

# Trainer's Manual

## The 10 Education Essentials for Families



## Publishing Information

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The 10 Education Commandments for Families Workbook (4th Edition), as part of the Leading Educational Attainment for Families Program, was developed by OC Education and Research Institute. It was edited by Dr. Cathy Weitstock, Dr. Juan Carlos Araque, Teri Rocco, Teresa Jackson, Beth Borkowski, and Yesenia Navarro. It was prepared for printing by staff of Orange County Business Council; the cover and interior design were created and prepared by Delaine Moore.

## Ordering Information

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# TABLE OF CONTENTS

Welcome .....	4
Introduction to the 10 Education Essentials for Families .....	6
Introduction to the Manual .....	8
<b>Essential 1</b>	
Commit as a family to be involved in my child's education.....	12
<b>Essential 2</b>	
Support my child's studies at home .....	19
<b>Essential 3</b>	
Understand how grades work .....	25
<b>Essential 4</b>	
Understand how schools are structured .....	29
<b>Essential 5</b>	
Understand what my child needs to graduate successfully from high school .....	34
<b>Essential 6</b>	
Support the learning of core subject areas .....	39
<b>Essential 7</b>	
Encourage my child to take challenging courses .....	44
<b>Essential 8</b>	
Help my child to be college and/or career ready .....	48
<b>Essential 9</b>	
Help my child afford college .....	
<b>Essential 10</b>	
Teach my child to be creative, to communicate, and to view challenges as opportunities .....	72
<b>Appendix 1</b> Handouts, Strategies, and Resources.....	78

# WELCOME

## To the 10 Education Essentials for Families

The Orange County Business Council is committed to maintaining and improving the high-quality workforce in Orange County. We believe that education is the key and that the family is a critical component in student success. Our Leading Educational Attainment for Families Initiative (LEA) program successfully educates Orange County's immigrant families (Latino, Korean, Vietnamese, and Middle Eastern) on the skills needed to navigate California's school system. This is done through the 10 Education Essentials for Families, which empowers adults to be the best advocates for their children's education and future.

Since 2004, the LEA Initiative has unified communities, students and families to produce a highly skilled workforce for Orange County. It has informed families, inspired teachers and assisted students with their education. The goal of the LEA Initiative is to ensure that every person has an equal opportunity to make a substantial contribution to Orange County and California as a whole.

We are confident that the 10 Education Commandments for Families program will do the same for other communities across the state and country. It is our desire that this Trainer's Manual will give communities the necessary tools and instruction on how to easily implement this effective family engagement program, which will have a direct impact on student achievement.

# WHAT IS LEADING EDUCATIONAL ATTAINMENT?

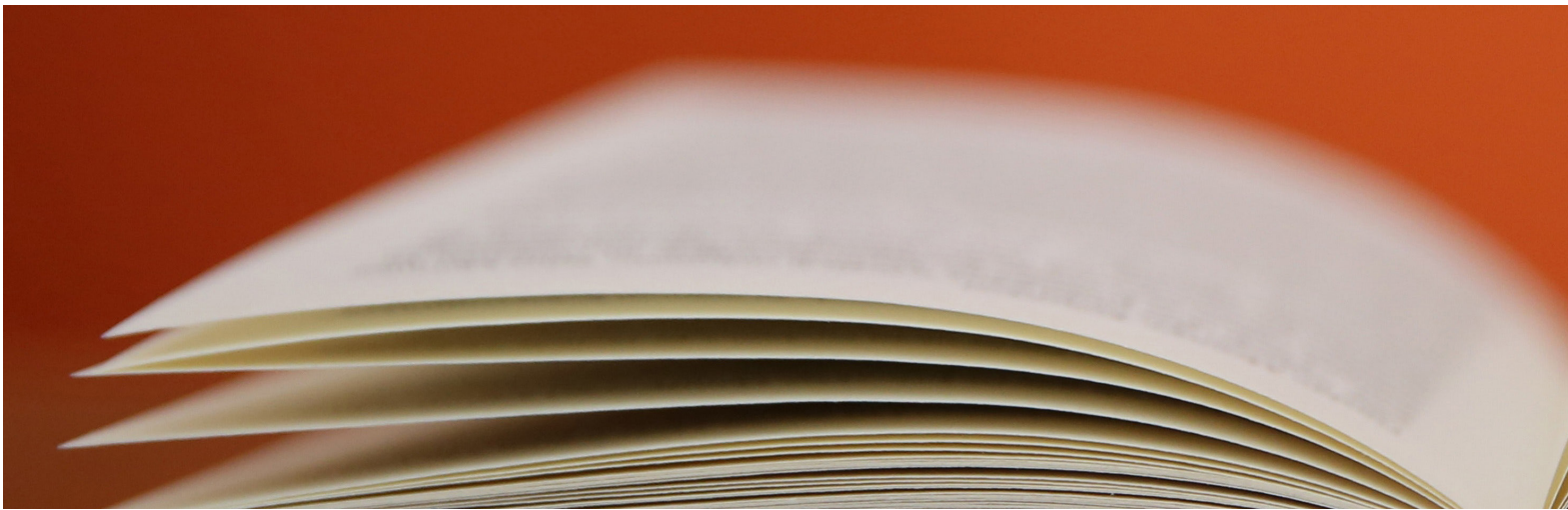
The Leading Educational Attainment for Families (LEA) initiative was created in the wake of The Orange County Register series “Our Children, Our Future,” which ran from June 2003 to March 2004. This special 12-part report addressed dozens of critical issues on why Latino school children lagged behind other groups in college preparation and academic achievement. The inability of immigrant families to easily and effectively navigate the educational system surfaced in each installment. These immigrant families wanted their children to succeed - become doctors, lawyers, business people – but they didn’t know how to help their children achieve their goals.

In mid-2004, the Orange County Business Council, The Orange County Register, the Orange County Department of Education, the Orange County United Way and others partnered to create the Latino Educational Attainment Initiative. The initiative’s goal was to help Latino families learn how to guide their children through our educational system. The initiative has attracted hundreds of parent volunteers, dozens of corporate, educational and non-profit sponsors and the support of many civic leaders.

The LEA working group surveyed and interviewed Latino parents to assess their knowledge of the U.S. education system, their children’s school, and how to get involved in their child’s education. Based on their findings, LEA created the 10 Education Commandments for Families, an easy to understand, accessible guide containing 10 key messages for families. In 2005, the booklet was completed and implemented by four community based coalition partners.



What started with a small working groups and four coalition partners has had over 25 coalition partners working in over 150 neighborhoods in Orange County. The original booklet is now in its fourth edition and is available in five languages: English, Spanish, Korean, Vietnamese, and Arabic. The result is an impressive cascade effect; nearly 500 community leaders have been trained as trainers; over 10,000 parents have completed the curriculum at community centers, non-profit service organizations, churches, or schools. It is estimated, based on 10 Commandment books distributed, that 30,000 families have been exposed to the key tools needed to be an effective advocate for their children. LEA has changed the day-to-day conversation among families in many neighborhoods through Orange County; education and academic achievement are better understood and are now a priority for tens of thousands of immigrant families.



## THE 10 EDUCATION ESSENTIALS FOR FAMILIES

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Effective family involvement is a key factor for student academic success. This training manual is based on the 10 Education Commandments for Families which support family involvement in their children's education. This material is designed as a tool to spark an interest in family involvement, improve knowledge of the educational system, and to bridge families to schools and teachers.

The main goal of the 10 Education Commandments for Families is to improve academic results by supporting family's engagement in their child's successful academic development. The program can be a stand-alone family engagement program or used in conjunction with other programs. The goal is that the 10 key messages become part of the daily conversation and interaction among family members. Because the community is diverse and each geographical area has a variety of resources, the information presented in this guide is meant to be flexible and can be implemented by using one or more approaches.

### **Goals for Families**

Increase awareness of the importance of school for their children's future. Help give them the tools to be able to execute the high expectations they have set for their children. Families will learn how to navigate the education system and become effective advocates for their children's education.

### **Goals for Students**

The overarching goal is for students to reach the highest level of academic achievement possible with the encouragement of the educational system, service agencies, businesses, and the constant support and dedication of their families.

### **Goals for Schools**

Assist schools to be receptive of families and their needs. Guarantee that school administrators and teachers are aware of the existing community resources available to help them interact positively with families.

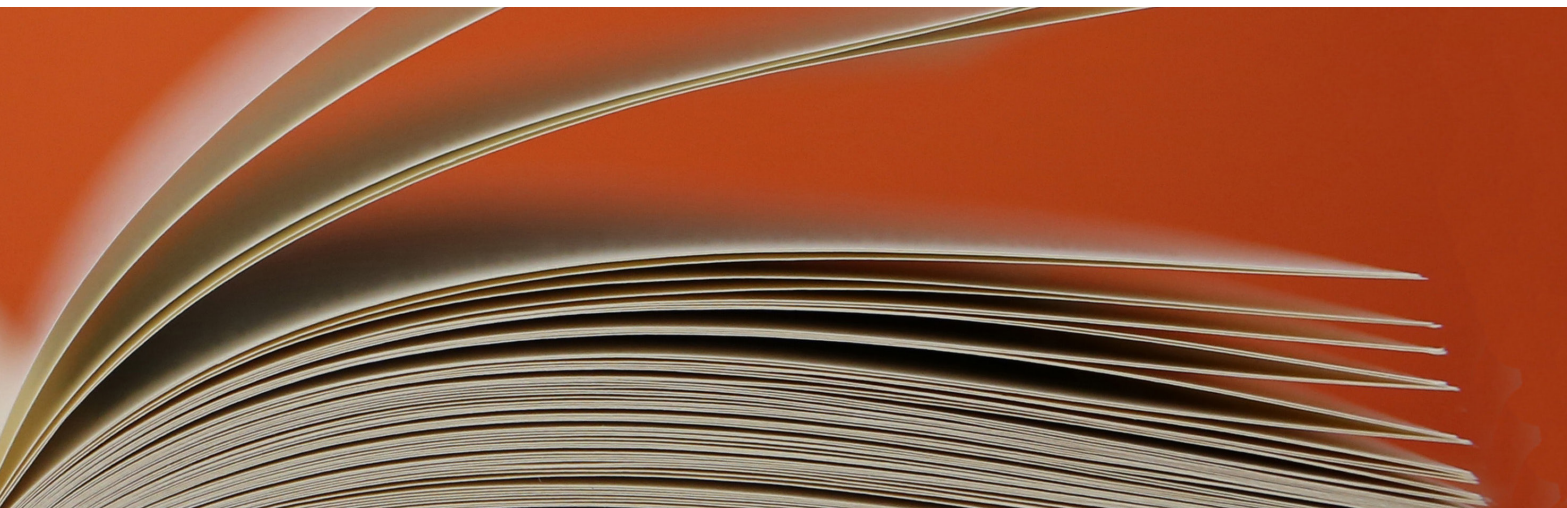
### **Goals for Existing Programs and Community Groups**

Extend existing programs' reach and impact by being in alignment with each other and by speaking a common language about the importance of education.

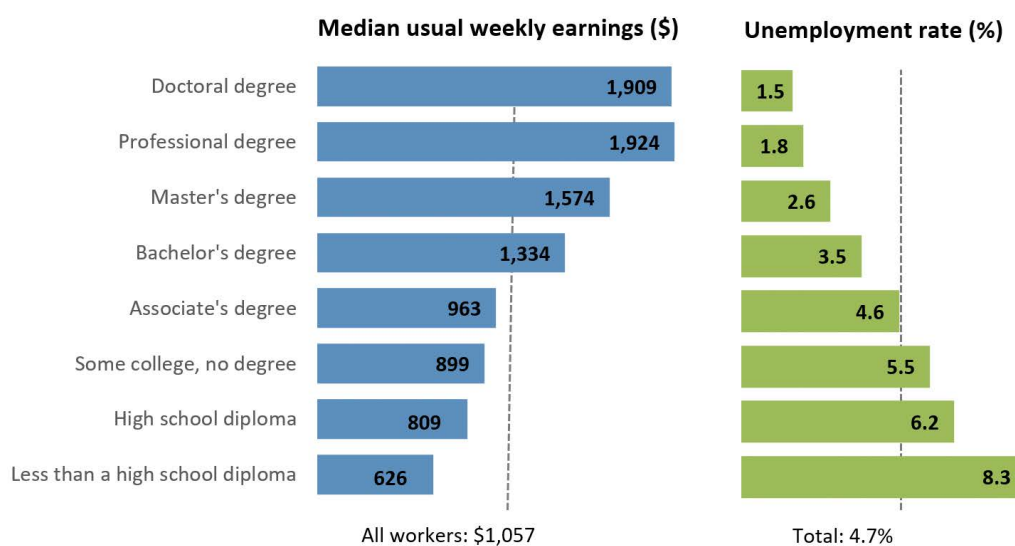
### **Goals for Business**

Raise the awareness of business executives about the need for long-term investment in improving the education of students from immigrant families. We envision businesses providing mentors and other resources to support families, schools, and community groups.





### Earnings and unemployment rates by educational attainment, 2021



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.  
Source: U.S. Bureau of Labor Statistics, Current Population Survey.

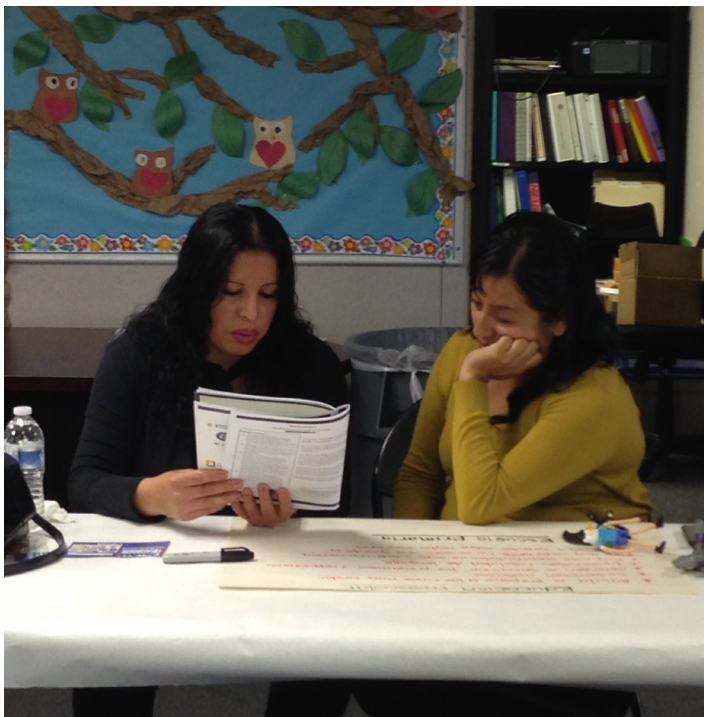
<https://www.bls.gov/emp/tables/unemployment-earnings-education.htm>

# INTRODUCTION TO THE MANUAL

This Trainer's Manual is designed to equip trainers to implement the 10 Education Commandments for Families with parents or guardians in any setting. The manual contains all the information, tools, activities, and tips to begin teaching the 10 Education Commandments for Families immediately. The Trainers' Manual guides you through each lesson, from prep to each step of the instruction and the activities, homework, and additional resources for each commandment.

Each commandment is designed to offer information, activities to reinforce learning, and talking points for discussion. The activities and talking points used throughout this manual are meant to expand families' existing experience and knowledge about the education system through practical group activities, discussions, and role-plays. In addition, participants will serve as resources for one another, drawing on their knowledge of their respective communities to inform the discussion. Respect for the experience of participants is crucial to the training process. Through the activities and sharing of peer experiences, families will learn the critical role they play in their students' education and academic success.

This manual is comprised of the Ten Education Commandments. They are in sequential order but designed in a modular fashion so that facilitators can combine commandments, give some commandments more or less time, all according to the training context and needs of the family. Facilitators should be prepared for each training session with this manual and any handouts, supplies, and equipment necessary. This manual has been designed for use by the facilitator, and is not intended to be distributed to the family in this form.





# TRAINING AGENDA

In the manual you will find the following information for each commandment:

**Preparation for each Essential:** Convenient checklist to help prepare you for teaching each commandment.

As you create your lesson plans, according to the length of time for each session and how many sessions you have, pick and choose the activities or further talking points that are most suitable for your group of families. Activities, homework and additional resources are all optional and not an exhaustive list. Be creative and feel free to add your own activities and resources to reinforce the content.

The basic teaching flow for each commandment is to have an Introduction, review of the Tips for Success, and a Closure. How much time and attention you give to each one is up to you and what you believe is most relevant or helpful for your participants. The Appendix contains suggested lesson plans for the length and number of training sessions, as well as lesson plans for specific school age groups.

**Learning Objectives:** Concise statements about what families will learn from each commandment.

**Introduction to Essential:** Gives reminders about the previous commandment and offers instruction on how to begin teaching on the commandment.

**Tips for Success:** Specific goals that the parents should strive to accomplish. Each tip will contain lesson guidelines that will help parents reach that objective. See icons below. Not all Tips have each of these components.

Key for Tip for Success # \_\_:



Further Explanation: Additional information to teach to families that are specific to each Tip. Can also include topics for a group discussion.



Activities: Suggested activities to reinforce information in each Tip for Success.



Handout: Suggested pages from the Family Workbook, additional school information that you should collect prior to training session, or printable resources that may help your parents succeed.



Trainer's Tips: Helpful tips for you, including what information you need to collect or research before teaching each commandment.



Additional Resources: Online resources that may be helpful for families.

**Lesson Review:** Suggestions on how to teach the class on the commandments. Includes wrap-up discussion questions, homework reminders, and reminders for the next session.

## INSTRUCTIONAL MODELS

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While it is important to always review all 10 Essentials to give families a proper overview of the educational system, it is encouraged to adjust the time spent on each commandment to tailor it to their children's level. Choose activities that are relevant to the grade levels. For instance, if the classroom is full of preschoolers' families, then bringing a college admissions counselor to talk about completing the FAFSA may not be the most applicable for them. Or if the families have high school students, then focusing on how the schools are structured is probably not as needed as they have already experienced the school structures. As mentioned in the Introduction to this manual, all lessons and activities should be adjusted to the group of families in the class.

Most "10 Education Essentials for Families" classes are broken into 4 week or 6 week sessions. History of the class has shown that 4 or 6 weeks is the best length of time for families to commit and complete the class. The table on Page 11 has suggested instructional models based on the number of weeks for the class and the grade levels. These models assume that each weekly class is two hours. If two hour classes are not feasible, then it is suggested that more sessions are added to cover the material.

## INSTRUCTIONAL STRATEGIES, MANAGEMENT AND MATERIALS

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### Instructional Strategies:

Just like any child, adults learn best when they are truly engaged in what they are learning and have the opportunity to explore and discuss the concepts they are learning.

Adults learn best when instruction is:

1. Appropriately Challenging – Start at their current level understanding and challenge them just beyond what they are comfortable doing on their own. Modify the instruction and activities to suit the families and their educational level.
2. Based on Real-World Problems and Situations – Be sure that the lessons and activities are in the right context for the group. Connect the material to where their children are currently at in school.
3. Meaningful and Interesting – The activities in each lesson are designed to reinforce the Tips for Success, but can be adjusted to suit the needs of the families. Some activities encourage them to work in groups, engage with a panel of experts, or do work on their own. Mix up the type of activities to keep the class interesting and engaging.

Management: Specific information is identified for each Essential

Essential: Specific information is identified for each Commandment

## Suggested Schedules for Program

	4 WEEK SESSION	6 WEEK SESSION
<b>Mixed Grade Levels</b>	<ol style="list-style-type: none"> <li>1. Introduction, Essential 1 &amp; 2</li> <li>2. Essential 3, 4, &amp; 5</li> <li>3. Essential 6, 7, &amp; 8</li> <li>4. Essential 9, 10 &amp; Celebrate</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction &amp; Essential 1</li> <li>2. Essential 2 &amp; 3</li> <li>3. Essential 4 &amp; 5</li> <li>4. Essential 6 &amp; 7</li> <li>5. Essential 8 &amp; 9</li> <li>6. Essential 10 &amp; Celebrate</li> </ol>
<b>Preschool</b> *Focus on setting good school habits within the home and casting vision for the student's future education. Spend the most time on Essentials 1 -4, but be sure to touch on all Essentials.	<ol style="list-style-type: none"> <li>1. Introduction, Essential 1</li> <li>2. Essential 2 &amp; 3</li> <li>3. Essential 4 &amp; 5</li> <li>4. Essential 6 - 10 &amp; Celebrate</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction &amp; Essential 1</li> <li>2. Essential 2</li> <li>3. Essential 3</li> <li>4. Essential 4</li> <li>5. Essential 5, 6, 7, &amp; 8</li> <li>6. Essential 9, 10 &amp; Celebrate</li> </ol>
<b>Elementary</b> *Continue to focus on setting good school habits within the home and casting vision for the student's future education. Spend more time on Essentials 1 – 6 & 10	<ol style="list-style-type: none"> <li>1. Introduction, Essential 1 &amp; 2</li> <li>2. Essential 3 &amp; 4</li> <li>3. Essential 5 &amp; 6</li> <li>4. Essential 7 - 10 &amp; Celebrate</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction &amp; Essential 1</li> <li>2. Essential 2 &amp; 3</li> <li>3. Essential 4 &amp; 5</li> <li>4. Essential 6 &amp; 7</li> <li>5. Essential 8 &amp; 9</li> <li>6. Essential 10 &amp; Celebrate</li> </ol>
<b>Middle School</b> *Focus on helping parents understand the differences between elementary and middle school. This stage is also a good time to focus on what is to come with high school. Essentials 5 – 10 are key for this grade level.	<ol style="list-style-type: none"> <li>1. Introduction, Essential 1 &amp; 2</li> <li>2. Essential 3 - 6</li> <li>3. Essential 7 &amp; 8</li> <li>4. Essential 9, 10 &amp; Celebrate</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction, Essential 1 &amp; 2</li> <li>2. Essential 3 &amp; 4</li> <li>3. Essential 5 &amp; 6</li> <li>4. Essential 7 &amp; 8</li> <li>5. Essential 8* &amp; 9</li> <li>6. Essential 10 &amp; Celebrate</li> </ol> <p>* Essential 8 can easily be spread over two sessions to give parents adequate time to learn about college and career options.</p>
<b>High School</b> *While parents will most likely want to focus on high school graduation and college preparation, it is still important to stress that parents need to remain involved in their child's education.	<ol style="list-style-type: none"> <li>1. Introduction, Essential 1 &amp; 2</li> <li>2. Essential 3, 4 &amp; 6</li> <li>3. Essential 7 &amp; 8</li> <li>4. Essential 9, 10 &amp; Celebrate</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction &amp; Essential 1</li> <li>2. Essential 2 &amp; 3</li> <li>3. Essential 4 &amp; 5</li> <li>4. Essential 6 &amp; 7</li> <li>5. Essential 8 &amp; 9</li> <li>6. Essential 10 &amp; Celebrate</li> </ol>



## ESSENTIAL 1

**Commit as a family to be involved in my child's education**

### LEARNING OBJECTIVES

- Understand how families directly support children's education.
- Families will allot designated time to support their child's education.

Workbook pages 5-8; PowerPoint slides 11-21

## INTRODUCTION

- Introduce yourself and why you enjoy teaching these workshops.
- Have families introduce themselves and the ages of their children. If they are comfortable, ask participants to share what they hope to learn from this class.
- Encourage participants that this is an interactive class where they are encouraged to read, ask questions, and make comments. Remind them that they can highlight and write notes on their books. This book is meant to be used as a tool for the years to come.
- Invite someone to read one or two Tips for Success.

## TIPS FOR SUCCESS

1. Know that everyone in the family has a role to play and something to contribute. Each person needs to identify their specific role in supporting the child's education.
2. Strong two-way communication between families and schools is one of the most important keys to student success. Meet with school officials, such as the principal, teachers, liaisons, secretaries, and community representatives to build positive relationships. You can request an interpreter. Once you've established those relationships, email is an effective way to continue communicating with them about your child's needs.
3. Keep track of what is happening at your child's school and district through their websites, phone applications, social media, emails and other materials.
4. Attend key events such as Back-to-School Night, Open House and Parent Conferences. You can request an interpreter if you need one.
5. Find and participate in support programs that are available to parents at the school site as well as in the community. Family resources can include parent education classes, parent informational nights, community services and involvement in parent committees/groups such as the Parent Teacher Association (PTA), School Site Council (SSC), English Learner Advisory Committee (ELAC), and the District English Learner Advisory Committee (DELAC).

## LESSON REVIEW

- Reflective Dialogue: Ask your participants the following question.
  - Based on what we discussed today, what are you going to commit to contribute to your child's education?
  - They can write or share their answer with a neighbor or to the group.
- Review homework assignments.
- Respond to any additional questions from Essential 1.
- If you are teaching multiple commandments, then continue to the next essential. If this essential is the conclusion of your session, then thank them for their assistance and participation. Give them the 12 reminder for the next sessions (day and time).



## PREPARATION FOR ESSENTIAL ONE

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**Recommended Time: 60 mins**

**Teaching Materials:**

- ☐ Pens, highlighters
- ☐ White board with dry erase markers, post-it poster size paper and markers
- ☐ Wifi access, laptop and projector

**Handouts:**

- ☐ Workbook page 7 – School Information
- ☐ Workbook page 8 – Family Education Action Plan
- ☐ School Calendar
- ☐ Flyers from the school for any upcoming family group meetings
- ☐ Copy of the School's and District's goals for education
- ☐ Library Card application
- ☐ Information about local after school programs and other community resources
- ☐ Map of school
- Sheet listing relevant social media accounts that families can follow

**Research:**

- ☐ School Information: school structure, school calendar, services, clubs, programs provided for families.

# TIP FOR SUCESS #1

Know that everyone in the family has a role to play and something to contribute. Each person needs to identify their specific role and how to organize their time in supporting a child's education.

## Further explanation



- Read paragraph one and two of “How can Families Get More Involved with their Children’s Future” on page 6 in the workbook.
- Discuss the research indicating the impact a father’s involvement has on their children’s educational outcomes.
  - (SLIDE #14) <https://www.childwelfare.gov/pubpdfs/fatherhood.pdf>



## Activities

- Engage families in an informal conversation to discover their current involvement with their child’s education. Break the families into pairs or small groups to answer the following questions:
  - How have you been involved in your child’s education?
  - How did it feel?
- Complete “Family Education Action Plan” Worksheet on page 8 of the workbook.
  - Have families share how each family member currently helps with their child’s education and have them write in their answers on the worksheet.
  - Next, have families brainstorm ways they can support their children or how older children can help their younger siblings.
  - Have them work in pairs to complete workbook page 11. If time permits, have 3 people share their notes.
- Fathers are far more than just “second adults” in the home. Involved fathers bring positive benefits to their children and have a profound influence on them. Some fathers may not be as involved as mothers. If this is a new role for fathers, explain how to start easing them in, 5 minutes at a time.
  - Work in table groups to make a list of 5 minute activities to help engage fathers in their child(ren)’s lives at home and/or school.
  - As time permits, go around the room and have each table share 1 or 2 ideas with the group. Continue until each group has had a turn to share an idea the group hasn’t heard yet.



## Handout

- Workbook page 11 “Family Education Action Plan”



## Trainer’s Tips

- Encourage each family to commit and get involved. Potential ways family members can help:
  - Young children can read books and do quiet activities during study time.
  - Older siblings can help younger children with homework or quiz them for upcoming tests.
  - Families can read books together, each taking turns reading out loud.
- Be aware that you may hear both positive and/or negative feelings from participants based on their past experiences. By charting what the families say, you are honoring their feelings and building trust. The chart is a third point that you can refer to later.
- Keep brainstorming charts to refer back to in Commandment 2.

# TIP FOR SUCESS #2

Strong two-way communication between families and schools is one of the most important keys to student success. Meet with school officials, such as the principal, teachers, liaisons, secretaries, and community representatives to build positive relationships. You can request an interpreter. Once you've established those relationships, email is an effective way to continue communicating with them about your child's needs.

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## Further explanation

- Talk about the importance of families introducing themselves to school personnel such as the principal and their child's teacher(s).



## Activities

- School Information Sheet on page 7 of workbook
  - If possible, make a copy of page 10 so that families can post in their home.
  - Provide instruction on how to complete this page as you model filling in the District's information (Have this information ready beforehand). At the same time, discuss the role of the school district.
  - Have families complete the information pertaining to their child's school as much as they can. This can be done individually at home, with a partner or in their group.
  - Have families complete the rest as a homework assignment. Give tips on how to acquire information such as asking the school counselor, taking the contact sheet to the school's open house, asking one of their child's teacher, or asking their child.
  - At next session, review and correct information as needed.
  - Add council members or other representatives' contact information that you feel is important for families to have.
- Invite the principal or other school official to the class to share the school and/or district's goals or values.



## Handout

- School Information Sheet on page 7 of workbook
- Copy of the school or district's goals or values. (See local school or district's websites for information.)



## Trainer's Tips

- Provide specific number of minutes to work on the school information page. Use the timer on your phone to signal the end of the activity.

## TIP FOR SUCESS #3

Keep track of what is happening at your child's school and district through their websites, phone applications, social media, emails and other materials.

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### Activities

- Use a projector to show the families the district website, specifically the parents' section and how to navigate the site. If necessary, show families how to translate the webpages into their preferred language.
- Show the families where to find any of the schools' social media accounts. Have a handout prepared with the names of each social media account if applicable.



### Handout

- School Information Sheet on page 7 of workbook.
- Sheet listing out relevant social media accounts that families can follow.



### Trainer's Tips

- Test your internet connection, if available, and have the district website and social media sites ready. If you do not have internet access, you can use screen shots in your power point.
- Prior to the training, prepare a list of all the social media accounts (Facebook, Instagram, etc.) from your school district.
  - Opportunity to also showcase Facebook groups for parent organizations.



## TIP FOR SUCESS #4

Attend key events such as Back-to-School Night, Open House and Parent Conferences. You can request an interpreter if you need one.

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### Further explanation

- Inform families that these events are a great place to meet the principal, teachers, and other school staff



### Activities

- Pass out the school and district calendars
  - Teach familes to read the calendars by asking them to identify the key dates.
  - Ask families to highlight these important school activities and take notes related to the purpose of each event.
- Pass out a map of the school and have families highlight the school office, their students' classrooms, and other important locations on the school campus.
- Ask families to share their experiences with Back to School Nights, Open Houses, and Parent Teacher Conferences. Problem solve with the participants if any concerns or issues arise.



### Handout

- School and district calendars.



### Trainer's Tips

- For a spring training, focus on the next academic year school calendar during training.

## TIP FOR SUCESS #5

Find and participate in support programs that are available to parents at the school site as well as in the community. Family resources can include parent education classes, parent informational nights, community services and involvement in parent committees/groups such as the Parent Teacher Association (PTA), School Site Council (SSC), English Learner Advisory Committee (ELAC), and the District English Learner Advisory Committee (DELAC).



### Further explanation

- Give information about the school's PTA, PTO, ELAC and other programs that participants can get involved in at their student's school or district.
- Explain each of these support programs and the purpose of each one. Give participants meeting times, dates, and locations.



### Activities

- Ask families what programs/resources there are in their community? You can chart their responses and have participants write down so they can keep as a resource.
- The local library is a great community resource. Talk about the programs they offer families and pass out a library card application for those that don't have one. Help participants complete library application.
- This is a good opportunity to invite a speaker from a resource agency to share information about their services.
- Invite the PTA or PTO president to the class to discuss ways to get involved.



### Handout

- Any school handout on parent classes and programs being offered at school.
- Any information you are able to find in your community such as local Family Resource Centers, libraries, tutoring programs, etc. Check your local 211 website for community resources. [www.211.org](http://www.211.org).
- The California Department of Education website also lists community and school resources. <http://www.cde.ca.gov/ls/pf/>
- Create a handout with parent group meeting times, dates, and locations.



### Trainer's Tips

- Research the school you are training to identify specific programs available to families.
- Research the parent and support programs and have meeting dates, times, and locations ready for your participants. Prepare a handout.

## ESSENTIAL 2

### Support my child's studies at home

#### LEARNING OBJECTIVES

- Identify education as the child's main priority.
- Provide time to help children balance between education and other responsibilities.

Workbook pages 9-12; PowerPoint slides 22-28

#### INTRODUCTION

- Begin by welcoming participants to class as they walk in. Remind them to sign in and take a pencil/highlighter. Do the same at the beginning of each commandment.
- State the focus of Essential 2 by reading page 12 aloud.
- Have two or three participants respond to the question: "What are you doing at home to support learning at school?"

#### TIPS FOR SUCCESS

1. Homework is intended to provide appropriate practice for concepts learned in school. If your child does not seem to understand the concepts in the homework, be sure to contact the teacher to let him/her know that your child is struggling.
2. Find out when, where, and what your child needs to study best. Some kids like to study in the morning, others in the afternoon or evening. Allow your child to study at school, in the library, or another environment that is suitable. It is also common for students to meet with classmates in study groups. Make sure that your child has all of the tools they need to be successful. They should have access to a Chromebook or other device, internet, and other supplies their school work may require. Provide adequate space and quiet time for your child to do their homework and study.
3. Help create and maintain a balanced routine at home by having schedules and goals for every family member. Everyone should know their schedule, including the times for homework, meals, free-time activities, chores, T.V. or other electronic devices.
4. Monitor your child's progress with homework. Homework can have an impact on your child's grades, so make a habit of checking the Parent Portal to help keep your child on track for completing and turning in assignments.
5. Take advantage of resources that can help you support your child with homework. Ask about homework clubs and tutoring opportunities at your local library or at your child's school. Ask for help when you have questions or concerns. It is a sign of strength and wisdom. Both you and your child will benefit when you have the answers you seek.

#### LESSON REVIEW

- Reflective Dialogue: Encourage families to reinforce that education is their child's priority.
- Homework Ideas:
  - Encourage families to review handout with their children and to complete monthly calendar with their family.
  - Encourage families to find out how much time their students are expected to spend on homework each day or week.

**Recommended Time: 60-75 minutes**

**Teaching Materials:**

- ☐ Pens, highlighters
- ☐ Wifi access, laptop and projector
- ☐ School Information from Commandment 1
- ☐ Charts from Commandment 1 regarding how parents help with homework
- ☐ Homework planner sample

**Handouts:**

- ☐ Weekly Family Schedule (Workbook page 12)
- ☐ List of afterschool programs in your area

**Research:**

- Identify school/classroom homework policy. Review teacher website for homework.
- ☐ Clubs and programs that support children's learning.

### TIP FOR SUCESS #1

Homework is intended to provide appropriate practice for concepts learned in school. If your child does not seem to understand the concepts in the homework, be sure to contact the teacher to let him/her know that your child is struggling.

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**Further explanation**

- Each school district has a homework policy that provides guidelines on how much time a child should spend on homework by grade level.
- Be aware that individual teachers have their own homework expectations, so be sure to ask each teacher.
- Encourage your child to keep a school planner and record their homework in it each day. Check this on a regular basis to make sure your child is keeping up with his or her homework assignments.



**Activities**

- Refer back to the district website, specifically the teachers' classroom page. Find where they post homework assignments and review with participants. If you do not have internet access, you can use screen shots of these pages in your power point.
- Table Talk: "What is your child's teacher's homework expectations? How did you learn this?" Give participants a few minutes to discuss these questions at their tables or with a partner.



**Trainer's Tips**

- Some teachers use a homework planner to assign homework daily, weekly or monthly. Get samples of these homework planners to share in the training.



## TIP FOR SUCESS #2

Find out when, where, and what your child needs to study best. Some kids like to study in the morning, others in the afternoon or evening. Allow your child to study at school, in the library, or another environment that is suitable. It is also common for students to meet with classmates in study groups. Make sure that your child has all of the tools they need to be successful. They should have access to a Chromebook or other device, internet, and other supplies their school work may require. Provide adequate space and quiet time for your child to do their homework and study.

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### Further explanation

- Get to know your child by asking or observing what study habits work best for him/her. You can also ask the child's teacher.
- Create a place at home where the child can do his/her homework quietly and without distractions. Have a small desk in a bedroom or in the living room where child can work on homework. Have a cupboard or box where child can store his/her school supplies.
- Given some of your families circumstances, tight living conditions can make this difficult. However, you must encourage them to find a way to get it done for the academic success of their child.
- Discuss the benefit of study groups with participants. Explain that study groups provide an opportunity for students to work cooperatively on group assignments and review and practice concepts taught in class.



### Activities

- Brainstorm with families how they can support their children at home. Some examples include providing an empty desk, turning off the T.V., or having younger children play in a different room.



### Trainer's Tips

- Sharing personal experiences related to how/where you studied as a child can put the families at ease. (e.g. on your bed, at the kitchen table)

## TIP FOR SUCESS #3

Help create and maintain a balanced routine at home by having schedules and goals for every family member. Everyone should know their schedule, including the times for homework, meals, free-time activities, chores, T.V. or other electronic devices.

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### Further explanation

- Make sure that your child is not “over scheduled” with extra-curricular activities or responsibilities. (See online resource below)
- Research shows that children and adults thrive on routine because they give us a sense of security and help develop self-discipline.
- Ask families what their thoughts are related to routines. Can they identify a routine that they rely on during their daily schedule? (For example: waking up and getting dressed, bedtime routine, etc.)
- Remind families that they can help their child make homework a habit by supporting and respecting the routine that has been established for homework.



### Activities

- Create a Weekly Family Schedule (workbook page 12)
  - Review the sample weekly schedule on page 11. Explain to participants that every family will create a schedule that fits their specific needs.
  - Using workbook page 12, have families begin by blocking out their child’s school hours, weekly activities such as church, sports, lessons, etc.
  - Continue by identifying meal time, bedtime, wake up, and breakfast.
  - With the remaining time in your weekly schedule identify the best time for homework (remember the general guideline for homework time = 10 minutes for every year in school), free play, reading time, and chores.
  - If time permits, have families share schedules in small groups.
  - Encourage families to get and consider child’s input on completed family weekly schedule and then post in a prominent place so all family members can follow the weekly schedule.



### Handout

- Weekly family schedule (Workbook page 12)



### Trainer’s Tips

- Be aware that every family has a different schedule which means the most effective one is when it fits into the family’s routine.
- Familiarize yourself with the resource below.



### Additional Resources

- Importance of routines:  
<http://www.ahaparenting.com/parenting-tools/family-life/structure-routines>

## TIP FOR SUCESS #4

Monitor your child's progress with homework. Homework can have an impact on your child's grades, so make a habit of checking the Parent Portal to help keep your child on track for completing and turning in assignments.

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### Further explanation

- Be sure to review your child's homework every night. It is important for children to understand that adults are aware of their homework and class projects. Ask questions about their homework to help your child review the concepts. (e.g. Tell me how you got your answer.)
- Some assignments will require group study. If your child will be studying at a classmate's house, be sure to communicate with their parents to ensure they are studying.



### Activities

- Walk participants through Parent Portal
  - Before class, ensure that you have internet connectivity.
  - Pull up the online Parent Portal. If you don't have access to it, ask a participant if they would login to their account. Be sure that any sensitive material is not shown to the class.
  - Walk through the portal to show participants what information can be found here.



### Trainer's Tips

- Check for online connectivity before the class.
- If you are not able to access the portal online, you can paste screenshots of the portal into a PowerPoint presentation.
- Learn if and how the portal can be translated into another language.

## TIP FOR SUCCESS #5

Take advantage of resources that can help you support your child with homework. Ask about homework clubs and tutoring opportunities at your local library or at your child's school. Ask for help when you have questions or concerns. It is a sign of strength and wisdom. Both you and your child will benefit when you have the answers you seek.

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### Activities

- Review the school information handout from Commandment 1 to point out who to contact at the school that can share this information.
- Review brainstorm charts from previous Commandment to identify homework support families are already using. Ask families in the training if they are aware of more resources in the neighborhood you can add to your charts.



### Handout

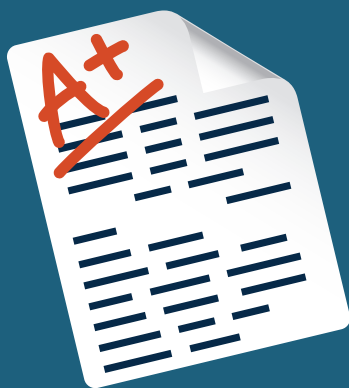
- Create a list of afterschool programs with location, hours available, ages accepted, and costs to the programs.
- Library card application.



### Trainer's Tips

- Participants in the training can share additional resources they are aware of in the neighborhood.
- Research afterschool homework or study programs, such as the Boys and Girls Club, YMCA and the local library. Compile a list of available programs in the area.





## ESSENTIAL 3

### Understand how grades work

#### LEARNING OBJECTIVES

- Understand the grading system
- Learn how to calculate a GPA

Workbook pages 13-14 ; PowerPoint slides 29-42

## INTRODUCTION

- Begin by welcoming participants to class as they walk in. Remind them to sign in and take a pencil/highlighter.
- Review Essential 2: How was their experience sharing the weekly calendar with their family?
- Ask participants to report back if they found out how much time is needed to complete homework.

## TIPS FOR SUCCESS

1. The education and grading system (A, B, C, D, F) in the United States can be different from other countries. If you went to school in another country, here is some information about how grades are calculated. Grades are earned for academic achievement. Students can also earn grades for their effort, behavior, and participation. For example, “O, S, N, or U” stands for “Outstanding, Satisfactory, Needs Improvement, or Unsatisfactory.”
2. Grading systems vary depending on grade level and district requirements. Consult your child’s teacher to understand which marks are being used at school. For example, the grading system for elementary school is based on the mastery of specific state standards, and the grades earned are numbers 4-1, while intermediate and high school are letter grades A, B, C, D, F.
3. Keep in mind that each student must show competency in a set of grade level standards. Each school district has different programs and procedures to support students who do not meet grade level standards.
4. Use your child’s report cards, which are issued three to four times per year, to monitor progress. If you are not satisfied with your child’s grades talk with the teacher or make an appointment with the school counselor.
5. Once letter grades are earned, a grade point average (GPA) can be calculated. Each letter grade has a value, and this value determines your child’s grade point average in school. A student’s GPA is a critical component of college admission and some scholarship applications.

## LESSON REVIEW

- Ask if there are any questions on Essential 3.
- Reflective Dialogue: What will participants commit to this week? Encourage families to review their child’s report card with their children. Remind families if they don’t understand something on the report card, they can ask their child’s teacher or counselor.
- You can also offer your support by having families bring their child’s report card to the following class if they have any questions. This is one of the best examples that families can show their children that they are involved in their child’s education.

## PREPARATION FOR ESSENTIAL THREE

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**Recommended Time: 90-120 minutes**

**Teaching Materials:**

- ☐ Pens, highlighters
- ☐ White Board with non-permanent white board pens, Elmo Projector or Overhead projector

**Handouts:**

- ☐ Copies of report cards from the elementary, middle, and high schools. Remove names and ID numbers.
- ☐ Report card explanation from schools.
- ☐ State Standards K-12
- ☐ GPA Practice Worksheet (Appendix 1)

**Research:**

- ☐ ELPAC information or your state's English Language Proficiency Exam  
<https://www.cde.ca.gov/ta/tg/ep/>
- ☐ State Standards: <http://www.cde.ca.gov/be/st/ss/>

## TIP FOR SUCESS #1

The education and grading system (A, B, C, D, F) in the United States can be different from other countries. If you went to school in another country, here is some information about how grades are calculated. Grades are earned for academic achievement. Students can also earn grades for their effort, behavior, and participation. For example, "O, S, N, or U" stands for "Outstanding, Satisfactory, Needs Improvement, or Unsatisfactory."

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### Further explanation

- Explain the citizenship, work habits, and effort grades.
- Review other information on report card, such as attendance and homework completion.



### Activities

- Spend time reviewing report card and allow participants to feel comfortable reading the report cards from the various grade levels.



### Handout

- Sample report cards for Elementary, Junior High, and High School. Be sure to blackout the name and ID number on the report cards.
- Document explaining the school's report card. Ask the school for this.

## TIP FOR SUCESS #2

Grading systems vary depending on grade level and district requirements. Consult your child's teacher to understand which marks are being used at school. For example, the grading system for elementary school is based on the mastery of specific state standards, and the grades earned are numbers 4-1, while intermediate and high school are letter grades A, B, C, D, F.

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### Further explanation

- Spend time reviewing state standards and why they're important.



### Handout

- State standards for grades K-12.



### Trainer's Tips

- Familiarize yourself with the State Standards.



### Additional Resources

- California State Standards can be found here:  
<http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf>

## TIP FOR SUCESS #3

Keep in mind that each student must show competency in a set of grade level standards. Each school district has different programs and procedures to support students who do not meet grade level standards. .

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### Further explanation

- Tell participants the dates of the Benchmark Exams.
- Give information on English Language Proficiency Exam testing.



### Trainer's Tips

- You could invite the school or district support staff to come to this class to talk about the programs in place to support students.



### Additional Resources

- Information on your state's English Language Proficiency Exam from  
<https://www.cde.ca.gov/ta/tg/ep/>