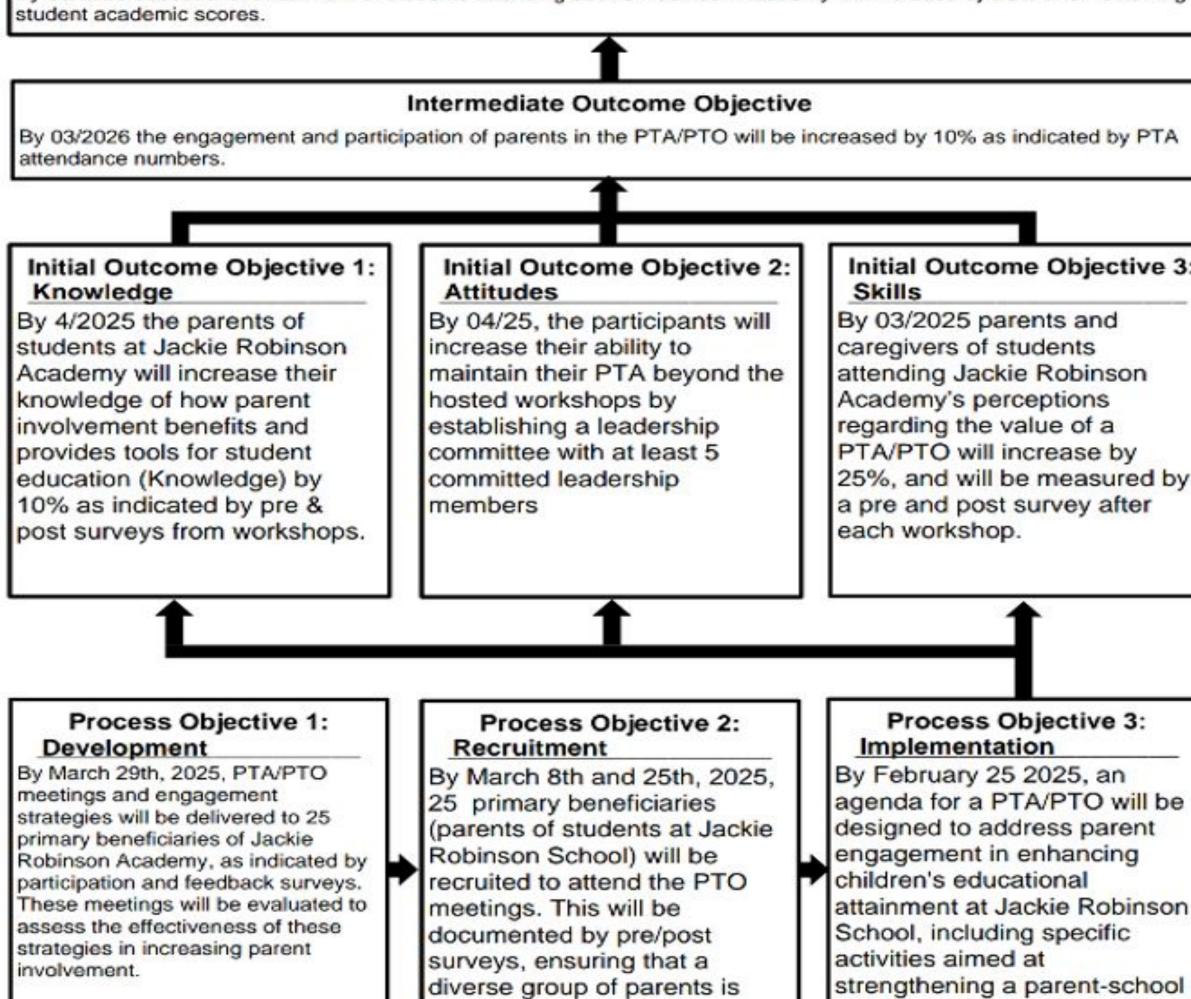
Community Stakeholder Interviews

- "It's just difficult to get a hold of some parents" Barbara Belle
- "This community faces lots of trauma from domestic violence, community Secondary Data
- average of 8.83% (Summative ELPAC, 2024)
- Not Met" (Summative ELPAC, 2024)

Alignment to Specialization

INTRODUCTION METHODS The 20 parent participants were asked to complete a Pre- and Post-survey (Google Forms) to measure knowledge, attitude and skills of PTA The Parent Engagement Network Project is a collaborative effort between Community • The survey utilized: Likert scale and feedback questions Friends and Jackie Robinson Academy to develop and expand parent involvement at • Qualitative data was used to analyze thematic analysis in creation of a future successful the school by developing interest and leadership into a formalized parent organization. PTA to address any barriers Jackie Robinson parents want to be addressed • Quantitative data (attendance number, survey responses) was used to analyze in Google Sheets to highlight frequencies and means of knowledge, attitude, and skills in creating a successful PTA at Jackie Robinson Academy A community assessment of the 90806 zip-code within the City of Long Beach revealed • The project followed a pre-experimental design using mixed methods to gather qualitative a need to increase educational attainment, particularly low student achievement and a and quantitative data need for increased parental engagement in schools. The focus population included RESULTS **Participant Characteristics** Table 1. Participant Characteristics Workshop #1 (N=20) Workshop #2 (N=9) Child's Grade Level % n Variables 📃 Workshop #1 🛛 📕 Workshop #2 Language violence, immigration, deportation, sexual abuse, grief and loss" - Rima Hosn English 50.0 55.6 50.0 44.4 Spanish Child's grade level (n=29, n=12) • Four local public elementary schools range from 1.2% to 19.9% of students at a 16.7 Kinder Level 1 of English skills, which is categorized as "underdeveloped", with an 1st 2nd 8.3 6.9 3rd • English Language Arts and Literacy, and Mathematics, each of the four 10.3 16.7 4th 3.4 8.3 schools scored higher than 25% of their students qualifying as "Standards 5th 6.9 0 16.7 6th 6.9 7th 25.0 31.0 Child's Grade Level This project provides insight into the methods of parental engagement in Descriptive, Inferential, and/or Qualitative Results academics and how these efforts contribute to educational attainment of youth. Participant Responses Themes **PROJECT OVERVIEW, OBJECTIVES & OUTCOMES Knowledge of Parental Engagement** "Understanding what a PTA can do for my child's school/education" Project Goal "Understanding the difference between PTA and PTO" "For me, it was clearer how a PTA team is composed' "Information about PTA vs PTO. Statics related to a Long-Term Outcome Objective By 03/2026 educational attainment of students attending Jackie Robinson Academy will increase by 20% after reviewing child's success, if parents are involved in the education" **Attitudes of Parental Engagement** • "People being present" Intermediate Outcome Objective "The conversation between parents and speakers By 03/2026 the engagement and participation of parents in the PTA/PTO will be increased by 10% as indicated by PTA were motivating to start a PTA" "I want to have a PTA for our school" Skills of Parental Engagement "I am willing to volunteer" "I would want to volunteer, fundraise, and event plan" Initial Outcome Objective 2: Initial Outcome Objective 3: Skills Attitudes By 03/2025 parents and By 04/25, the participants will increase their ability to caregivers of students maintain their PTA beyond the attending Jackie Robinson Averages Pre-Survey and Averages Post-Survey Academy's perceptions hosted workshops by regarding the value of a Averages Pre-Survey Averages Post-Survey establishing a leadership PTA/PTO will increase by committee with at least 5 25%, and will be measured by committed leadership a pre and post survey after members each workshop. Process Objective 3: Process Objective 1: Process Objective 2: Implementation Development Recruitment By February 25 2025, an By March 8th and 25th, 2025, Knowledge of PTA Attitudes of PTA Skills of a PTA agenda for a PTA/PTO will be 25 primary beneficiaries Questions (parents of students at Jackie designed to address parent

To increase parent engagement in student education in the 90806 zip code.



engaged in the process.

collaboration.

Power in Participation: The Parent Engagement Network Project

RESOURCES

Key references for this project include the Harvard Family Research Project, The National Parent Teacher Association, and the National Education Association.







Analysis of Findings

- Increase in parent knowledge, attitudes, and skills on parent Parent participants were able to distinguish between a PTA f understood the positive impacts of formalized parent organized
- Participants displayed an increase in motivation to form a P⁻ volunteer more at Jackie Robinson Academy
- PTA has yet to be formalized at Jackie Robinson Academy
- Participants increased overall engagement and communicat

Limitations & Improvements

- Coordinating a two-part workshop and time for outreach opp limited due to time constraints
- Sample size may not reflect parental insights regarding invo
- Improvement: Utilize a more holistic approach of engaging staff (e.g., teachers, office staff) to create more opportunities implementation and data collection

Recommendations & Implications

Practice

- Strengthening cohesion and communication between parent Creating a school culture that values parent input and feedb Policy
- Reevaluating PTA structure to minimize barriers in parental
- Increasing accessibility for parents by offering alternative P⁻ Research
- Identifying intervention and engagement strategies for spani in order to retain high levels of participation in formalized sch
- Understanding how utilizing a cultural humility perspective c engage schools and their local communities to promote equi



COMMUNITY PARTNERS

Jackie Robinson Academy

A multicultural community of learners working collaboratively to install in our student thoughtful questions, the boldness to take intellectual risks, the courage to follow the purpose and integrity, and the commitment to lifelong learning and responsibility.

33rd District PTA

The mission of Thirty-Third District PTA is to support and empower its councils and purposes and benefits of PTA by expanding membership, developing and strengther promoting informed advocacy on behalf of all children and families.

Name of Collaborator	Contribu
Rima Hosn, Ed.D. Family Services Jackie Robinson Academy School Counselor Jackie Robinson Academy RAHosn@lbschools.net	 Assisted with connecting with school personnel Provided insight and fee presentations Contributed by donating workshops
Nannette Nolan Director of Leadership 33rd District PTA leadership@33rdpta.org	 Assisted with co facilitat Provided valuable inform PTO structures and guid

ACKNOWLEDGEMENTS

We would like to thank Jackie Robinson Academy for their commitmen our group, as well as Nannette Nolan from the 33rd District PTA council for all of her support. Finally, we would like to thank the parents of Jackie Robinson Academy for their engagement, participation, and commitment to the overall wellbeing of their children and the school

CONCLUSION

ntal engagement from a PTO and izations
TA by wanting to
tion with the school
portunities were
olvement additional school s for workshop
nts and school back
involvement TA funding options
hish-speaking parents chool events can effectively uity
TELLA CLIMATIANCIA TELL
ts the resources to ask eir dreams, a sense of
eir dreams, a sense of units as we further the
eir dreams, a sense of units as we further the ening leadership, and
eir dreams, a sense of units as we further the oning leadership, and
eir dreams, a sense of units as we further the ning leadership, and butions ing Community Friends
eir dreams, a sense of units as we further the ening leadership, and butions ing Community Friends eedback on flyers and
eir dreams, a sense of units as we further the ening leadership, and butions ing Community Friends eedback on flyers and ng incentives for both ating both workshops ormation about PTA and
eir dreams, a sense of units as we further the ening leadership, and butions ing Community Friends eedback on flyers and ng incentives for both ating both workshops ormation about PTA and